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The Purpose of the Publication

The Journal of Issues and Practice in Education (JIPE) is a refereed journal produced by the Faculty of Education of the Open University of Tanzania. It is published twice a year that is June and December. The journal is designed to inform both academics and the public on issues and practice related to the field of education.

The journal provides academics with a forum to share experiences and knowledge. It also informs the public about issues pertinent to their day to day educational experiences. Sharing information related to education is important not only for academic professional and career development but also for informed policy makers and community activity in matters pertaining to the field of education.

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It is without doubt that the rapid development in science and technology seem to drive the way teaching and learning should take place not only in higher learning institutions but also in all institutions where teaching and learning takes place. Considering the current development pathways in the use of science and technology as a result of the new inventions being made by scientists including the physicists, it is projected that in just fifteen years to come that is 2030s; the world would have changed drastically. Teaching and learning will be shaped by the kind of development reached at the time. The economic production will be consolidated due to application of new production paradigms. The world will experience new manufacturing technologies such as automation and robotics, driverless cars and indeed teaching and learning practices in the absence of the teacher/lecturer in the class will dominate the schooling system. The massive use of computing technology and new materials will revolutionize working patterns, increase productivity, and reduce outsourcing. This means that the risk of jobless growth will rise.

The papers in this issue provide a range of knowledge in the field of education. Many of the articles included in this volume constitute mainly current issues relating to education. They emphasize the need for digitization of educational practices as a way of responding to the day to day changing needs of the world due to rapid development in science and technology. While some of the papers are purely ICTs and teaching and learning based; others call for an application of integrated approaches when addressing educational issues such as curriculum development and implementation as well as improving teaching and learning environment for students with special needs. It is therefore the editor's recommendation that this journal presents a significant knowledge contribution to the existing body of knowledge about issues and practice of education. Readers from different disciplines especially those working in the field of education will find this journal a good source of knowledge and thus form as their reference when discussing and writing different issues and perspectives in education.

The chief editor thanks all those who have willingly participated in reviewing these papers, the work which demanded more time, interest, motivation and commitment. The editor thanks also authors for contributing knowledge in the field of education. The future of JIPE is to have active international members of the editorial board in order to improve quality of papers and enhance the journal with international flavor

DR. EVARISTO ANDREAS MTITU

CHIEF EDITOR

The Role of ICT in Examinations Integrity and Security: Experiences from The Open University of Tanzania

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Abstract: *Cheating in examinations at all levels of education is a global concern. It is unfortunate that it is possible to use ICT for both cheating as well as preventing it. The extent of monitoring and controlling ICT misuse so as to maintain examinations integrity and security is crucial. The objective of this study is to analyse the role of ICT in handling examinations at OUT. The Basic Classical Ethnographic research method was used through the present writer's participant observations of 15 years. The observations revealed that the current use of ICT in examinations processing, administration and result dissemination at OUT has increased the examinations integrity and security to a larger extent than in the manual examinations era. The students get their results earlier than when hard copies were used to disseminate results. The study has come up with a model of ICT deployment for ensuring examinations integrity and security. It is recommended that it should be used by Open and Distance Learning (ODL) institutions in Africa in order to boost the quality of graduates. It is also recommended that all students who are about to graduate should be closely assisted so as to increase the number of graduates who study through ODL mode. E-examinations like Examinations on Demand (ODEX) should be used effectively.*

Keywords: Open and Distance Learning, ICT, examination integrity, examination security.

Introduction:

An examination is defined in two senses. In its widest sense, an examination is considered to be a close inspection of something/somebody or an inquiry into something. However, in its pedagogical restricted sense, an examination is a formal test of somebody's knowledge/skills or ability in a particular course, especially by means of oral or written questions or practical exercises (Hornby, 1995). On the other hand, examination integrity refers to the quality of being honest and having strong moral principles in setting, processing, transferring and administering examinations in an ODL mode of delivery. Furthermore, examination security refers to measures taken to guarantee the safety of an examination, something which is of great value.

Background and Literature Review on Tanzania's ODL Status

Tanzania has been among the forefront African countries in promoting Open and Distance Learning (ODL) as an alternative comparable quality education for all citizens who qualify to study at the university level. The feasibility study done by Kinyanjui (1993) before takeoff of the Open University of Tanzania (OUT) included consideration of elements of technological applications, learner support services as well as the application of new communication technologies such as computers and satellite based communication. According to Kinyanjui (1993), the success of ODL implementation in Tanzania would have been assisted by application modern technology in delivery.

Established in 1992, OUT is currently offering higher education to those who qualify for such education but cannot access existing conventional higher education institutions due to space, time, family and work related constraints. The discrepancy arising out of lack of a formal mechanism for credit transfer between OUT and conventional higher education institutions, needs to be redressed as a matter of necessity. To-date Tanzania has succeeded to a large extent in ODL examinations handling due to effective use of Information and Communication Technology (ICT).

According to Reuben (2011), the institutions offering some of their programmes through some form of ODL delivery in Tanzania include University of Dar es Salaam; Moshi Co-operative University (co-operative education); Institute of Adult Education (secondary school education and professional courses); Health and Sanitation through water (HESAWA) – promotion of public health and sanitation; South Africa Extension Unit (SAEU) – Basic education and vocational skills; Sokoine University of Agriculture (Extension services and continuing education). However, there are some socio-economic, institutional and technological challenges facing Tanzania as a developing country as Reuben (2011:63) says “ICT skills among ODL practitioners and learners are still at a low level”. Adoption, access and effective use of ICTs’ mediated teaching and learning throughout the country, are essential pre-requisites for overcoming distance as a barrier to information transfer, processing and sharing in ODL”. Nevertheless, OUT as an ODL institution is trying to overcome most of the associated challenges. Lately, the joint delivery of the Masters degree in public health by MUHAS and OUT starting the academic year 2015/16 is indeed an example of the latest success story.

Methodology

The reported study was fundamentally qualitative in nature. It is referred to as an ethnographic research. The basic classical ethnographic research methods are the ones that are administered not only to human residential communities and the population by taking day to day field notes but is also applied to other social settings such as organizations, institutions, meetings and just about any setting in which humans are interacting (Whitehead, 2005). Usually observations occur during participant’s involvement in carrying out roles and experiencing dynamics within the setting under study. Therefore, the basic classical ethnographic research method was found to be an ideal approach for the present study because the researcher has been carrying out different roles at OUT as a permanent and pensionable employee since January, 2000. She was both a Director of a Regional Centre and an academic staff in the area of study (OUT). She has interacted with participants (OUT Community Members) in their real life – situation for a long time, almost becoming part of them.

In principle, the only data collection method used in this study was the long time observation and the data analysis procedure used was qualitative.

Findings, Discussion and Interpretation:

Historical Deployment of ICT at OUT

According to Maro (2008), ICT is simply defined as the utilization of computer based information systems and communications systems to process, store and retrieve data and information. OUT is trying its level best to make sure that it exploits ICT very carefully, specifically in managing examinations. OUT renders affordable quality education for all Tanzania citizens as well as students from Africa and the rest of the world (as demonstrated by its delivery of the postgraduate diploma in curriculum design and development in collaboration with UNESCO and the Tanzania Institute for Education, TIE). Since its inception in 1992, OUT

has increased its enrolment from only 776 in 1993 to several thousands. Specifically, By June, 2014 the cumulative number of student admission was 83241 (OUT, 2014). Clearly, judging from these enrolment figures, OUT to date remains to be the largest higher learning institution in Tanzania depicted by Table. 1.

Table 1

Cumulative Student Admission by June, 2014

S/N	ITEM	MALE	FEMALE	TOTAL
1.	Non-Degree Courses	16688	1087	17775
2.	Undergraduate Studies	35374	13152	48526
3.	Postgraduate Studies	12436	4504	16940
Total		64498	18743	83241

Source: Adapted from OUT (2014:13-25)

Observed Historical Trends of Examination Administration at OUT

In the early days of its existence, OUT as a unique institution in Tanzania and being located in a developing country, tended to model its practices on the older sister universities in the country that were both conventional, i.e. the University of Dar es Salaam and Sokoine University of Agriculture. For example, candidates who satisfied examiners in the Mature Age Entry Examinations set by these two sister universities were considered for admission at OUT, however, written evidence of a satisfactory pass was essential. Even invigilators for OUT examination sessions used to come from these sister universities as part-timers. At that time, as observed by the present writer, it was very difficult to supervise OUT examinations for several reasons as will be explained below.

Taking Morogoro Regional Centre as an example, the writer, who was Director of the Regional Centre (DRC) used to administer the examinations using the part-timers from these universities. The Courier system was used to transfer the exam questions from Dar es Salaam (OUT headquarters) to Morogoro, by public bus transport and then return the worked scripts back to Dar es Salaam by the same means after completion of examinations. The DRCs at the 20 Regional Centres throughout the country travelled to and from OUT headquarters four times per year. The questions and scripts were packed in paper envelopes which were easy to open because they were not tamper proof. Hence examination security was very questionable in that era. Tutor Marked Assignments (TMAs) were transferred by post and it was very difficult to give the students feedback in time after marking the assignments. All courses were examined during the academic year in which they were studied as follows:

TMA – 7.5% each x 2	= 15%
Timed Tests 12.5% each x 2	= 25%
Annual Exam – only one	= <u>60%</u>
Total	100%

The other assessments like Teaching Practice in the Faculty of Education and Science Practicals and Special Projects in Faculty of Science, Technology and Environmental Studies, constituted independent units dealt with in the relevant faculty.

The pass mark for both continuous assessment (TMAs) and Timed Tests was 40% except for the Foundation Course which was 50%.

Registration for courses was done manually from January to 31st March in each academic year. It was assumed that the courses registered would automatically be examined. Apart from registration numbers, the students were given confidential examination numbers before the beginning of the annual examinations. By the year 2005, the mainstreaming of exploitation of ICT accompanied with more secure and temper proof envelopes has made the examinations even more secure. The examination numbers are no longer necessary.

The assessment procedure was different in the past from the current one as depicted in Table 2 .

Table 2

Phases of Examinations Administration at OUT

Phases	Jan-March	May	June	July-August	September	October	Remarks
I 1993-2006	Assignment 1	Timed Test 1	Supplementary & Special Exams	Assignment 2	Timed Test 2	Annual Exam	Academic year started in January. No Special Tests
II	Jan. – Feb	May	June		September	October	Remarks
2007-2014	Supplementary Exam & Main Timed Test	Special Main Timed Test	Annual Exams		ODEX	ODEX Results	Academic year starts in November

Source: Author's Observations (2014)

Table 2 shows that in the previous years the students were assessed through assignments, tests and annual examinations. In the current years there are no Tutor Marked Assignments (TMAs) at The Open University of Tanzania because of their potential for abuse and use of third party to write them. On Demand Examinations (ODEX) are blending e-examination with manual (pen and paper) examinations (Mushi, 2011). The initial Phases of OUT operations seemed to favour “learner autonomy” and it seemed to be a more scholarly undertaking more than the current phase (Mkuchu, 2004). However, this is type of qualitative assessment is liable for further scholarly discussions.

Development of Examination Centres

In the manual examinations era, the regional centres played dual roles – as administrative centres comprising a DRC and an examination centre. The DRC was the main invigilator. In case of Regions without DRCs, the invigilators had to travel from OUT headquarters to take position. Table.3 lists the examination centres of OUT in the year 2000.

Table 3

Examination centres and main invigilators by 2000

S/N	Examination Centre	Main Invigilator	S/N	Examination Centre	Main Invigilator
1.	Arusha	Dr. S. M. Werema	12.	Morogoro	Dr. B. S. Komunte
2.	Dar es Salaam	Mr. K. Mwinyichande	13.	Mtwara	Dr. J. J. Chilumba
3.	Dodoma	Dr. A. I. Wawa	14.	Mwanza	Mr. H. A. Shungu
4.	Iringa	Dr. S. Gwalema	15.	Rukwa	Vacant
5.	Kagera	Vacant	16.	Ruvuma	Mr. B. Chale
6.	Coast	Mrs. J. G. Mori	17.	Shinyanga	Dr. E. Songoyi
7.	Kigoma	Vacant	18.	Singida	Vacant
8.	Kilimanjaro	Prof. A. S. Meena	19.	Tabora	Late Mr. M. M. Dasu
9.	Lindi	Vacant	20.	Tanga	Mr. N. Makuru
10.	Mara	DR. N. Ligembe	21.	Zanzibar	Dr. G. R. Kissasi
11.	Mbeya	Late Mr. E. M. Mejala			

Source: Adapted from OUT (2000:vi)

The number of examination centres at OUT has been increasing. By 2016, there are 35 examination centres within the country. There are several other centres outside Tanzania.

OUT's Institute of Educational Technology

OUT's Institute of Educational Technology (IET) was established in 2001. One professor only started the institute. Initially, IET was to produce quality teaching modules (in form of print) as Teaching/Learning materials (Mahenge, 2002).

Eventually, IET acquired necessary equipment for producing non-print materials specifically audio cassettes for blind students (Mkuchu, 2012). A computer laboratory was later on launched at OUT headquarters where most OUT members of staff acquired elementary knowledge of use of computers and mainly applications like Microsoft Word, Microsoft Excel, Access etc. Currently, the functions of IET which has evolved to become an Institute of Education and Management Technologies (IEMT) have increased tremendously leading to a high levels of support of the examinations setting. This was an important step towards facilitating enhanced examination integrity and security at OUT.

ICT and Improvement of Communication at OUT

Initially communication among students, and staff at HQ and Regional Centres was done through fixed line phones, cellular phones, post and couriers. This led to slow communication among members of the university community. Currently, there is substantial exploitation of ICT infrastructure and services, particularly in examination setting, conduct, results processing, dissemination, and its management. The transport of examinations is using university sealed vehicles that are accompanied with enhanced physical and human security. The university has managed to install Local Area Networks (LAN) in all its centres with a Wide Area Networks (WANs) and each Regional centre uses existing LANs supported by modems for quick use of internet before, during and after examination sessions. In 2014, OUT installed wireless internet in all Regional and Coordination centres which used by both staff and students to improve communication and access e-data bases and soft copies of teaching and learning materials.

ICT applications and introduction of the Directorate of Examinations Syndicate (DES)

DES was introduced in August, 2008 in order to improve the quality and security of examinations at OUT. DES was established to oversee all activities regarding the administration of examinations and the processing of students results and awards. The use of ICT is highly emphasized in all examination endeavours. There are several data bases and servers including those for Registration of tests and examinations (EPIS) and the system for processing and dissemination of students exam results (SARIS).

Cell phones are widely used within OUT. Almost each student and each member of staff owns and uses effectively at least one cellular phone. Youssef and Dahmani (2008) support such use of ICT. Therefore, communication during transportation (by university car) of exam questions, invigilation sessions and transport of worked scripts is very tight. There is also a Directorate of Quality Assurance and Control which works hand in hand with DES to ensure examination integrity and security within all examination centres throughout the country as well as abroad.

OUT is seriously addressing improved access to ICT facilities and increased capacity of all staff to use data bases and web sites in all academic areas including examinations (Komunte, 2014). All in all adapting ICT for handling examinations is beneficial to OUT. The benefits that have been observed by this study include the potential of administering examinations to many people at the same time, for example ODEX which is an e-examination system. Another benefit is increasing access, flexibility and convenience in writing examinations and receiving results on time through SARIS database. Gaining competence in the use of ICT in handling examinations leads to integrity and security of examinations. The potentials to provide error free exam questions and results are guaranteed through use of ICT. The automated setting of exams has increased the potential for examination integrity and security. For that matter DES has brought about a great change in the institution.

OUT's Scenario in Examinations Integrity and Security

Challenges of using ICT in Examinations

In spite the big strides OUT has made so as to cope up with modern electronic communication, still, there are several potential pitfalls associated with the use of ICT in examinations. The objective of this section is to outline a number of challenges associated with the use of ICT within the context of ODL delivery in developing countries with specific reference to OUT.

Technological constraints compound ODL institutions of Tanzania and indeed other developing countries which lag behind the global efforts to modernize the exploitation of modern technologies. The challenge of affordability, accessibility and control of the currently vetted technologies also prevails in Tanzania. All in all the availability of some ICT capacity in the cities and towns and the growing role of ICT in facilitating education delivery is an opportunity which Tanzania can use to overcome, to a certain extent, the technological challenges (Komunte, 2012).

Examination Integrity and Security

According to URT (1998) the national long-term development philosophy and direction (The Tanzania Vision 2025) stipulates a Tanzania which is "Characterized by high quality livelihood, peace, stability and unity; good governance; a well educated and learned society ..." (p.86).

You cannot have a well educated society through cheating in exams that is why this paper considers the issue of examination integrity and security. OUT is using internet in handling the On Demand examinations (ODEX). However, the internet medium is well known to play host to numerous threats such as viruses, denial of service attacks, data theft, shortage of electricity in some examination centres, lack of computer technicians in some examination centres in case of breakdown of the laptop through which the exam questions are sent and increase of number of students who demand e-examinations.

The Model for Examination Integrity and Security in ODL

The handling of examinations in the context of ODL is more complex than in the conventional context. The issue of setting questions is not as easy as in conventional settings. To begin with, how the questions are set, who are setting them, where they are being set and when they are being set is an issue in assurance of integrity and security of examinations. This is the first aspect of the model.

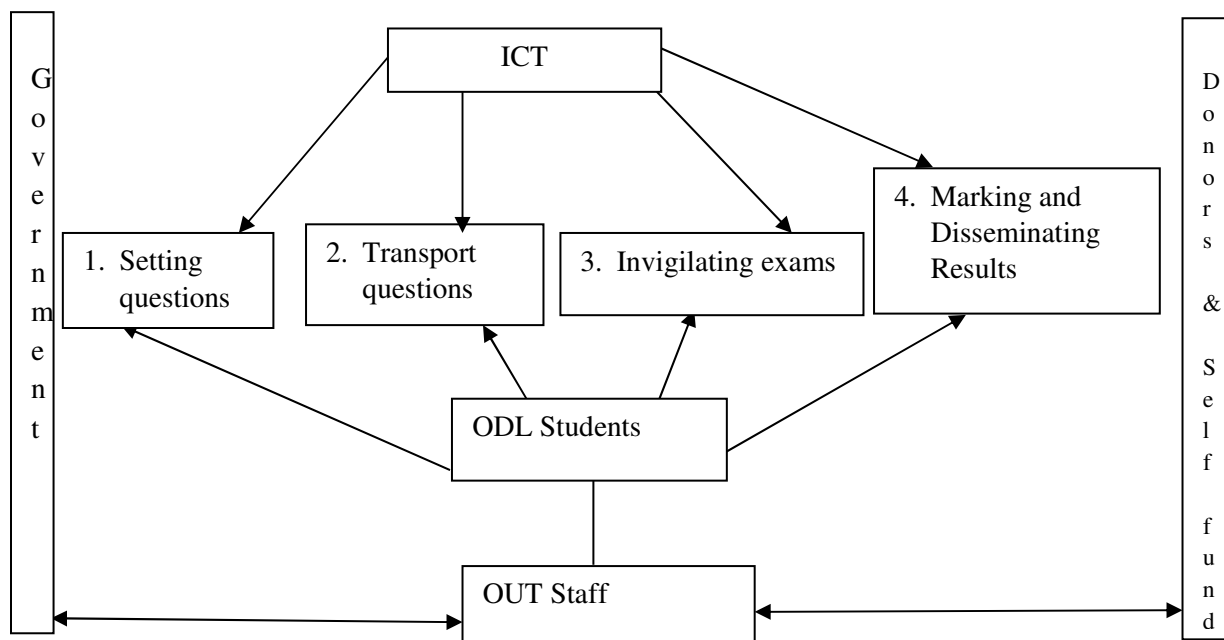
Second, the whole process of taking the questions to the examination rooms throughout the country without leakage is another issue.

Third, the invigilation process itself is a great issue. Fourth, human resources – people with integrity to handle the whole process are not to be forgotten.

Fifth, the nature of ODL students, that is, adults who have numerous responsibilities in the country, becomes an indispensable part of the examination handling process. The Government and Development partners are also not to be forgotten as providers of financial funds because administering exams in ODL is very expensive. However, in this paper the pattern of the model is to integrate all these variables to show that they are related and that each variable is important. Figure 1 shows this idea diagrammatically.

Figure 1

The Model for Examination Integrity and Security in ODL



Source: Author's Observations (2014)

In practice, however, there is a need for very high cooperation among students and staff as well as the government and development partners. In order to ensure security of examinations there is need for huge amount of money and high integrity among students and OUT staff handling the examination procedures. The OUT workers who are at the same time studying at the OUT should not be working at DES's offices in order to ensure exam security. In this way, the ODL institution will handle the exam integrity and security well. The use of computers to compose exams based on learning objectives and learning outcomes is also an added integrity and security feature of ODL institutions.

The model presents the key security requirement whereby the use of ICT becomes crucial among all the people who handle each procedure of the examination. The following sections give full explanation of each item of the model.

The Government and other Donors

The Open University of Tanzania is a government institution that was established by the act of the United Republic of Tanzania parliament Number 17 of 1992. The act was replaced by the OUT Charter in 2007 to comply with the requirements of universities Act Number 7 of 2005 to provide higher education predominantly through ODL.

Human Resources

In the model in figure one human resources item appears at the bottom, depicting the primary role it plays in an ODL institution. Human resources are crucial in examinations integrity and security. The lecturers who set questions should be people of integrity. DES would not be able to moderate more than two thousand course units' questions. Therefore, honesty is on the lecturers' hands. This is a challenge on examinations integrity in ODL. The DES human resources also are very important resources. The people who feed the exam questions on the computers must also be people of great integrity. Otherwise that is the point where leakage of exams may occur. In the model human resources are related to each item (see arrows). Which means that the people who handle the examinations are the ones whose hands carry the actual examinations integrity and security? How are these people recruited? How are they monitored? To what extent are they honest? What is their relationship with OUT students and how is it controlled? These questions pose challenges on ICT and examinations integrity and security. The answer is simple. DES's regulation is that OUT staff who are at the same time studying at the OUT are not allowed to work at DES's offices in order to ensure exam security. In this way the OUT handles the exam integrity and security well. The use of computers to compose exams based on learning objectives and learning outcomes is also an added integrity and security feature of OUT.

To emphasize the important role of human resources in examinations, there should be a paid pre-recruitment training of DES employees. On top of that, at least 10% of examination fee paid by students should be a responsibility allowance of DES workers. This maximizes examination integrity and security by using ICT effectively, efficiently and positively.

ODL Students

It is worth noting that ODL students have special characteristics which are unique from conventional universities. In conventional universities a particular cohort is expected to graduate after a fixed period of time contrary to ODL which allows for flexibility and student autonomy in implementing curriculum leading to protracted period of completion time. The undergraduate

OUT student, for example, is expected to complete her/his studies within two to eight years. In other words, such a student, who normally studies how, where, what and when she/he likes can graduate after three years, four, five, etc. but after eight years she/he is discontinued.

OUT students study without interfering with their services to families, communities and employers. They are in diversified categories. There are both old people with multiple social and career obligations and the young who are entirely dedicated to studying and would like to graduate after studying for as short time as possible.

OUT employees are at liberty to study any programme they like in their institution. The questions of how to maintain examinations integrity and security when a person working at DES's office or any other OUT office is a Student who sits for the same examination as other OUT students remains to be answered. In this case, can we really talk of possibilities of preventing cheating in ODL institutions? This is an indication of challenges encountered by ODL institutions in preventing cheating in examinations.

Use of ICT

It is anticipated that in this modern world of technology, ICT, if not handled with strict care, becomes a source of cheating in examinations. Hence, OUT is very keen on this precaution. DES has a strict code of conduct to ensure examinations integrity and security for example the setting and moderation of questions are done confidentially and passwords are used efficiently in matters concerning examinations. Besides, the Directorate of quality assurance and control works hand in hand with DES.

Setting Questions

In the past, the setting of examinations at OUT was done by the few permanently employed lecturers and many part-time lecturers from the sister universities. Currently it is vice versa. The questions are set by OUT's more than two hundred permanent lecturers. There are very few part-time lecturers setting examinations. The exam questions from the lecturers are sent to heads of department on-line, moderated and then sent to DES in soft copy and the use of password is highly emphasized. There is no any possibility of leakage.

Transporting Examination Questions

There are indirect effects of ICTs on administration of examinations in up-country examination centres. Such effects lie in the available infrastructure which, in most cases, are poor. Besides, there is poor framework for immediate communication due to poor media accessibility because of electricity problems and poor internet connectivity. This results to co-ordination difficulties during transport. ICT could play a very crucial part in communication during transportation of examination questions.

Invigilation

In most cases educationists concentrate on the actual invigilation within the examination session. At OUT the invigilator is supposed to stand all the time looking around the room to monitor every movement and action among the students to prevent cheating. In case a student is caught with an authorized material she/he fills in an irregularity form to be summoned by the right authority after examinations for interrogation. In this age of ICT the students ought to be honest without being forced by the invigilator otherwise it is very easy to cheat using telephony or sophisticated calculators. All unauthorized materials are banned in exam rooms at OUT.

OUT students are expected to make their own payment for accommodation and meals during examination sessions. The security of their belongings including their cell phones is questionable, where do they keep the cell phones when they attend the examination sessions? It is another ODL challenge in examinations integrity and security.

Dissemination of Results

At OUT the students receive their results through a database called SARIS. For students who dwell in towns where there are internet cafes it is easy to get these results. But students in remote areas have to travel to towns. It is unnecessarily expensive. The dates approaching graduations cause graduation fevers to students who do not see results of one or two courses in their SARIS database. Many of them travel to the HQ to try to solve the problem with DES or Dean of faculty. Nevertheless, students can access internet where they live in villages using their cellular phones or pcs provided with solar batteries.

Concluding Remarks

Based on the long-time observations and the variables presented and analysed in the model above, it is evident that the examinations integrity and security, to a large extent, is functioning at OUT.

The model in this paper suggests two important measures:

One, the fact that Africa is a developing world and that it faces various challenges in use of ICT depict the necessity to train human resources intensively. All processes of examination setting, administration and results dissemination needs well trained personel. Besides these people must be motivated so that they can handle the examinations with integrity and security.

Two, Africa will highly develop through ODL. Africa needs as many educated personnel as possible. ICT should be used as much as possible to ensure big number of graduates. Whosoever passes all her/his courses should graduate on time without unnecessary follow-up of results.

Recommendations

On the whole, the observations have revealed that, to a large extent the use of ICT guarantees examinations integrity and security in ODL. This was revealed by the present writer's long time observations at OUT.

The study concludes that, ICT enables the ODL students to be well informed on all processes from registering/paying for the exams, writing exams and receiving their results though most students use internet cafes instead of buying and using their own laptops. Majority of the observed students claimed that they cannot afford to buy laptops (Tshs. 600,000/=).

[Laptops cost 300,000/= and small tablets cost up to 220,000/=]

Recommendations

1. Africa's ODL institutions (OUT inclusive) to supply laptops to students free of charge, to ensure maximum use of ICT for examinations integrity and security. The government and other donors can help.[This proposal is unsustainable and not practical better facilitate students to buy laptops or tablets]
2. The Africa's ODL institutions should concentrate more on output than on input. Typically, in African ODL institutions (OUT inclusive) concentration is on enrolment and financial income through tuition fees, examinations fees, and face to face fees – to

cater for the huge expenses of ODL. This study recommends concentrating on the possibility of students who need assistance in last touches of their studies to be helped so as to graduate. In other words, Africa's ODL institutions output (graduation) should rise.

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Educational Policy Making in Tanzania – From 1967 to 2014

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Abstract: *‘Educational Policy Making in Tanzania’ identifies three major turning points in Tanzania educational policy making process. These are marked by the 1967 Arusha Declaration; the 1980s macro policies which emphasized rationalization of investment, liberalization and cost-sharing; and the Vision 2025 which sought to bring Tanzania of knowledgeable and skilled individuals to competently and competitively deal with development challenges of the time. In turn, the changes translated to the 1967 Education for Self-Reliance (ESR), the 1995 Education and Training Policy (ETP) and the 2014 Education and Training Policy (ETP II) respectively. It is argued that self-reliance and decentralization in the provision of education characterize educational policy objectives in Tanzania in order to achieve access, equity and quality in the provision of education. Despite these ideals, there are serious shortfalls in the way educational data are analyzed for identification of appropriate strategies for moving to desired destination. Policy making involving the civil society, intellectuals, think tanks or policy research institutes and lobbyists is recommended in order to sufficiently deal with the dynamics of educational planning and realize the intended objectives.*

Introduction and the background

Since early at independence in 1961, Tanzania identified poverty, ignorance and diseases as the basic enemies which would impede her social-economic development. Of the three, ignorance was considered the cause of the other two hence the most critical that it has always characterized her socio-economic policy and agenda. In its attempt to enable the people acquire basic knowledge and skills necessary for addressing poverty and diseases, the government came up with a number of moves to improve access and quality of education provided. Among the moves, there was Education Act of 1962 that abolished discriminations in the provision of education, as well as rationalization of curriculum, examinations and administration of education. In 1967 Arusha Declaration (AD) came up with Education for Self Reliance (ESR) as a philosophy to guide the provision of education, emphasizing the need for curriculum reform to integrate theory with the acquisition of practical life skills. Thereafter, several other laws were enacted between 1969 and 1975 to legalize actions taken as a result of AD and ESR particularly in the areas of curriculum, administration and access. In 1975, the first Education and Training Policy (ETP) document was produced consisting of 149 policy statements for guiding prioritization, resource allocation and educational practice in the country.

The ETP of 1995 was designed following the macro policies emphasizing the rationalization of investment, liberalization, entrepreneurship, self-reliance, enhancement and integration of development efforts, hence a changed form and direction of education and training (URT, 1995). Here, the form and direction taken were different from those adopted by AD in 1967 which emphasized the need for curriculum reform to integrate theory with the acquisition of practical life skills. The broad policies adopted in 1995 sought to enhance partnerships in provision of education, identify priority areas where private agencies could be invited to participate, broaden the financial base for education and training, and streamline the management structure of education and training by placing more authority to schools, local communities, districts and

regions. Furthermore, the policy emphasized curriculum review, improved teacher management and use of appropriate performance management strategies in order to improve the quality of education; strengthened relationship between formal and non-formal avenues for providing education; equity in access to education; and growth of the culture-for-job-creation rather than culture-for-job-seeking education.

A new 2014 Education and Training Policy (ETP II) was officially inaugurated on 13th February 2015 to repeal and replace the 1995 version. The new policy made yet another turn seeking to accomplish one broad goal which is further split into seven specific objectives (URT, 2015). At general level, it reiterates the national Vision 2025 which seeks to achieve a transformed and well educated Tanzania as a nation, consisting individuals who are sufficiently equipped with the knowledge and skills for competently and competitively solving the development challenges (MoF, 2010). Specifically, it intends to put in place a flexible system and arrangements availing a multiplicity of avenues for Tanzanians to improve technically and academically; providing education and training programmes with quality standards which are acceptable nationally, regionally and internationally; ensuring availability of diverse opportunities for education and training in the country; ensuring development of human resources commensurate to national priorities; ensuring proper management and administration, and sustainable system for financing of education and training; and a system of education and training considerate of cross-cutting issues such as environmental conservation and HIV/AIDS.

There are issues which have consistently featured in policy making since 1967 through 2014, although with varied emphasis. For example, the values of self-reliance and decentralization in provision of quality education feature in all policy documents, i.e. ESR (1967), ETP (1995) and ETP II (2014). In the 1967 AD and ESR ideologies, self-reliance and decentralization in education were conceived as embedded in the populist philosophies which protested against the dominance of elites in society, advocated for local democracy and people's empowerment in local communities, and viewed education and learning as responsibilities of not only schools but also homes, communities and workplaces. Furthermore, learning was perceived from practical view point thus advocating knowledge and skills which could be applied to life. The principle was those affected had to have the power to decide on '*what*', '*how*' and '*when*' the action had to take place, so community members where knowledge and skills were to serve had to be involved in deciding about the type, content and quality of education. Participation in decentralized schools therefore had to include all stakeholders and develop effective relationships between education institutions and the communities served, albeit under control of the state.

Like AD and ESR, the 1995 ETP also advocated decentralization and self-reliance, somewhat in a liberal orientation. Among other things, it emphasized liberalization in the provision of education, entrepreneurship and self-reliance, as well as enhancement and integration of partners' efforts in educational development. The implementation of 1995 policies was done through a number of programmes including Education Sector Development Programme (ESDP), Basic Education Master Plan (BEMP), Primary Education Development Plan/Programme (PEDP), Complementary Basic Education (COBET) and Secondary Education Development Programme (SEDP). In each programme, the aims were mainly to expand access, improve quality, equity and integration of cross-cutting issues. According to URT (1995), this orientation was influenced by the macro policies emphasizing increased role of the private sector to broaden the participation base in the economy; continued liberalization of trade and other systems in the economy; provision of essential resources to priority areas; increased investment in infrastructure and social development sectors, especially health and education; and the reduction of subsidies

and introduction of cost recovery and cost sharing measures. Diverse players were therefore invited to participate in the provision and financing of education. However, liberalism was not observed to the letter especially in that the state was not all that neutral in determination of the type, content and quality of education. Perceptions of falling standard in the quality of education at the advent of 21st century in Tanzania implied the absence of efficient system allowing productive competitions between providers and schools to improve their products and meet the customer's ever-changing expectations.

By the second decade of 21st century, it became apparent that 1995 ETP did not efficiently address the needs identified in the 1990s and changes which were occurring in the country. It is learnt from ETP II that fifty nine of hundred and fifty nine (37.1%) policies set in 1995 had not been implemented at all (URT, 2015). Twenty five (15.7%) of these were for primary education, eighteen (11.3%) for technical education and sixteen (10.1%) for higher education. Although these policies were still useful guides towards knowledgeable and skilled Tanzania and requirements in the world of work, some of them do not sufficiently reflect in 2014 ETP II. The aspects of achieving quality education through self-reliance and decentralization strategies are featured in narrower scope than that casted in previous policy document. In ETP II, education and training are consistently presented as a responsibility of central and local governments without clear delineation of roles and responsibilities to private sector and other stakeholders. Only six out of forty nine (12.2%) policy statements suggest players other than central and local governments would be involved; in aspects related to financing of education, gender equity and development of curriculum. According to Hamilton (1999), questions like 'Who needs to participate?' and 'What do we need from others?' are pertinent to policy making which has decentralization as one of the aspects in its agenda.

Policy Making and Cycle

Haddad (1995) defines a policy as an explicit or implicit single or group of decisions which may set out directives to guide future decisions, initiate or retard action, or guide implementation of previous decisions. In education and training; a good policy is a way of making administration easier, and allowing people to get on with school and education's core business more efficiently and effectively. In Tanzania, the core business of education and schooling is spelt out in Vision 2025 as to equip individuals with the skills necessary for participation in social life, and to change the social order as desired (MoF, 2010). A policy is distinguished from laws or rules in the sense that whereas a policy guides action in order to achieve desired outcomes, laws and rules are more mechanical for compelling or prohibiting behaviour. At its most basic, a policy is a course or principle of action with features such as statement of a matter of principle; focus on action clearly showing what is to be done, how and who should do it; and reflective of authority embedded in the power of a person or body issuing it.

Haddad (op.cit) on policy making stresses the linkages between pre- and post-decision activities to sufficiently deal with the dynamics of planning cycle, which Althaus, Bridgman, and Davis (2007) argue it has to be heuristic and iterative process. Such a cycle gives emphasis to a continual nature in the sense that implementation of one set of policy decisions establishes the context for the next cycle of policy and planning activities. This implies that formulation of ETP II for example, had to not only look at the previous ETP, but also all decisions, directives and other initiatives which were currently guiding prioritization, resource allocation and educational practices in Tanzania. These included (but not limited to) Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP) and a array of policies which ETP II has repelled like 1996 Technical Education Policy (TEP), 1999 Higher Education Policy (HEP) and 2007

Information, Communication and Technology in Primary Education Policy (ICTPEP). Ideally, the process had to also consider all education-related decisions embedded in other national programmes such as the Public Sector Reform Programme (PSRP) and Local Government Reform Programme (LGRP), as well as policies and programmes operated by other institutions like the Ministry of Community Development, Gender and Children; Universities and other higher learning institutions.

Pursuant to such a cycle, policy making is therefore viewed as a process by which the government translates its political vision into programmes and actions to bring desired changes (Hamilton, 1999). In the case of ETP II, education was envisioned as a porter for molding Tanzanians characterized by knowledge, skills, competence, capability and desirable mindset for contributions to the national development, which in turn required strengthened related systems and institutions (URT, 2015). Since as Althaus, Bridgman, and Davis (op.cit) argue that this is more efficiently done in a heuristic and iterative process, policy making has to involve a broad range of actors such as the civil society, the media, intellectuals, think tanks or policy research institutes and lobbyists, similar to what Haddad's (op.cit) identified in his 'linkage' idea. They converge on policy-making as the first step of any planning cycle and that planners must appreciate its dynamics before they can design implementation and evaluation procedures effectively. In education and training, policy making should take precedence and interest of planners as a cornerstone of planning. To date, emphasis should be on how educational policy alternatives are identified and final choices made, as opposed to design, implementation and monitoring of education emphasized in the past. A policy-making cycle therefore should entail such tasks as identification of issues about which it is being made; analysis; consultations permeating the entire process; coordination; decision making; implementation and evaluation. The Centre for Affordable Housing (2013) coils a checklist providing a start-up for operationalizing a policy making cycle which in context of education and this discussion; it would entail analysis of basic issues such as:

- Is there adequate and up to date information base to help identify and analyze educational needs and appropriate responses?
- How should the aims and objectives for the new policy (e.g. improved learning and educational outcome) be identified?
- Are the necessary resources in place to make the strategy achievable?
- How should the policy be connected to stakeholders' other strategic responsibilities and planning processes?
- How might this policy relate to the work of others and on-going programmes?

Methodology

Analysis of educational policy making in Tanzania has employed a qualitative approach gathering data by snowball technique; that is a non-probability technique where existing respondent(s) recruited the next one depending on sufficiency of responses versus required information for bridging existing gap. The sample eventually involved teachers and administrators at primary, secondary and University levels, a Regional Education Officer and officials from the Ministry of Education and the Institute of Curriculum Development. Since this analysis is based on backward mapping model for establishing the *means* (learning styles and processes) from desired *ends* (learning outcomes), it was considered reasonable to collect data beginning from grassroots because that was where changes leading to more effective teaching and learning processes could be more efficiently assessed. As such, data collection begun with focus group discussions with teachers and administrators from two schools; one secondary and one primary school in Shinyanga region for obtaining information on issues relating to decisions

on learning styles and processes for adopting, types of teaching and learning strategies, effective ways for organizing schools and the types of leaderships, management, resources, culture and climate for promoting desired learning outcomes. Shinyanga was purposely selected because it was one of the regions with poor outcomes in both primary and secondary sub-sectors. Since the responses gathered from primary and secondary schools were inadequate to reveal the ways decisions about desired school organization and structure, management, leaderships, resources, culture and climate, officials from Ministry of Education and the Institute of Education were interviewed for the same. Lecturers and administrators at University level were also interviewed to assess if and how they were connected in education policy making as crucial stakeholders. Secondary data were gathered from an array of research and review reports available at OUT and other libraries, as well as the Ministry of Education and Vocational Training. Gathered information was dominantly analyzed by what Yin (1994) refers to as 'Explanation-Building' technique which basically developed ideas by establishing the sets of causal links about a phenomenon, and providing narratives reflection of theoretically significant propositions deriving from examination of evidences, review of theoretical positions, and re-examination of the evidences to obtain new perspectives. Specifically, explanations were guided by Centre for Affordable Housing's (2013) checklist re-invented to focus on education and training.

Availability and Adequacy of Data for Policy Making

Data base required at this juncture is for identification and analysis of educational needs to be pursued, and suggesting appropriate responses. Such information base should include a combination of social, political, environmental and economic data, and also incorporate the perspectives of different stakeholders. For that matter, the availability and adequacy of data employed to formulate the ETP II policies could be judged from various dimensions availed in official government reports and other sources, as well as non-governmental and academic study reports.

It is learnt from ETP II document that the goals and objectives were formulated on basis of achievements and challenges encountered during the implementation of the 1995 ETP (URT, 2015). It is revealed that although the government had registered a high success in respect of access, challenges encountered undermined the level of quality of outcomes. The challenges included an array of teaching-learning infrastructure like classrooms, libraries, laboratories and textbooks; shortage of teachers; and low morale among serving teachers due to poor working environment. Others were poor environment and identification of students with special needs; lack of a system for identification and development of students with special talents; poor utilization of ICT; and poor mastery of language of instructions among teachers and students at different levels of education and schooling. This scenario is also shared by Ministry of Finance (MoF, 2010) that education quality challenges which informed the planning of second phase NSGRP, reflected in declining pass rates due to poor infrastructure and inadequate quality teachers; inadequate facilities such laboratories and related accessories. This is what many other government review reports which were accessed reported.

Sumra and Rakesh (2006) analyze implementation of SEDP to note some success as well as five categories of challenges. The provision of books to the school level increased dramatically, the pupil-book ratios improved and supply of teachers went up with over 32,000 new teachers recruited in the first three years of SEDP alone. However, the increase of pupils outstripped the recruitment of teachers eventually translating to five challenges relating to, one; clarity of focus due to targets developed by two different sources, two; focusing on quantitative aspects instead of outcomes, three; low importance accorded to teachers and teaching vis-à-vis infrastructure,

four; over-reliance on examination which did not measure analytical or problem solving skills, outcomes and capabilities required by society, and five; poor mastery of the language of instructions especially at post-primary levels where both teachers and students were not very conversant with English. Similarly, Mulengeki (2014) observed that there were serious teacher management and development challenges such that significant achievement of objectives set in the 1995 ETP could not be registered, particularly in regard of the way teaching manpower was planned, pre-service and in-service training organized, and management of teacher performances and rewards. The situation could be reversed if planning of reforms in education and training had entailed a human resource (HR) strategy to align decisions about human resources to the overall mission and goals of a programme. Sumra and Rakesh (op.cit) recommend among other things, policies focusing on outcomes and capabilities of graduands at all levels; review of examinations policy and structure to introduce the use of continuous assessments and terminal examinations which count for part of the final result to measure capabilities and skills desired; and piloting the use of Swahili as a language of instructions in selected public and private schools and monitoring what would be the performance. They also recommend inviting the different involved sides for open debate on the matter based on solid evidence and research for generating facts to inform policy.

The findings from the two sides, i.e. the government and non-governmental players suggest there were adequate information sufficing to inform making of a new educational and training policy. Both the government and non-governmental players admit the problems were revolving around the quality and quantity of infrastructure, human resources and management of education and training programmes. In spite of similar observations of impediments, the two varied in terms of analysis and way forward in that whereas the government pursued a quantitative, easy-to-implement orientation, other stakeholders viewed the problems as requiring deep qualitative solutions. But as clearly argued by Sumra and Rakesh (op.cit), educational achievement is worth its name if and where it helps students to develop capabilities, aptitudes and skills to enable them thrive in further education and in the world. This requires measuring success qualitatively in terms of learning outcomes rather than quantitatively in terms of inputs. It requires focusing on what students should be able to do rather than what they can remember. The issues relating to quality of teaching require approaching not by number of teachers but what they can deliver to students commensurate to desired outcomes. This in turn requires efficient policies that would ensure supportive working environment which enhances motivation and morale among teachers. Above all, notwithstanding the stand that policy making is a process by which the government has to translate its political visions into programmes and actions, the aim should be to bring changes desired by people who in this matter are represented by broad range of actors including the civil society, the media, intellectuals, think tanks or policy research institutes and lobbyists. This suggests that policy making data interpretation and formulation of objectives require involving as many stakeholders as possible with the government only taking leadership and coordination role.

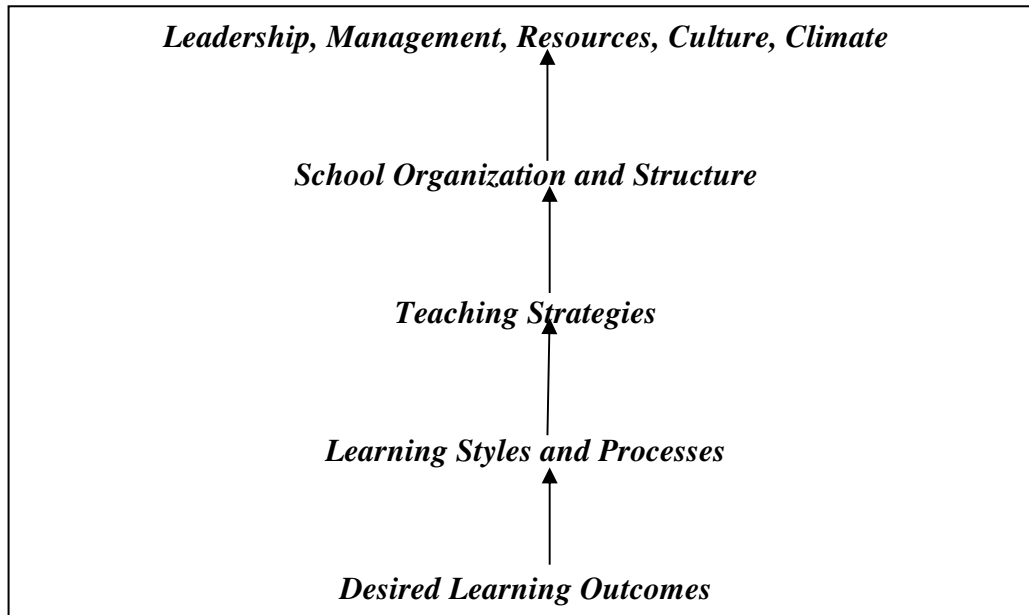
Identification of Policy aims and Objectives

Chapter two of ETP II (URT, 2015) shows that its aims and objectives derived from Vision 2025 to nurture and develop Tanzanians characterized by good morals, skills and competency for self-reliance. It aims to nurture Tanzanians into well educated individuals, fully equipped with the knowledge needed to competently and competitively participate in national development. ESR is a philosophy guiding the formulation of education and training goals and objectives, considering the current social, political, economic, scientific and technological contexts. In ETP II, this vision is broken into seven sets of specific targets intending to establish flexible system and

arrangements for Tanzanians' self technical and academic development; education and training programmes of quality standards recognized nationally, regionally and internationally; diverse opportunities for education and training; human resources commensurate to contemporary national priorities; proper management and administration of education and training; sustainable system of financing of education and training; and a system of education and training considerate of cross-cutting issues. In total, the policy consists of forty nine policy statements.

Elmore's Backward Mapping Model is one of several strategies informing deliverance of policy objectives or targets from desired learning outcomes (Mulengeki, 2014).

Figure 1: Cascading the Policy Objectives from Desired Learning Outcomes



Adopted from: Elmore et al (1980) in Mulengeki (2014) *The School Level Human Factor In Education Reforms: The Case of the early 21st century reforms in Tanzania*, Saarbrücken: Scholars' Press

The implication is that as a guide, a policy document is not sufficient if it simply echoes out the ends without specifying the means through which they are to be pursued. The model calls for mapping backward from *ends* (desired learning outcomes), so that implementers are guided to realize the *means*, i.e. the learning styles and processes that they should adopt which in turn should inform on the type of strategies for employing, down to the way schools should be organized and structured and the types of leaderships, management, resources, culture and climate at classroom level to promote the outcomes desired. It was that kind of analysis which would sufficiently address the different shortfalls identified by the government and other stakeholders as challenges in related reviews and studies. As such and relative to each target, the policy would in the final analysis provide the kind of facilitative behavioural changes that the system required establishing at classroom level in terms of leadership, school management, resources, culture and climate if desired outcomes were to be achieved at all. However, this depended on how well the intermediate stages would correctly deduce the learning styles and processes required by students to achieve the desired outcomes, as well as the correctness of teaching strategies consonant to identified learning styles. The learning styles and processes, teaching strategies and school leadership, management, resources, culture and climate are the

variables constituting the *means* which ETP II policy document does not provide, but which are important if practitioners have to be effectively guided.

It is stated in the document that the policy objectives were formulated with cognizance of section 146(1) of the 1977 constitution of the United Republic of Tanzania, section 55 of the Local Government Act of 1982, and the Government Notices No. 494 and 494A of 2010, all of which are about decentralization and empowerment of local governments (URT, 2015). It was on these bases that the broad policies outlined in the 1995 ETP advocated for partnerships between public and private agencies, and the management structures which placed more authority and responsibilities on schools, local communities, districts and regions (URT, 1995). Whereas this involvement of institutions and agencies in administration and management extended down to schools, local communities and private agencies (1995 ETP), in ETP II it is a reserve of central and local governments (see URT, 2015). Forty three out of forty nine statements (chapter three) constituting the policy do not assign any role to institutions or agencies other than the central government. It is only six statements coded 3.2.1; 3.2.4; 3.2.5; 3.2.16; 3.3.3 and 3.6.1 which partly attract collaboration of other unspecified stakeholders. Anticipation of collaboration from unspecified participants partly suggests some pertinent considerations were ignored, for example the issues of capacity and competences for tapping from invited participants. Issues in which other stakeholders can take part are identified as including curriculum, peace-keeping education, gender equality and financing of education. Efficient participation in these areas would depend on skills, competency and experience demonstrated in previous undertakings to inform on which stakeholder would be assigned what task, whether the central government, local authority or any other stakeholder. Notwithstanding elasticity in defining ‘decentralization’ as a concept, in the context of a functional government it usually refers to transfer of power and responsibilities previously assigned to the central government to specialized entities (Dafflon and Maides, 2011). Thus, the policies which were formulated based on legislations advocating decentralization had to clearly show the tasks which the decentral levels were to take, especially in the event where increase of allocative efficiency and good governance were the objectives as entailed in the referred legislations and government notices. Based on reviews of previous performances which indicate that the private sector outperformed the public sector in a number of indicators, it was critical that the new policy continues to involve the private sector for the public counterpart to learn and emulate the good practices.

Availability and Adequacy of Resources

Hamilton (1999) provides some questions to consider for a good policy making start-up. On resources, he poses questions like ‘what resources do we have available?’, ‘what assumptions are we making?’, ‘what are the constraints?’ and ‘what are the barriers to success?’ for efficient analysis of issues. The type, quantity and quality of human and non-human resources available for education and schools (relative to set objectives) suggest the way for devising a strategy to accomplish a goal. In the case of ETP II, it had been a tradition in MoEVT to compile annual national data for education since 1985 such that by January 2014 the data for up to 2013 were already issued (MoEVT, 2014). According to this source, there were serious shortages of both human and non-human education resources at all levels of education and training in Tanzania. For example, the ratio of qualified teachers to pupils in the primary education sub-sector was 1:44 vis-à-vis 1:40 norm. In the secondary education sub-sector there existed big variations between subjects; with bigger shortages for science teachers. Equity in the distribution of teachers across regions was seriously hampered by poor working environment, translated from shortages in permanent buildings and the teaching and learning resources available in schools. It is further revealed that the shortages of teachers’ houses in the primary and secondary education

sub-sectors were 79% and 81.2% of the requirements respectively. In regard of classrooms, the situation was worse in primary schools where 197,618 classrooms were required but only 114,830 were available implying a shortage of 82,788 (41.9%) classrooms. Nationally, this shortage translated to 1:72 classroom-pupil ratio against a 1:40 norm. In the secondary schools, whereas 50,584 classrooms were required, only 36,944 were available making a shortage of 13,640 (27%). Furthermore, acute shortage of laboratories existed in the secondary sub-sector at varied rates across subjects e.g. agricultural science (97.1%), biology (87.4%), computer science (91.2%), geography (97.2%), physics (86.9%) and chemistry (84.8%). The situation of furniture was also bad especially in the primary schools where the shortage of desks was 35.4% nationally, with regional variations ranging between 13.6% (Kilimanjaro) and 60.9% (Simiyu). Latrines were also short of required numbers in both primary (57.6% and 63.1% for boys and girls respectively) and secondary (18% and 27% for boys and girls respectively) education sub-sectors inflicting additional hardships in the teaching-learning environment. The status of resources in the teaching-learning environment in schools was not dissimilar to students' pass rates in national examinations. In the primary school sub-sector, there is a fall from 52.7% pass rate in 2008 to 30.7% in 2012, whereas in the ordinary level secondary education subsector, the fall ranged from 83.6% in 2008 to 43.1% in 2012. Satisfactory performances were only registered at advanced level secondary education where the pass rates ranged between 92.7% in 2008 and 93.9% in 2012. However, analysis of results by subjects at advanced level secondary education indicates that performances of students were unpromising in science subjects, especially physics.

Issues of resources in the proposed policy are addressed in policy statements code number 3.2.9 to 3.2.15 (non-human) and 3.4.1 (human). The preambles of relevant sections clearly show the relationships existing between the status of resources and achieved performances in education and training. Non-human resources which the government assesses as requiring improvements to ensure they are adequate commensurate to desired developments in science, technology and teaching and learning techniques, include textbooks, infrastructure and other services. Services planned for providing to schools include meals, electricity, communication, clean and safe water and health services.

In regard of education and training of human resources, section 3.4.1 states that 'The government shall improve the recruitment system of the sector to make it responsive to needs, accessibility and HR management for development in education and training.' In this statement, the referred improvement focuses on recruitment system which by definition is about 'descriptions of requirements, attraction and selection of candidates to join an organization' all of which basically focus on new members wishing to join the sector (see Armstrong, 2007). Thus, this might not adequately address the problems related to performances of existing staff; especially the teaching staff. Sumra and Rakesh (2006) have argued that schools in Tanzania had many teachers appearing qualified by certificates they possessed, but spent among the least amount of time in classrooms compared to others worldwide. For this and other weaknesses, they recommended strengthened pre-service and in-service teacher training programmes geared to improving their competences in view of desired outcomes. As such, the recruitment strategy devised in this policy can resolve some human resource issues related to low performance of the sector, but not issues related to teaching below required standards. According to Mulengeki (2014) such issues would require a human resource development strategy which among other things considered inclusion of in-service training programmes to improve the performance of existing teachers and other staff for meeting the ever-changing needs. A human resource strategy must among other things, strengthen the training of teachers and improve the actual teaching skills, as well as

extending the knowledge of appropriate classroom methodologies which cannot efficiently accrue from arrangements simply focusing on descriptions of requirements (usually quantitatively), attraction and selection of candidates.

Apart from primary and secondary schools, the other education and training institutions available as important resources included technical colleges, folk development colleges and higher education institutions like universities and university colleges (MoEVT, 2014). These are considered important based on what the International Growth Centre of the President's Office Planning Commission (IGC-POPC) reported; that the education sector is to improve the existing mixture of skills and competence levels of the Human Resources (HR) to make the economy grow to middle level in Tanzania (URT, 2015). According to this report, the country HR was dominated by 84% low level skills, 13% middle level skills and only 3% of the work force was possessing high level skills. This contradicted with the middle level economy which the country sought to achieve by year 2025, with HR characterized by at least the ratio of 55:33:12 between low, middle and high levels of skills respectively. The deficit could be more adequately curbed if folk development colleges, technical colleges, Universities and other higher learning institutions were more adequately involved in respect of curriculum and programmes offered than what appears to be the case. Statistical data availed by MoEVT (2014) about vocational and technical colleges and Universities describe the statuses and trends of enrolments and sponsorships without sufficient information reflecting the content and quality of programmes offered. Prior to ETP II, higher education and technical education were guided by the 1999 Higher Education Policy (HEP) and the 1996 Technical Education Policy (TEP) respectively, both of which the new policy repels (URT, 2015). A clear intent guiding curriculum, participation and quality practices of Universities and technical colleges had therefore to clearly feature in the new policy.

Another resource available for use by education and training and requiring policy guidelines was the inspectorate. MoEVT (2014) asserts that the institution is charged to ascertain whether schools are properly and efficiently managed through visits and collaboration with heads of schools, teachers and other stakeholders. The inspectorate is therefore a quality assurance institution. However, there is scanty data about the status and quality of inspectorate in Tanzania. MoEVT (op.cit) provides statistical data limited to distribution of inspectors by zones and the number of institutions inspected in 2012/2013. From this little information, the document concludes that there was a shortage of 286 inspectors in the country which was equivalent to 24.5%. The issues of qualifications and procedures for recruitment of efficient inspectors to move education and training to next level Tanzania are missing and need to be addressed.

Education Policy Options for Future Tanzania

As earlier noted in Vision 2025 and the NSGRP (MoF, 2010) the need for innovation, knowledge and skills to promote growth and development is well recognized in Tanzania as in many other societies. The Organization for Economic Cooperation and Development (OECD) describing the education policy outlook in 2015 in member countries, has argued that resources need to be invested in the best possible ways in order to bring about knowledge and skills which promote growth and development (OECD, 2015). Education systems are urged to contribute to development of stronger skills and better outcomes for society. OECD has outlined the policy areas which deliver high yields in terms of knowledge and skills for growth and development. In the context of education, these are policy levers which aim to gradually turn the system towards better outcomes. The levers include investing in teaching and teachers, setting high standards for all learners, using data to follow learners' progress, capacity building to those engaged in the education process, recognition of school leadership as a key role, supporting disadvantaged

students and schools, and ensuring sound policy making with consistent accountability mechanisms. In order to assess the extent at which these levers are addressed in a policy, OECD (2015) suggests a checklist of considerations about students, institutions and education systems. On students, the policies should be assessed if they address the outputs of the education system and seek to bring to surface how should learning outcomes be raised for all in terms of equity and quality to prepare students for the future. On institutions, the assessment should test the quality of inputs and the extent they seek to raise the quality of instructions through school improvement, evaluation and assessment. On the systems, the policies should be assessed in terms of the extent they align governance and funding in order to make the system effective. Emphasis is accorded to sharing of information through studies and participation in agreed projects, consultations and close cooperation of member states and stakeholders where appropriate. In the case of ETP II, this could suggest consultations of unlimited numbers of stakeholders and consideration of other policies and programmes that it repels or takes on board, which in a way addressed one or more of areas delivering high yields. Although the policy calls for participation of all education and training stakeholders to implement the new strategies (URT, 2015), snowball responses denied most stakeholders having been consulted during policy formulation phase.

Participation and consultation of stakeholders in policy formulation is considered important by education planners. Haddad (1995) identifies the different approaches for generating the policy options two of which are *systemic* and *incremental* modes, each of which presupposing participation of stakeholders. According to him, systemic policy making is characterized by generation of data, formulation and prioritization of options, and refining the options. Data is generated from sector analysis or from the existing body of professional knowledge (conventional wisdom, research synthesis, comparative indicators, etc.) which in essence seeks to anticipate all possible policy outcomes by thinking through all possible contingencies. Incremental policy making on the other hand refers to seeking a solution to an educational problem by adjusting the present difficulties rather than anticipating future ones, usually after public debate about the problem. On basis of widespread interest and discussion, the educational system is forced to adopt some policy changes to maintain its legitimacy. The two modes typify the on-going policy changes in Tanzania where studies and reviews indicated the system was failing to deliver the required outcomes (see URT, 2015). As such, the policy making process dictate such stakeholders as teachers, parents, employers and education and training institutions like universities, schools and colleges required to be fully involved in all phases of the process. On sources of data, the different sectoral policies which the new policy repels like the 1998 Higher Education Policy (HEP), the 1996 Technical Education Policy (TEP) and the 2007 Information and Communication Technology in Primary Education Policy were to be taken on board on basis of available reviews and statuses.

The intent to raise the students' learning outcomes by equity, quality and focus on future needs is expressed in various policy options including sections 3.1.1 to 3.1.5 of the document (URT, 2015). In these sections, there are statements vowing to establish a flexible system of education allowing people to enroll in programmes of their choice; compulsory pre-school and early childhood education; compulsory basic education consisting of primary and ordinary secondary education; ensuring satisfactory time for students and trainees at post-primary levels of education in order to guarantee graduands' acquisition of required skills and competences at acceptable national and international standards; and free public primary education. Other issues of concern include curriculum which should be revised for matching with contemporary education and training needs (3.2.4); gender equality in the opportunities availed for males and females (3.3.3);

education programmes for adults (3.3.4) and provision of proper care and services for students with special talents, varied learning needs and paces (3.3.6). However as earlier noted, the role of technical, vocational and tertiary education as options for preparation of students for future participation in national social and economic development is sidelined by ETP II.

The policies which match skills offered in vocational education institutions with labour market needs, career guidance, quality of teachers for desired teaching and services in vocational education institutions, provision of workplace training and tools for stakeholder engagement are lacking. Some of these aspects were well addressed in the repelled policies; for example in the 1996 Technical Education Policy (TEP), the intention of technical education was spelt more clearly as enhancing the application of science and technology in economic development. It prescribed what had to be achieved in primary technical centres, vocational training programmes, apprenticeship, technical secondary schools, colleges and universities, teacher education and in adult education programmes. Such a comprehensive and focused guideline is necessary in a policy document for participants' clear understanding of their roles and linkages with others in the team.

On education institutions, educational policies should seek establishments which enhance quality by adopting options that strengthen the delivery of education in schools in order to influence student achievements, as well as supporting measurement and improvement of education system's outcomes (OECD, 2015). This requires an all-round evaluation of school climate by assessing a number of aspects in the learning environment offered in education and training institutions, the quality of teachers, the school leaderships, teacher appraisal and student assessments. Relating to time on classroom instructions, it was earlier noted that Tanzanian teachers spent among the least amount of time teaching compared to others worldwide (Sumra and Rakesh, 2006), the situation which ETP II does not seem to significantly address. Except for section 3.1.4 which urge the government to ensure sufficient time is set aside to enable post-primary education graduands acquire designated knowledge and skills, emphasis on *time-on-task* is not significantly addressed. On the other hand, it is proposed to substitute {2-7-4-2-3+} system with {1-6-4-2-3+} so that the length of pre-primary to University schooling is cut down from 18 to 16 years to enable graduands join the world of work earlier than what is currently the case. None of the two *time-on-task* options attempts to address actual classroom interaction time to improve teaching and learning.

Furthermore, the curriculum, class size and learning strategies were other leverages to enhance effective learning environment (Sumra and Rakesh 2006; Mulengeki 2014) which ETP II fails to address. Sumra and Rakesh (op.cit) refer to SEDP experiences to caution against the risks associated with expansion of access at the expense of improved learning outcomes. Such expansions lead to very large class sizes which in turn necessitate the use of transmittal teaching methods and failure to finish required syllabi in prescribed manners. In order to have high quality teachers in schools, OECD (2015) suggests the use of strategies which efficiently address the issues of recruitment, selection and induction, as well as salary and working conditions; initial training; professional and career development. Mulengeki (op.cit) identifies these elements as embedded in a human resource (HR) strategy; a policy option which was earlier raised in 1990 by the Task Force on *Appropriate Education System for the 21st century Tanzania* (URT, 1993) to address the issues of knowledge and skills acquisition in Tanzania which was impeded by resources that did not match with demand; curriculum process and implementation that did not adequately meet society's aspirations and the system and structure that relied on inefficient and ineffective planning and management.

The system governance must ensure effective planning, implementation and delivery of policies. This assurance can be assessed by review of institutions and actors involved in decision-making and the way they interact, and the way the government carries out policies, set priorities, plan and implement new policies through a mix of leverages and consultations. In ETP II, such educational agencies as Tanzania Institute of Education (TIE), Tanzania Library Services (TLS), Tanzania University Council (TCU) and Tanzania Education Authority (TEA) are sidelined and their roles are not clearly delineated to specify the level or institutions at which relevant decisions shall be made. The central government makes most decisions and executes almost every responsibility. A handful of policies provide collaborations of central with local governments and other stakeholders, albeit without clear specifications of what they should bring in these collaborations. For example in pursuit of education quality control, sections 3.2.4 through 3.4.6 instruct the government to collaborate with other ‘*stakeholders*’ to revise current curriculum, strengthen its implementation and evaluation for responding to current needs, but without further guidance to specify who the actors and what their roles should be in this collaboration.

Effective governance of an education system is also a function of effective funding policies anchored on efficient investments (OECD, 2015). Here, funding refers to both the amount of resources expended on the education system and the way these resources are invested and distributed according to needs, priorities and capacities to use them efficiently. MoEVT (2014) provides the analysis of education budgets for the fiscal years 2003/04 to 2013/14; to conclude that the share of education sector in the total government budget was about 17.9%. It is also shown that on average; the primary, non-formal and other institutions and support services took 62.1%; secondary education took 13.4%; teacher education took 1.6%; and technical and higher education took 22.9% of the total sector budget. According to OECD (op.cit), it is important to analyze how resources are allocated both across the system and at the institutional level to see how much resources are allocated for tasks which must deliver desired results. Previous reviews and studies on intra-sector budget allocations in the Ministry of Education indicated there was a tendency to favour the administration at the expense of inside the classroom activities (Mulengeki, 2014) which again, ETP II does not clearly guide how this should be alleviated.

Conclusion

This is a critical analysis of educational policy making in post-independence Tanzania. It identifies some major turning points in educational policy making as including the Arusha Declaration of 1967 which came with Education for Self-Reliance; the macro policies of the 1980s emphasizing rationalization of investment, liberalization, entrepreneurship, self-reliance, enhancement and integration of development efforts which led to formulation of 1995 Education and Training Policy; and Vision 2025 which seeks a transformed and well educated Tanzania characterized by knowledgeable and skilled individuals who can competently and competitively deal with development challenges of the time. The demands of Vision 2025 compelled a review of policy to come out with the 2014 Education and Training Policy (ETP II).

It is also argued that education for self-reliance and decentralized decision making structures are ideals that characterized educational policy making in Tanzania seeking to achieve accessible, equitably and quality education. The 2014 ETP II currently attempt to transform Tanzania to a nation of well educated and developed human resources, by putting in place a flexible system with quality standard programmes for desired technical and academic improvement commensurate to national priorities. However, the challenges and shortfalls encountered in

implementation of former policies were not fully addressed in ETP II to warrant realization of desired results, particularly those related to teachers and teaching, institutional arrangements, governance and financing of education. In all cases, it is apparent that formulation of policy objectives was somewhat faulty hence eroding self-reliance and decentralization ideals upon which the provision of education has consistently anchored in Tanzania. With faulty formulation of objectives, it is likely the policy may not guide the nation to projected destination.

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Enhancing Open Distance Learning through Competency-Based Approaches: A Case of The Open University of Tanzania

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Abstract: *The study investigated the learning style preferences of 250 students at the Open University of Tanzania in five components of teaching and learning namely: (a) mode of material delivery, (b) interactions of students with materials, with their peers, and with their instructors, (c) the structure in which learning materials are presented (d) technology skills and usage/e-learning, and (e) evaluation/assessment methods. The study established that while students preferred structured lecture notes, they, on the other hand, preferred assessment approaches that examined them for mastery of concepts, logical reasoning, application, and sequencing of ideas. The study recommended the necessity of developing students' e-learning skills to allow for the use of cutting edge technology to help them help student improve vital competencies needed for personal, professional as well as national development. The study also recommended the need to create more interactions among students through discussion boards and online presentations. The study concluded that integration of a competency- based curriculum in the ODL has great potential to influence learners' competencies.*

Key concepts: Open and Distance Learning (ODL), Learning Styles/ Learning Preferences, Competency-Based Education, Assessment, Technology/E-learning, Constructivist Theory

Introduction

The demand for quality and equity in education has meant many initiatives and reforms in the education systems not only in Tanzania but across the globe. Some of those reforms are open distance learning (ODL) and competency-based approaches. Open distance learning is an approach that takes education to the many learners who are separated by time and space from the instructors. Through distance education, the learner enjoys a high degree of autonomy in deciding what, when, and how to learn (Komba, 2009). Open distance education has the capability of going beyond and reaching a myriad of students with lesser resources. It also has the ability for the inclusion of students who traditionally would not have had the opportunity to continue with their education.

In developing countries, specifically in the context of Africa, the need for skills competency and mastery of concepts has been gaining importance (Ofoha, 2012). With the recent improvement in modern information and communication technologies (ICTs), distance learning has emerged as an inevitable and phenomenal form of education in the history of educational developments internationally. At OUT, the University has encouraged the use of a variety of e-resources and OERs including learning platforms and MOOCs resources in learning, which according to Professor Mbvette will allow students to learn with efficiency and effectiveness. Open University's target was to have all centers enjoying connectivity by end of 2013 (Mbvette, 2013). These initiatives indicate the seriousness OUT takes towards proving quality learning for its students. Yet the formal system (traditional mode of delivery) of education continues to be the

mainstream of educational transaction. This has inherent limitations with regard to expansion, provision of access equity and cost effectiveness, and students' mastery of concepts and skills competence development. The 21st century knowledge economy demands that learners acquire skills and competences to be able to function in their day-to-day lives. Realizing the importance of student competencies in today's age, the current study sought to find ways of introducing the formulation of a competency based framework that would meet the needs of OUT students.

Background of the Study

The Open University of Tanzania (OUT), which was established in 1992 under an Act of Parliament No. 17, is by far the major provider of higher distance education in the country. The University is headquartered in Dar Es Salaam but has about 32 centres distributed all over the country with about 6 coordination centres at district levels and other 6 international coordination centres in Nairobi (Kenya), Kibungo (Rwanda), Kigali (Rwanda), Triumphant College (Namibia), Malawi Centre for Distance Education (MCDE) (Malawi) and one in Uganda . Currently, OUT offers distance education via print and audio as well as through computer network linking the regional centres to complement delivery. Student support is provided through face-to-face sessions, study groups, and tutorials. Guidance and counseling, including study skills advisory services are also provided, especially for students with disabilities. Students are assessed by means of written assignments, timed tests and annual examinations (OUT website). The main question that remained to be answered focused on improving Open and Distance Learning through Competency Based Teaching and Learning. It appeared that little was researched about competency based teaching in an ODL teaching and learning context. This study thus sought to bridge the gap by contributing relevant knowledge in the new pedagogical orientation in the ODL system.

Review of Relevant Literature

The global review of literature presents an existence of a range of studies about teaching and learning in ODL system. Mushi (2002) argues that poor performance in ODL institutions, in Tanzania must be attributed to lack of viable mechanisms, including poor entry qualifications as well as a lack of quality instructional materials in ODL institutions. She presents the diminished provision of quality distance education to factors that include over-reliance on print instructional materials, limited development of ICTs, lack of ICT integration in an ODL environment, students' illiteracy as well as minimal use of computer-aided facilities in student's learning (Mushi, 2002). But as Dickshit *et al.* (2002) argue, "with the emergence of modern ICTs, it is now possible to adopt flexible, constructivist, learner-friendly and multi-perspective approaches to teaching-and learning for creativity, leadership, scholarship and the development of human personality" (p. 252). Thus ODL via ICT is becoming a suitable response to learners from marginalized communities (IRFOL, 2004). In addition, Pityana (2009) argues that, "if properly conceived, ODL could be the long-term strategy for a new age" (p. 9). ODL through e-learning is hence a promising step to addressing the challenge of higher education in Africa (Pityna, 2009). Pityna argues that it is cost effective-- many students provided for with virtually little space -- fewer physical buildings required, a must, especially on the African continent where resources are scarce and higher education provision is poor (Terhemba Nom Ambe-Uva et al., 2004; Pityana, 2009; Aderinoye and Ojokheta, 2004). The researchers agree that ODL has come to be accepted as a viable, cost effective means of expanding provision without costly outlay in infrastructure. The scholars agree that distance education remains the primary mechanism for the provision of information and for advancing development in developing countries. Competency based learning is based on learning that is focused on the development of competencies where disciplinary content is no longer the issue but the competencies that should have been acquired

and developed by the end of the education programme. Hence, competence-based education and training have become buzzwords. Thus Kouwenhoven (2003) notes that the aim of education has shifted from acquisition of knowledge only to the acquisition and application of the right knowledge with the development of competences taking place in more diverse contexts. Additionally, competency based approaches include the development of generic competencies, which are then integrated throughout the whole curriculum. Thus, as Kouwenhoven (2003) point out, “competency based approaches stimulate the transfer capacity while focusing on innovations and problem solving as well as on the explication (definition) of problems. In this way, self-reflection and self-assessment play a fundamental role.” (p.7). Further, competency based assessments focus on competencies with the assessment modeled as both formative and summative forming an integral part of the process of the development of competencies (Kouwenhoven, 2003: 8).

Finally, as Kouwenhoven (2003) points out, competence based education employs a constructivist approach whose main goal is competence, in which knowledge is acquired through active construction rather than passive memorization, and the role of the teacher, becomes that of a guide, encouraging students to engage in active inquiry. “A constructivist teacher thus, is more interested in uncovering meanings than in covering prescribed material” (Kerka, 1997: 1). The quest of this study thus, is to investigate the beginnings of framing competency-based teaching and learning approaches at OUT.

The many studies undertaken to assess the level of students’ competency and practical learning abilities in an ODL environments established that a good number of ODL students lack competencies in performing practical tasks and demonstrating mastery of concepts (Ofoha, 2012). Further, studies conducted in the East African Region regarding the provision of open and distance education found that most ODL institutions recruit applicants with less qualification than elite universities. Other researchers cite student completion rates as another cause for concern. As indicated by data from the Institute of Adult Education, the overall completion rate of students in Tanzania adult institutions is only 20.4 per cent (Komba, 2009). As Dufour & Eaker (2008) point out, even after several years of reform attempts, students in most African open distance learning institutions continue to have difficulty in achieving competency and mastery of concepts. Thus while many advances have been made in improving education delivery in ODL settings, the fundamental issues of student achievement will always be a problem that has to continuously be grappled with. Realizing the rate of failures and lack of competences among ODL graduates, there has been a push to place study materials on learning platforms on line and providing CDs. The aim has been to help students achieve access materials from all corners to help them achieve competency.

Research Gap and Major Research Questions

There is however, not enough researches to date that indicate the extent to which components of teaching and learning such as technology/e-learning/ ICT inclusion work together with students’ learning-style preferences to produce competency. This study thus investigated students’ learning style preferences to determine whether teaching and learning components such as mode of material delivery, interaction among students and materials, students with their peers, and students with their instructors, structure in which learning materials are presented, ICT skills/e-learning, and assessment/evaluation methods are in line with students’ learning style preferences so as to produce student mastery of concepts and competency. The research serves as a first step towards designing competency-based frameworks, specifically for open distance communities such as OUT students.

The purpose of the study was therefore to investigate students' learning style preferences in five aspects of teaching and learning namely: (a) material delivery, (b) interaction among students and teaching materials, students with their peers and students with instructors (c) structure of the learning materials (d) technology skills and usage/e- learning, and (e) evaluation/assessment aspects that are believed to impact students' mastery of concepts and skills competency. The study's intent hence was to establish what learning style students preferred and whether these learning style preferences were aligned with the five major aspects of teaching and learning under investigation. The study hence had the following Objectives:

- 1. To investigate how students perceived their own learning style preferences in terms of (a) the mode of study material delivery (b) The structure of content/presentation (c) The level of interaction with teacher, other students, and with material on their own (d) Use of e learning platform/technology, and (e) Assessment/evaluates methods*
- 2. To find out how students measured their mastery of both content and skills in their learning vis-à-vis the given components of the teaching and learning modes.*
- 3. To investigate aspects essential in establishing student competency and mastery of concepts learned.*

The study is significant to OUT instructors as well as education policy reformers and other educationists in general who worry about improving students' performance given that student success has a great bearing on the reputation of an institution as (MCREL, 2003) notes, university evaluations are tied to the graduation rates of learners. Hence there is need for universities to understand that students' mastery of concepts and skills competency is necessary in sustaining the learning of students over an extended period of time as well as for the survival of the institution. This study thus will provide assistance and insight to instructors, administrators and all other educationists on the need to encourage students to engage in independent learning that promote skills mastery. The study may also help sensitize educators about the need to provide alternative methods of course materials delivery, structuring study materials as well as assessment methods so as to cater for a diversity of students' learning style preferences. Finally the study will be significant in as an attempt at helping students become aware of the importance of critically evaluating their individual learning.

Theoretical and Conceptual Framework

The theoretical framework for this study is based on Constructivist Learning Theory advanced by theorists such as Kouwenhoven (2003). The theory maintains that learning is an active process in which learners actively construct new ideas or concepts based upon their current or past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. One feature of the constructivist paradigm explains that individuals construct their own meaning and knowledge by actively engaging in the learning process (Ofoha, 2013). Constructivist theory acknowledges the learner's active role in the personal creation of knowledge and the importance of experience in this knowledge creation process. The theory is relevant to the study in the extent that it considers students learning by doing as key to construction of knowledge. The conceptual framework of the study emphasizes the symbiotic relationship between the various constructs namely: course material content, the learner, and learning process, and how these impact the learning output. It depicts the relationship between course content, the learner who constructs knowledge by working and transforming information passed to them based on the learning material content and the manner in which the learner interacts with the content presented in the course materials, and

the end result of such interaction. Thus learner-content interaction becomes an important component of the learning process (Kouwenhoven, 2000).

Methodology

Research site and Study Population

The research site for the study (OUT) is a large urban University that primarily serves non-traditional students. The university educates and graduates approximately thousands of students per year. The student demographics denote a percentage of urban as well as rural population. The percentage of males exceeds the females in the student population. This University has mixed results in student achievement. The school has experience high levels of growth and higher completion rates in the years of 2010-2013. The results from the last year, 2013, shows significantly increased number of graduates. The school staff consists of professors, senior lectures, lectures and assistant lecturers, all with a Masters degree or above. There is a good mixture of instructors with 0-45 years of experience. However, the university has had mixed results in student achievement over the past six years. The results from the last school year show a positive range of results in student achievement while the staff qualifications at the university show a steady rise. The study was based on students studying at The Open University of Tanzania, situated in Dar es Salaam, Tanzania. The University consists of approximately 45 regional centers serving over 60,000 students. The University is a publicly owned higher learning institution in Tanzania.

The study focused on students across OUT curriculum currently enrolled at The Open University of Tanzania. The particular participants were selected in order to study the overall impact of the university materials delivery and evaluation had on the way the student perceived their learning. The study also sought to give voice to the students and their personal perceptions of materials and teaching in ODL at The Open University of Tanzania. The aim was to investigate how the Open University programs' implementation impacts the students in their academic achievements. Negative and positive responses were recorded and analyzed to give insight to the overall effect of the teaching on students' competencies. The intent was to report the perceptions of the students and their experiences within the University from the student's narrative standpoint.

Participants

The participants of the study were OUT students at the HQ located in Dar Es Salaam city. The participants were selected from students who were available on campus who yet represented the diversity of the university's population in terms of gender, subjects' disciplines, and student background. OUT on campus students' classification range from those foundation courses to postgraduate studies and are composed of students from all walks of life and of varied ages. The study sought out to include all classifications, both genders. The medium of study at OUT is English, except for those studying Kiswahili as a subject thus the questions and discussions were carried out in English. OUT students receive their education through open distance learning although some classes are face to face thus the majority of the participants selected were open long distance learners.

This study examined the experiences of students in terms their preferences towards five components of the mode of learning namely: (a) material delivery, (b) types of interaction, (c) the structure/presentation of learning materials, (d) technology skills and usage/e-learning, and (e) evaluation/assessment approaches. Information for this study was gathered through structured and semi structured questionnaires on individuals from diverse backgrounds. Below are the research methods and procedures that were used in the study, the research questions, and

description of participants, data collection instruments, data gathering, processing, and presentation as well as a summary of the study procedures.

Major Question 1

How do OUT students perceive their own learning style preferences?

Sub questions

- 1) What is the student's preference of:
 - (a) The mode of study material delivery?
 - (b) The structure of content/presentation?
 - (c) Level of interaction with teacher, other students, and with material on their own?
 - (d) Use of e learning platform/technology)
 - (e) Assessment/evaluates methods?

Major Question 2

How do students measure their mastery of both content and skills in their learning?

Major Question 3

What aspects do students see as essential to the development of their skills competency and mastery of content?

Instrumentation

The framework of a study is usually determined by the set of ideas the researcher has about the world. From the set of ideas, a framework is that identifies and uses specific methodologies that help the researcher meet his/her set of questions selected. Thus data is then examined and responses collected that supply the specific information the researcher is seeking (Defour & Eaker, 2008). This study was conducted using selected participants and survey research design that employed a structured and semi structured questionnaire in order to explore OUT students' learning style preferences in five selected components of the teaching and learning process.

In order to provide a more accurate and more complete picture of students' experiences and perceptions of selected competencies, the researcher used the questioner as the instrument of choice administered to 250 students. The high number of students was used to provide for a meaningful representation of students' views. The data collection instrument thus served to provide information of the participants' learning style preferences based on five components of the teaching and learning process namely: mode of content delivery, mode of content presentation, interaction among students and materials, students and their peers, and students with their instructors, technology usage/e-learning and evaluation/ assessment methods used in an ODL environments.

Data Collection Procedures

The evidence collected focused on the answers given by study participants on their learning style preferences towards components of the teaching learning namely: (a) material delivery, (b) interactions among students and their materials, students and their peers a, and students and their instructors, (c) the structure/presentation of learning materials, (d) technology skills and usage/e-learning, and (e) evaluation/assessment approaches. The instruments for this study was a semi structured questionnaire prepared in a way that allowed the researcher to find out detailed and deeper information than casual conversations. Some questionnaires were distributed by email while some questions were asked over the phone. Before questionnaires were given out, students were approached by phone or face to face or by email to ask their willingness to participate in the

study. The instrument then asking for some basic demographic information as well as their response was given out. The first part of the instrument was divided in broad categories solicited for the participant's demographic information such as name, classification, gender, age etc.

The demographic section was followed by semi-structured questions, which were structured in a way to elicit information on students learning style preferences in the five components of teaching and learning namely:

- (a) Mode of material delivery preferences
- (b) Student interaction with materials, with their instructors, and with other students.
- (c) Study material structure
- (d) Technology skills/e learning preferences
- (e) Evaluation/assessment methods preferences

The final section of the instrument consisted of open-ended question to allow participants to give more elaborate information including their feelings and suggestions. This final phase of the instrument was designed to specifically target the personal experiences of the participants. The open-ended questions thus asked students to explain when best they felt that mastery of content learned and skills competence had been. All questions asked were checked for participants' comfort levels in answering them.

The questions specifically asked a series of probes to generate responses on students' learning style preferences on each of the five components of the teaching and learning as students experienced in their ODL environment. Some questions where multiple choice questions, which contained general responses within the general framework. In addition participants were asked to select their most preferred response with some questions asking students to elaborate where necessary. An example of probing for example is the response to "What interaction do you believe most valuable to your mastery of content?"

- A. Students' interaction with instructor,
- B. Students' interaction with peers or
- C. Students' to material interaction?

The student would state "I believe that interaction most valuable to me is the student to student interaction, because etc."

Using the selected instrument, the researchers were able to keep the participants focused on the subject while allowing them to provide examples from own experiences. The instrument also provided a stimulus question and probed for additional details.

Interpretation

Each of the responses gathered were analyzed manually, examined and sorted. The data was then recorded on note cards. Common themes emerged from the key words and phrases used by the participants. The evidence was again analyzed manually and without the use of pre-packaged software. This allowed the researchers to review notes and different sections of the questioners to gain a more complete picture of the participants' responses.

In summary, the questionnaire investigated OUT students' learning style preferences as well as their perception on what they thought was essential to their achieving mastery and skills competency in the five components of teaching and learning namely: (a) mode of material delivery (b) interaction among students and material, students with their peers and students with their instructors (c) the structure in which learning materials are presented (d) technology skills

and usage/e-learning, and (e) evaluation/assessment methods. It was concluded that students were not comfortable with online teaching and learning environments even though they considered the benefits of e-learning essential to their mastery of concepts and development of skills competency. The study recommended provision of educational technology skills to all OUT students.

Limitations of the Study

The study was based on a convenience sample of participants who were involved in an existing professional learning community. The 250 participants were chosen through purposeful sampling (Patton, 2001). The students in the sample are all student at Kinondoni Center so it cannot be assumed that these students are representative of all students in the University. The university is located in Dar es Salaam and the population reflects the diversity of the students in country. The majority of the students at this university, range in years of experience from 22-50+ years, and this provided a well-balanced population sample.

An additional limitation is the self-reporting of perceptions and experiences by students. Self-reported evidence can be considered limiting in the researcher's ability to know if answers are honest or are simply attempts to satisfy the researcher. While there is a limited scope of data collection in the study, the focus groups and open-ended questions provided a more accurate reflection when taken in totality.

Lastly, the literature on knowledge of students' competencies and the impact on students' achievement in ODL is a growing field; thus the presence of empirical data is limited. The earliest references provide a small sample of the idea with very little systemic implementation. Most implementation efforts are sporadic in nature and other researches available are still current (carried within the last five to ten years). In addition, as a result of the absence of empirical data on the implications of students' competency in ODL, the study was limited. However, it is assumed by the researchers that all evidences obtained from the participants are an honest interpretation of the participants' experiences, perceptions and thoughts. It was also assumed that all questions were free of gender and cultural biases.

Findings and Discussion

Question 1: Preferences on the delivery and amount of study materials for students at OUT Kinondoni Centre

The findings regarding students' preferences on the quality and availability of course materials suggested that many of the students (90%) were satisfied by the materials. They perceived the materials to suffice their requirements according to their range of specialization. One of the students demonstrated her satisfaction of the materials stating that: *"I get enough print reading materials from my regional centre which helps me to learn and understand different topics across the subjects of my specialization"*. This student also explained that the available reading materials constituted concepts and ideas of the subjects that encouraged discussion and reflection within and across the subjects. The student added that the topics contained in the subject reflected some activities that the student was involved in the community. Therefore, based on the student's preference of the teaching and learning materials, it is logical to argue that OUT presentation and delivery of materials is meant to influence students' acquisition of learning competencies, which are vital in their life. Some students however, (10%) felt that there was scarcity of reading materials in most of OUT centres and that those available materials were mainly in print and not online which challenges them to access when distant. Observation of this group of students would mean the need to train students to be technology literate so that the

University moves from relying on print materials to cutting edge technology study materials delivery. In the efforts to improve OUT study materials mode of delivery in an ODL mode, the need for technology competence skills as a competency is vital.

Question 2: Students' Preference on Interaction with teacher, other students, and materials

Reacting to the question that sought understanding of OUT students' preference of the interaction with the teacher, other students, and the reading materials; most students were optimistic with the interaction among themselves and with study groups. About 97% of 250 students said that they rarely met with their lecturers. The students suggested that in many cases they formed study groups and sometimes found a local instructor to facilitate their discussion in their respective topic and/or subject.

"We as ODL students are self-dependent. Our lecturers only meet us for about two three days twice each academic year. During this time, lecturers do provide an orientation program to new students and they facilitate face-to-face sessions for continuing students. It is during this time that we get information about a range of upcoming academic activities and list of requirements. We also meet special subject tutors to discuss issues arising in the specific subject with the instructors. We also are required to bring a portfolio with a summary of what we feel we have covered and mastered. An interview is carried out on one on one with the subject instructor on our portfolio and a grade is awarded."

This was one of the students' perceptions of the interaction practices in ODL environment. Of the students who were interviewed 85% said that they interacted among themselves in small groups, based especially on program and proximity. Many of the respondents said that they relied heavily on reliance on the course outlines, study materials and group discussions. They viewed these as their main preference. Students however, lamented the limited printed materials and complained on the inaccessibility or of online materials or its scarcity. The general students' perceptions of the interaction with instructor showed that the area was lacking and hence a need to utilize more online discussions to facilitate student to instructor interaction.

Question 3: Preferred material organization and presentation

The question sought to investigate students' preferences in ODL content /study material organization. There were those who preferred learning materials to be organized in subject topics and related ideas and not simply given across the subject. Most agreed that they liked the idea of study units better. *"It helps me see what I have covered and what need to be covered,"* one student said.

Question 4: Students preferences on technology literacy and its use in ODL

According to the findings, about 80% of the respondents admitted lack of technology literacy and its use for learning purposes. Thus despite OUT establishment of computer laboratories in most of its centres and despite the encouragement of students to use ITC facilities to enhance their learning, many students lack basic computer skills and hence are paranoid using e-learning. Students' lack of use of digital technologies in their learning as reflected by the findings seemed to limit their effective learning of concepts and principles as well as reflective and probing skills of the subject topics. For example, insisting on how lack of technology literacy and use limited understanding of the subject, one respondent noted: *"Had I mastered some basic skills in digital technologies, I would have been able to search relevant study materials and some practice questions on my own through the internet because in some areas all we have are course outlines."* This student lamentation may mean the submission of request to the OUT to consider the need for provision of regular training on the application of ICTs in the teaching and learning.

The student felt that using digital technologies related materials would promote students' access to a range of instructional resources and thus enhancing students' autonomy and creative and critical thinking skills, but the students said that being sent to MOODLE or e learning platforms without prior teaching is being thrown into the deep end of an ocean without swimming skills or a life saving jacket.

The student's conception of the role of digital technology in the teaching and learning supports Bisanda's (2013) conception and belief about the same. According to Bisanda, digital technology is not only necessary but also mandatory for the open and distance learners. Bisanda sees that a distance learner requires having multiple skills and competencies before or as he /she can enroll in open and distance learning mode of education (Bisanda, 2013). He thus proposes OUT to make acquisition of a laptop to be one of the admission criteria for OUT applicants into various programs. Equally the same, the findings suggested that students realized the role of ICTs on promoting effectiveness of their studies. About 75% of the total respondents supported the positive influence of digital technology in their learning. They appreciated the support of the digital technology available at OUT including e-library, CDs with different courses' materials and the way OUT is moving from paper to paper less by insisting on students technology use in their studies. Researchers' observations made throughout the findings suggest the need for expanding digital technologies if students' acquisition of life competencies is to become a reality.

Question 5: Assessment of students' preferences of evaluation/assessment approaches used at OUT

The study findings show that students like examinations that asked them to reflect and to apply knowledge used as well as what were integrated in the subject topic, but disliked classroom tests and examinations that were based on low level questions. One post-graduate respondent wrote, *"As an adult learner, I would like practical or group based assignment but not supervised by low level tests and examinations. Those tests and examinations suit learners who are still struggling for their life"*. According to the student observation, ODL mode recruits students who are mainly non traditional, they are already engaged in the world of work and they have more experience and are usually older than the traditional university students. They work and study at the same time. The assumption is that ODL learners have extensive life oriented experiences that need to be taken into account when designing the curriculum, instructional resources, and assessment approaches. Scholars have explored the question of assessments and agree on the need to consider classroom assessment approaches that suit student' needs (Wiggins, 2006).

This means that authentic assessment needs to focus on the learning process and not the end results (product) of the process. It is believed that assessing the product of instruction not only neglects the integration of students' diverse meta cognitive needs, interests and prior knowledge but also the assessment process becomes divorced from the principles and practices of competence based learning (Freire, 1972; Maaka,1999; Wiggins, 2006).

In summary, OUT students need to be involved in the authentic formative assessments that are based on evidence collected from multiple students' learning activities. These will not only promote teaching and learning among participants, it will also influence students' knowledge construction based on the integration of their diverse knowledge and experience. As also suggested by the critical pedagogues, teachers' assessment of classroom processes should trigger students' critical and reflective thoughts through effective involvement in the inquiry based activities fitting their diverse instructional needs and interests beyond the school horizon.

Students' suggestions on how they could achieve skills competency and concept mastery

On the question of what do students think many students' responses listed core competence skills that they suggested were essential to a 21st century learner. Some students wrote that there is need

to think of how what we learn will impact our job performance. “While I do not necessarily appreciate using technology to learn now and find detailed and structured notes easy to help me pass the exams I, however, feel that without digital technology skill I will not be able to secure a job in the bank or in any financial institution.’ The student argued that they think that assessment methods at OUT are still based on content rather than on the process or application of concepts learned.

These responses show that most of our exams ask students to recall instead of requiring them to solve problems or critically assess or communicate ideas. Our assessment methods have to be accompanied by the goals we intend to achieve focusing for example on the needs of employers. It is important that we assess for skills that involve all areas of human activity (Bates, 2009).

On whether they use study materials to reflect or to know the facts, most students responded that they used study materials so as to help them remember the facts. However, on being asked at what point they feel that they have learned the concepts and skills, the students admitted that it is when they reflect, apply, evaluate or make judgment on information read. Based on the findings, students were positive with getting involved in activity-based learning, which provides chances to continuously reflect on the learning achievement. About 80% of the students who were involved in the study preferred doing learning activities provided at the end of each topic in the respective study material. Students had the opinion that when they are engaged in those activities, their minds also changed to thinking creatively, logically as well as critically. Some students admitted, however, that because during studying they do not probe each other on critical thinking skills or on creating new ideas, they always found these questions more difficult to answer in the examinations; thus they end up simply remembering what was in the study material but not how to apply the content learned.

The suggestion here is that because study materials do not usually successfully freeze the page to influence students to do practice activity first before proceeding, the students thus sometimes skipped the activities. On the other hand, online delivery materials could be set in such a way that continuation is allowed only after activity has been successfully completed. Online delivery hence has been considered best in promoting reflective skills and creative practice activities as students would look at pictures, observe real objects, play games and participate in some demonstration either from other students or from instructors.

Additionally, the findings here suggest that students need more activity based learning, thus OUT study materials should always probe for the creation of new ideas as well as for learning by doing or performing subject topic related activities. Findings regarding to students’ learning competencies hence, suggest the need for the program designers to consider and plan for the diverse learning styles among learners (Ofoha, 2012).

Studies that support consideration of learning style preferences, when designing new curriculum, believe that students learning styles preferences have direct influence on the way students interpret the world. This means that in order to promote students’ autonomous learning, instructors have to present materials based on the students’ needs, interests, ability, and motivation as well as learning style preferences to promote the enhancement of competencies such as critical thinking and creative skills. Research by Ofoha (2012) explains the importance of individualized study materials when they intone:

“We believe that teachers cannot create challenging classrooms unless they understand-deeply and coherently the psychological principles of learning and

development that they must assess and foster their students. Otherwise, teachers rely on manuals, textbooks, workbooks, and tests prescribed by others to define and structure their teaching (32.)”

From the participants’ responses, some students revealed, however, that during their study they mainly rely on course outlines and print materials but hardly search for outside sources to aid materials provided. These students also indicated that most of their learning was based on remembering and not on application or evaluation of facts being presented. They responded however that using previous study questions forced them to go beyond and think of related ideas to basic concepts. Thus according to students’ responses, study questions pushed them to employ application of knowledge learned.

Conclusions

The implications of the study are that instructors in open distance learning have a lot of work to do to ensure mastery. The student with positive experiences, that is whose learning style preferences matched that of the method used, responded that they were able to benefit from using online materials as well as from interacting with other students, with their learning materials, as well as from time to time with the teachers through email or discussion boards on MOODLE. Participants responded that they were registering growth, both academically and personally. Even though some of the responses aspects to some questions on ODL experiences such as the reliability of the internet were negative, some students, however, reported that overall, the study materials on line as well as on the CDs as well as working in collaboration with other students on line made their learning meaningful. Students’ however responded with caution on their experiences of group discussions with most citing the danger of relying on group thoughts instead of perusing other sources of information that goes beyond that supplied in the study materials.

The perceived impact on students’ growth given in the responses was attributed to a by-product of the achievement the students had witnessed in their performances in assessments such as tests and examinations. For those students who responded that they do not see technology as a sustainable method of their learning, they however indicated in their responses a lack of competence with technology. This, it may be concluded, shows the need to plan for a more vigorous computer skills acquisition campaign within the university environment if students are to overcome technophobia, which as Chitiga and Chogugudza (2012) observe is deeply rooted even in the instructors who teach our students. Instructors have to step outside their comfort zone in order to provide students with technology competence, a skill, which if not provided will result in a major digital divide, with the technology competent students getting all the jobs and those computers illiterate trailing behind.

Recommendations

Based on the analysis and discussion of the findings, the study recommends the following: There is a need for open distance learning institution, OUT in particular to: (a) invest more in ICTs infrastructure if the goal for competence based teaching and learning is to be realized; Increase and focus on provision of education on ICT integration in education delivery, especially for the 21st century learner; carry out further research around similar topics using different approaches and methodology to broaden understanding of teaching and learning using competency based approaches In an ODL system; ensure that students are able to learn at a variable pace and are supported in their learning; ensure that effective learning resources are available to students anytime and are reusable and more importantly the OUT and other ODL institutions should

strive to ensure that process for mapping competencies to course/learning outcomes/assessments is explicit.

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Causes of Nagging in Marriage as Expressed by Married Women in Oyo State, Nigeria

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Abstract: *Nagging in marriage is one of the peculiar characteristics that are common among married women and this can results into various problems among couples. from varying factors. This study investigated the causes of nagging in marriage as expressed by married women in Oyo State, Nigeria. Descriptive survey design was adopted for this study. Proportional and stratified sampling techniques were used to draw a sample of 663 married women who participated in the study. The instrument used to obtain data was a researcher designed questionnaire tagged “Causes of Nagging Questionnaire (CNQ)”. Frequency count and percentage were used to analyze the demographic data of the respondents while all hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 alpha level of significance. The findings of the study revealed that nagging in marriage can be caused by lack of effective communication between couple, inability to tolerate individual differences, financial problem, disagreement on religious matters and unsatisfactory sexual relationship. The hypotheses tested revealed that there is no significant difference in the causes of nagging as expressed by married women on the bases of educational qualification, religion and length of years in marriage. Based on the findings of this study it was recommended that couples irrespective of age, educational qualification and gender should be encouraged to go for counselling before contracting marriage, marriage counsellors should educate their clients on the desirability of acquiring effective communication skills, in order to guard against nagging in their marriage.*

Key words: Nagging, Marriage, Married Women

Introduction

In Nigeria as in many other African countries, marriage is a union between a man and a woman and it is often backed up by legal course of the law and religious injunctions. Marriage is a social institution and a sacred union because it is rooted in the divine plan of creation. This is a socially approved union for sexual relationship and family procreation. According to Mordock (2012), the family as an agent of socialization provides a suitable environment for the children born into it and at the same time supplies their material, educational and emotional needs. In the

same vein, Coontz (2004) noted that marriage is a cooperative relationship that establishes families and communities. The contraction of marriage is a social arrangement which involves the coming together of two different individuals whose personality, trait and background are different. The difference in the personality and background of couple has been identified as one of the factors responsible for communication breakdown in marriage. When couples realize that they are different from each other and resolve to understand each other, it is then they can build a happy and better marriage. However, no marriage relationship on earth is immune against conflict. It is natural that the cohabiting partners' goals or desires may sometimes be incompatible. Disagreement in ideology, beliefs and purpose can further engender disagreement among couples and this can lead to continuous nagging. According to Jason (2015) couples who misinterpret, assume or refuse to listen (or clearly state their messages) are at risk of communication problem. More so, unresolved conflict and suppressed emotions can also lead the couple to destructive communication. Most people find conflict and contempt to be stressful and react to such conditions by increasingly putting up defensive behaviour which in turn leads to breakdown of basic trust between the partners. Lack of effective conflict management can lead to involvement of the external party which could make the conflict to degenerate into serious problem among the couple (Fade, 2015).

Nagging is a common negative form of communication that every couple will have to grapple with at one point or the other in their marital relationship. This could have lots of negative effects on the couples' happiness and marital stability. This is because complaining or nagging is often the first signal that conflict exists in a marital relationship. Complaints make the other party to be aware that he or she is interfering with partners' goal, the slow build up and repetitive patterns of daily complaints and nagging can have a corrosive effect on marital relationship.

Literature Review

Nagging is an interaction in which a person repeatedly makes a request and the other person repeatedly ignore it and both become increasingly annoyed. According to Kowalski (1999) nagging is chosen as a form of redress or ability to change a situation or simply to make a change. A major complaint men have is that women always want to change them (Oniye, 2015). The reason why women want to try to change men is that, there are habits they possess which either irritate or make them (women) uncomfortable. Thus, nagging is a common phenomenon in marital relationship which involves persistent complains or negative expression of one's dissatisfaction to a partner in fulfilling his/her desires or requests and could be regarded as one aspect of poor communication among couples.

According to Alberts and Yoshimura (2003), nagging and complaining are common in families. Repetition or complaint is a statement of grievance, discomfort, discontent, or dissatisfaction while *nagging* refers to repeated or persistent complaints (Diana, 2002). This means that nagging is also referred to as complain when it becomes frequently occurring without censure. Therefore, nagging is a form of continual criticism or request/observation whereby the same complaint is brought out over and over again. It is an incessant complaint or an act of dissatisfaction or feeling that nothing is good in everything done by a spouse.

Robinson and Robinson (2003), posited that nagging among couples occur when there is an unclear expectation, hidden agenda, lack of assertive skills in getting what one wants and lack of equity which could lead to dissatisfaction over an issue. For instance, Gothman and Levenson, (2000) affirmed that women wants affection, intimate conversation, openness, financial support and commitment from men while men want sexual fulfillment, recreational companionship and

attractive spouse, domestic support and admiration. It is clear that men and women are different in their views. Women have deeper interest in people and feelings while men tend to be more preoccupied with practicalities that can be understood through logical deductions (Christen & Jacobson, 2000). This psychological difference between a man and a woman can trigger continuous nagging in marriage.

Nagging is also caused by many factors such as egocentric problem which is common among men, lack of understanding, emotional depression, inability to meet up with domestic responsibilities, infidelity, influence from friends or relations and lack of effective communication, among others. Owuamanam (2001) pointed out possible cause of nagging that can break down family relationship. The researcher stated that when a man cannot establish his authority intellectually or economically, nagging may set in marriage, thus the man might be tempted to do so physically by exchanging blows.

Nagging is a major problem in marriage relationships. This is because nagging is like being in a falling rock zone where rocks frequently tumble onto relationships and chip away at love whereas deciding to have an affair is like triggering an avalanche (Markman, Roades, Stanley, Ragan & Whitton, 2010). When nagging remains persistent between couple, it could naturally erode love, friendship, commitment and relationship. In a relationship where a woman nag and the husband withdraw, there is likelihood the level of complaints will increase. The more one withdraws, the more the other pursues and vice versa (Markman, et. al. 2010). This cycle of nagging has been called a "mutual coercion" pattern (Christensen & Jacobson, 2000). In this pattern, nagging becomes cemented over time until the pursuer stops or the withdrawer gives in. Moreover, these scholars noted the differences between women and men, which are viewed as deficiencies that lead to destructive quarrel, name calling, character assassination or retreat to an icy distance and ultimately lead to stress between the partners (Markman, et. al., 2010).

Nagging also has implications for spousal mortality. Beinsten, (2012) argued that men, who were subjected to nagging, constant demands and worries from their partners, were more likely to die within ten years than those with less stressful relationships. Beinsten (2012) posited further that around 315 men die out of 100,000 people per year as a result of spousal problems. Also, Nkwocha (2002) argued that emotional illness, suicide attempts, lack of structure, anger, financial burden, juvenile delinquency, spiritual and moral decline are dangerous outcome of nagging in the family.

The family of married couple is expected to be a citadel of peace and harmony, where reciprocity of love among all the members of the family should reign supreme and where tolerance and cordial relationship should be cherished and practiced (Awoyemi, 2008). However, where nagging dominates a family, the consequences of nagging in marriage may not augur well for the social, political and economic well-being of the family and the nation. Rather, it may bring about problems in the family and under development in the country as a whole.

The overriding effects of nagging on homes are overwhelming. Nagging can become a prime contribution to divorce when couple starts fighting about nagging rather than talking about the issue at the root of the nagging. According to Dean (2012), nagging destroys love, makes the home unhappy, destroys spousal influence, and shortens a person's life span and one's spirit. He stated further that, nagging will make the children insecure, mar the relationship, hinders the ambition of the mate, weakens the zeal, lessen the respect and widens the gap between husband and wife and could lead to separation or divorce.

Therefore, Nagging is considered a communication problem and it does lead to problem in marriage. It causes irritation or even resentment in the spouse who is at the receiving end. Nagging appears to be the leading cause of discord and divorce, and it is considered as more damaging than adultery and financial difficulty to relationship. Nagging is regarded as a toxic communication that can eventually sink a relationship because it could be destructive and put couples at risk of unhappiness and at times divorce. Nagging sucks fun out of couples life, cause them to question the relationship and make them wary of each other. It makes man feels unheard and irrelevant, and makes the husband or wife (whomsoever is at the receiving end) unduly burdened. Many marriages have broken down as a result of nagging which in turn have exposed children to all sorts of societal vices (Markman, 2010).

Concerns about nagging in marital relationships have compelled researchers to embark on nagging related studies among married adults. For instance, Alberts (1988) worked on the analysis of couples' conversational complaint interactions. The study revealed that the satisfied and dissatisfied couples manage their complaints differently. One of the most consistent findings is that dissatisfied couples are more likely to cross-complain; that is, they are more likely to respond to a complaint with a complaint. In addition, satisfied couples are more likely to complain about specific behaviours rather than general personality characteristics,

Markman, Roades, Stanley, Ragan and Whitton (2010) examined the premarital roots of marital distress and divorce in the first five years of marriage. The findings revealed that among the couples, there is 20 percent increase in patterns of negative communication during the early years, consistent with patterns of nagging and a decrease of about 12 percent in positive interactions. From the above, it is pertinent to say that ability of couples to control nagging behaviour is an essential ingredient of marital stability. The manner in which complaint is managed once it is voiced determines the extent in which more complaints, nagging and conflict are likely to occur. (Alberts & Yoshimura, 2003). Thus, when couple manage their nagging effectively, family adjustment is likely to increase.

Based on the above discussion this study focused on the causes of nagging in marriage as expressed by married women in Oyo State, Nigeria. It was also meant to find out if such perception was a function of educational qualification, religious affiliation and length of marriage. The study also sought to find answers to questions such as; what are the causes of nagging in marriage?

The following null hypotheses were also formulated and tested to establish empirical evidence on the study.

1. There is no significant difference in the causes of nagging as expressed by married women on the basis of educational qualification.
2. There is no significant difference in the causes of nagging as expressed by married women on the basis of religious affiliation.
3. There is no significant difference in the causes of nagging as expressed by married women on the basis of length of years in marriage.

Methodology

The research design adopted for this study is descriptive survey type. The population for this study comprises all married women (excluding separated, divorced and widowed) in Oyo State while the target population for this study consists of married women in 9 Local Government

Areas drawn from the three senatorial districts of Oyo State. The sample size used for this study was six hundred and sixty three (663). The procedures used in selecting sample for the study were proportional and stratified random sampling techniques. The main instrument that was used to collect data for this study is a questionnaire personally designed by the researchers tagged “Causes of Nagging Questionnaire (CNQ)”. The instrument is in two sections, namely: Section A and B.

Section A: dealt with demographic data of the respondents while section B contained twenty (20) items on the causes of nagging in marriage. The respondents were to indicate their responses using Four Point Likert-Type rating scale of: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Section ‘A’ was scored and analyzed statically using frequency counts and percentage while items on sections B were scored using Four Point Likert-Type rating scale with 4 points as the highest score and 1 point as the lowest. Thus, the average score any respondents can obtain is $4+3+2+1=10$, while the average score is $10/4 = 2.5$. This follows that mean scores from 2.5 and above indicated the most prominent causes of nagging in marriage. Also, items with mean score below 2.5 were not regarded as the causes of nagging in marriage.

The content validity of the instrument was ascertained by experts in the related field while the reliability of the instrument was established using the test-retest reliability method. The correlation Coefficient obtained was 0.70 at 0.05 alpha level of significance. The data obtained from the instrument were analyzed using frequency counts, percentages and ranking analysis demographic section and to answer research questions while Analysis of Variance (ANOVA) was used to test the three null hypotheses formulated at 0.05 alpha level of significance.

Discussion of findings

Results

Descriptive Data Analysis

The distributions based on respondents’ characteristics are presented in this section.

Table 1: Distribution of Respondents by Educational Attainment, Religious Affiliation and Length of Years in Marriage

S/N	Variables	Frequency	Percentage %
1.	Educational Attainment		
	Pry/Sec.	88	13.3
	NCE/ND	388	58.5
	HND/DGR	110	16.6
	Postgraduate	77	11.6
	Total	663	100.0
2.	Religious Affiliation		
	ATR	15	2.3
	Christianity	470	70.9
	Islam	178	26.8
	Total	663	100.0
3.	Length of years in marriage		
	1-5 years	11	1.7
	6-10 years	124	18.7
	10 years & above	528	79.6
	Total	663	100.0

Table 1 presents the demographic data of respondents. The table shows that out of 663 respondents who participated in the study, 88 (13.3%) were primary/secondary school certificate holders, 388 (58.5%) have NCE/ND certificate, 110 (11.6%) were HND/Degree holders while 77 (11.6%) have obtained Postgraduate certificates. 15 (2.3%) of the respondents were African Traditional Religion (ATR) adherents, 470 (70.9%) were Christians while 178 (26.8%) were Muslims. 11 (1.7%) of the respondents have being in marriage relationship for between 1-5 years, 124 (16.7%) were within 6-10 years of marriage while 528 (79.6%) have been married for over 10 years..

Research Question: What are the causes of nagging as expressed by married women in Oyo State?

Table 2: Mean and rank order of the causes of nagging in marriage

Item No	Nagging between couple is usually caused by:	Mean	Rank
2	lack of effective communication	3.25	1st
4	inability to tolerate individual differences	3.17	2nd
1	financial problem	3.15	3rd
9	disagreement on religious matters	3.08	4th
3	unsatisfactory sexual relationship	3.07	5th
15	noticeable gap in education attainment between the two partners in marriage	3.05	6th
6	unclear expectations between couple	3.00	7th
12	irreconcilable ideological differences	2.97	8th
16	keeping of a hidden agenda	2.97	8th
19	differences in partners needs or goals	2.93	10th
7	infidelity on the part of a partner	2.93	10th
11	discontentment with the relationship	2.92	12th
5	feelings of superiority by man over woman in the society	2.92	12th
10	peer group interference in couple's marriage	2.91	14th
14	undue commitment of a partner to work than family	2.90	15th
8	in-laws' interference in the affair of couple	2.90	15th
17	inability to meet up with domestic responsibility	2.82	17th
13	inability to express one's feelings frankly	2.81	18th
18	childlessness	2.74	19th
20	inability to fulfill the partner's desire	2.69	20th

Table 2 presents the causes of nagging in marriage. The table shows that all the items have above the average mean score of 2.50, which indicates that all items regarding the causes of nagging in marriage were agreed upon by the respondents. However, items 2, 4, 1, 9 and 3 took precedence over others with mean scores of 3.25, 3.17, 3.15, 3.08 and 3.07 and were ranked 1st, 2nd, 3rd, 4th and 5th respectively. The items stated that nagging between couple is usually caused by "lack of effective communication", "inability to tolerate individual differences", "financial problem", "disagreement on religious matters" and unsatisfactory sexual relationship". It can therefore be concluded that nagging between couple can be caused by lack of effective communication in marriage, inability to tolerate individual differences, financial problem, disagreement on religious matters and unsatisfactory sexual relationship among others are the common causes of

nagging between couples in Oyo state, Nigeria. This finding indicated that communication challenges are the root of most marital crises. That is, effective communication is the basis of marital success while ineffective communication could aggravate nagging which could lead to marital problems. This suggested that other causes of nagging boils down to ineffective communication between partners since nagging has been described as one aspect of poor communication skills among couples. This finding is in line with the submission of Markman (2010) that many families or relationships have been destroyed by negative communication also known as nagging.

The study also showed that financial problem could also cause nagging in marriage. The general saying that “an hungry man, is an angry man”. So, when a man is unable to fulfil his financial responsibility at home, there is tendency that the wife will result into nagging in order to compel the man to meet her needs. The finding of this study is in line with the assertion of Owamamam (2001) that inadequate financial resources in marriage might generate stress which in turn would make woman nag quite often.

The study also revealed that unsatisfactory sexual desire causes nagging in marriage. Nagging as a result of unsatisfactory sexual desire is more probable in marriage because there are great social, health and emotional benefits embedded in sexual relationship between couples therefore, it is vital in marriage relationship. According to Donna (2014), good sex is an act of intimacy that promotes health and well-being, providing individuals with significant physical and physiological benefits, especially if enjoyed in the context of a happy relationship. The finding is line with the observation of Maqshood (2003) that when a woman no longer enjoy sex she might begin to nag whenever her husband demand for sex.

Hypotheses Testing

Three hypotheses were formulated for this study were tested using Analysis of Variance (ANOVA) statistical methods at 0.05 significance level. The results are presented below:

Hypothesis One:

There is no significant difference in the causes of nagging as expressed by married women on the basis of educational qualification.

Table 3: ANOVA comparing respondents' responses on the causes of nagging in marriage on the basis of educational qualification

Source	SS	df	MS	Cal. F-value	Crit. F-value	P-value
Between Group	82.625	3	27.542	0.35	2.60	0.79
Within Group	51754.427	659	78.535			
Total	51837.053	662				

Table 3 shows that the calculated F-value of 0.35 is less than the critical F-value of 2.60. (P-value of 0.79 > 0.05 alpha level). This indicates no significant difference, thus the null hypothesis is accepted. Therefore, there is no significant difference in the causes of nagging as expressed by married women on the basis of educational qualification. This means that the level of education of respondents have no influence on their expression on the causes of nagging in marriage. The result of the finding may be because of the fact nagging is an element of personality and has nothing to do with status, so regardless of partners' educational qualification; they are likely to nag in marriage. Robinson and Robinson (2003),observed that nagging is a

common occurrence among couples. This finding is also in line with the submission of Maciver and Dimkpa (2012) who found no significant difference in respondents' perception on factors influencing marital stability based on educational level.

Hypothesis Two:

There is no significant difference in the causes of nagging as expressed by married women on the basis of religion.

Table 4: ANOVA comparing respondents' responses on the causes of nagging in marriage on the basis of religion

Source	SS	df	MS	Cal. F-value	Crit. F-value	P-value
Between Group	70.706	2	35.353	0.45	3.00	0.64
Within Group	51766.346	660	78.434			
Total	51837.053	662				

Table 4 reveals that the calculated F-value of 0.45 is less than the critical F-value of 3.00 (P-value of 0.64 > 0.05 alpha level). This indicates no significant difference, thus the hypothesis is accepted. This implies that there is no significant difference in the causes of nagging as expressed by married women on the basis of religion. The finding of this study may be as a result of the fact that couples from different religious background are susceptible to nagging as long as their disposition in the marriage relationship is not well adjusted. Marriage is held in high esteem among Nigerians irrespective of religion. However, the ability of couples to control nagging behaviour is an essential ingredient of marital stability that can be influenced by religious injunctions. This finding is similar with that of Jegede (1991) whose study found no significant difference in respondents' perceptions on marriage and family living based on religion

Hypothesis Three:

There is no significant difference in the causes of nagging as expressed by married women on the basis of length of years in marriage.

Table 5: ANOVA comparing respondents' responses on the causes of nagging in marriage on the basis of length of years in marriage

Source	SS	df	MS	Cal. F-value	Crit. F-value	P-value
Between Group	99.623	2	49.812	0.64	3.00	0.53
Within Group	51737.429	660	78.390			
Total	51837.053	662				

Table 5 presents the picture of calculated F-value of 0.64 which is less than the critical F-value of 3.00. (P-value of 0.53 > 0.05 alpha level). This indicates no significant difference, thus the hypothesis is accepted. This simply means that there is no significant difference in the causes of nagging as expressed by married women on the basis of length of years in marriage. This means that the length of years in which the respondents have spent in the marriage relationship has no influence on their expression as to the causes of nagging in marriage. This means that whether marriage is new or old, couples are susceptible to nagging. This finding corroborates Maciver

and Dimkpa (2012) whose study found no significant difference in respondents' perception of the factors influencing marital stability based on length of years in marriage.

Conclusion

Based on the findings of the study, it can be concluded that:

1. Lack of effective communication in marriage, inability to tolerate individual differences, financial problem, disagreement on religious matters and unsatisfactory sexual relationship among others are the common causes of nagging between couples in Oyo state, Nigeria.
2. There is no significant difference in the causes of nagging as expressed by married women based on educational qualification, religion and length of years in marriage.
3. Intending couples need to be encouraged to go for counselling before entering into marriage relationship so that they can learn and understand factors that could lead to nagging in marriage thereby prevent it from occurring.
4. Finally, marital counsellors through awareness programmes and workshops, focused group discussion etc. need to ensure that every intending couple irrespective of religion, age and educational qualifications is trained in the effective use of communication, financial management strategies, sexual relationship, appreciation of individual differences and host of other factors that can cause disagreement in the family.

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Challenges of Top -Down Curriculum on the Quality of Classroom Instructional Practices: Voices from the Bush.

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What do you think constitutes a good educational curriculum? An interview question for academic position recruitment

1. Foreword

This paper is a reflection of the study which investigated the impact of *Globalisation on the Education Systems of Developing countries with particular reference to Tanzania's experience* (Mtitu, 2008). The paper addresses findings from one of the major research questions sought to understand how the education reform processes affect classroom instructional practices. As the topic of this presentation portrays, '*voices from the bush*' embodies participants' perceptions and experiences in the classroom instructional practices as critiqued from a range of relevant literatures. '*Voices from the bush*' also reflects the nature of education delivery context in this case, Tanzania's secondary schools in particular. Teacher educators (tutors), secondary school teachers and students, and education officers formed a sample-population for the study. The paper therefore presents some practical classroom instructional experiences from the perspectives of key educational stake holders for curricular practice.

It should also be noted in advance that it is not the central focus of this paper to demonstrate or critique some curricular development models or present some philosophical stances for curriculum development. Neither is it the purpose of this paper to share some of the achievements experienced in the course of curriculum innovations and implementation nor showing-off the massive success that Tanzania and its people enjoy as a result of enormous education expansion at all levels. The core intention of this presentation however, is to show some critical challenges faced by teachers and students as they implement the readymade curriculum. It is hoped that these challenges will provoke the conference participants and other interested readers into productive discussion within the framework of curriculum development and innovation for improved classroom practices.

The paper is organised into seven sections namely: the Foreword, the top-down curriculum, curriculum development process in Tanzania, and teachers' and students' experiences and perceptions in the implementation of curriculum. Other sections include: towards an integrated approach in curriculum development and implementation, conclusion, and references.

2. Top-Down (Centralised) Curriculum

A top-down or centralised curriculum design pattern is one in which the content is decided by a central body or national office. The actual work in designing the curriculum may be completed by a contracted consulting company, a parastatal organisation or a division of the Ministry of Education. Gatawa (1990) and Urevbu (1985) characterises the centralised pattern of curriculum

design where the subject content is decided upon centrally. Syllabuses are produced with national goals and philosophies as well as suggested general learning objectives. Subject content evaluation instruments are developed centrally and decisions on when and how to administer these instruments rest with the Ministry of Education and/or the Examination Board that has been assigned the responsibility. Subjects to be offered by schools are determined centrally. Schools choose their subjects from a given list. All learners taking the same subject write the same examination and are assessed in the same skills. However, adjustments in testing are made for students who may have certain disabilities. Certification is centrally controlled. The certification indicates what has been learned by the student and how well the student has performed compared to others taking the same course. Generally, textbooks must be approved by the Ministry of Education before any school uses these books. An inspectorate or standards control division is put in place to monitor the learning and teaching activities. It takes a long time to write and approve the final curriculum document.

In this paper, I present some significant curriculum implementation challenges as perceived and experienced by teachers and students in Tanzania secondary schools. More importantly, based on relevant literature review and my extensive academic and professional experience and expertise, I propose an alternative approach, not the bottom-up approach but rather an integrated approach which takes an advantage of the merits from both top-down and bottom-up approaches. In my presentation, I demonstrate and argue for the need for involving key stake holders such as teachers and students in any educational change for successful implementation of the respective change. As Stenhouse (1975) argued against the idea to achieve quality changes of educational practice by "programming" teacher behaviour (maybe to the extent of "teacher proof curricula"). According to Stenhouse, to by-pass teachers' collaboration means to by-pass their rationality and their resourcefulness, and this would not solve the implementation problem, but, on the contrary, make it worse. It is the practitioners who must bring a curriculum idea to life in their concrete interaction with specific students under local circumstances. For Stenhouse (1975, p.142), curricula are attempts to communicate - hopefully intelligent - specifications of educational ideas and practices to teachers in order to stimulate their discussion, experimentation and critique. A curriculum is a hypothesis, a starting point for reflection and development done by responsible professionals (Stenhouse 1975, p.25). Stenhouse adds that,

"A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (Stenhouse 1975, p.4).

This is the reason why Beauchamp (1981) argued that teachers involvement in and understanding of the curriculum is considered important since the justification, application, and evaluation of a particular curriculum depend on the understanding of the curriculum that is brought to the task. The Southern African Development Community (SADC) comments also that the teacher needs to know the curriculum in order to relate education to the socio-economic, technological, political, and environmental demands of the society; relate content or the body of knowledge to the local settings; and apply the most effective and relevant teaching and learning methodologies, and be able to evaluate teaching and learning processes based on the existing education system (SADC, 2000).

I argue that teacher's understandings of pedagogical content knowledge, in other words, teacher's understandings of both substantive (concepts and principles of the subject) and syntactic knowledge (subject methodologies) is underpinned by his/her level of involvement in

the professional related processes including curriculum innovations. I also argue that effective classroom instructional practices based on effective students classroom engagement will only occur when a teacher is able to critique the curriculum with respect to socio-economic system including the educational policy of the respective country in particular and the global at large.

3. Curriculum Development Process: Tanzania experience

The authority and responsibility of Curriculum development in Tanzania is vested to the Tanzania Institute of Education (TIE). TIE is responsible for pre-primary, primary, secondary, and teacher education curriculum design, development, dissemination, monitoring, and evaluation. The Institute (TIE) is a Parastatal Organization under the Ministry of Education and Vocational Training (MOEVT) charged with the responsibility of ensuring the quality of education in Tanzania at the pre-school, primary, secondary and teacher training levels. The Institute's commencement came about 43 years ago through enactment of Act No. 13 of 1963 whereby, Institute of Education (IE) under the then University College of Dar es Salaam, a constituent college of the University of East Africa was established. This institution was established with expressed purpose of relating the University College's education programme to Government Policy on Education, the Ministry of Education directives on education and the curriculum at Teacher Training Colleges.

In 1970 when the University of Dar es Salaam became an autonomous university, the Institute remained a constituent of the University. The Institute's functions were redefined to focus more sharply on providing service to national education by associating the education programmes of University of Dar es Salaam with the curricula at schools, teacher training colleges and the then Ministry of Education. In 1975 the Institute of Education was legally disengaged from the University of Dar es Salaam through Act. No. 13 of 1975. Through this Act the Institute became a corporate body. The major function of the Institute was to design, develop, test, review and/or revise curricula at pre-primary, primary, secondary, special education and teacher training levels. Due to this role of the Institute, policy makers decided that it was appropriate to reflect the Institute's role in the name of the Institution. This was effected by Act No. 4 of 1987 which changed the name of the Institute to Institute of Curriculum Development (ICD) with no change to its objectives or functions. After a lapse of six years (1987-1993) it became evident that the new name (ICD) was not embodying the full range of functions and activities carried out by the Institute. This led to yet another change of name of the Institute to the current name, Tanzania Institute of Education (TIE), which was effected by Act No. 5 of 1993.

Presently, the main functions of the Institute are:

- (a) To design and develop curricula for Pre- primary, Primary, Secondary, and Teacher Education levels.
- (b) To carry out in-service as well as pre-service training of teachers for efficient and effective implementation of curricula.
- (c) To provide and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials.
- (d) To provide technical advice to the Government through the Ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at all levels.

All matters related to curriculum development and review is under the Department of Curriculum Development and Review which is headed by the Director of the Department. The Curriculum Development and Review Department is organised into five sections namely:

- (a) Early Childhood Development (ECD) section.
- (b) Primary Education (PE) section.
- (c) Secondary Education (SE) section.
- (d) Teacher Education (TE) section and
- (e) Special Needs (SN) and Non- Formal Education (NF) section.

Functions of the Curriculum Development and Review Department include the following:

- (a) Interpreting educational policies into practicable curriculum aims goals and objectives;
- (b) Initiating, revising and developing educational programmes for all levels of education under its mandate by working hand in hand with Educational Materials Design and Development (EMDD) directorate;
- (c) Pre-testing of all the syllabi and educational materials;
- (d) Designing and developing educational materials for all subjects at all levels within TIE's jurisdiction;
- (e) Conducting research and evaluation of educational programmes and projects in collaboration with the Directorate of Research, Information and Publication (DRIP); [an unfortunate name]
- (f) Providing consultancy services on various educational issues;
- (g) Supporting and participating in subject panels; and
- (h) Exploring opportunities for collaboration and linkages with local and international organization involved in the curriculum arena.

The curriculum development process in Tanzania is more centralised. It follows the top-down approach like that followed in the most centralised developed countries such as the France and Chile and in the most developing countries as well. Tanzania Institute of Education through its officials from the respective subject sections conduct periodical curriculum needs assessment based on the existing curriculum. The need for curriculum assessment and innovation is triggered by the country's socio-economic, cultural and political dynamics influenced by the rapid development in science and technology and improvements in political democratisation processes. In Tanzania for example, politics have immense influence in determining the country policies including the provision and management of education. This political influence is thus exerting influence on the nature of educational curriculum i.e. what to be taught to who and why. Duncan (2007) makes clear that "decisions about policy are made within a political culture, concerned with political gains and losses within a balance of forces... "Likewise, the performance of TIE professionals in the curriculum development and innovation processes is much influenced by the electoral manifesto and interest of the government in power than the actual labour market and society needs. This consequently affects adversely the involvement of key educational stake holders such as teachers, students and the community in the planning for education.

According to the Government of the United Republic of Tanzania, the education reforms in Tanzania have been taking place in a rich milieu of related policies. Ever since the liberalization and privatization processes of the late 1980s, the Government has taken bold measures to align social policies with the new circumstances, ideology and global developments. The measures range from a search of a national vision to sectoral social policies (MoEVT, 2005).

It is important however, to note the limitations of these educational reforms for not considering the participation of key educational stake holders such as teachers, socio-activists, parents and students. The limitations in the education reform processes are supported by a study conducted by Mtitu(2008). According to Mtitu, Tanzania's policy planning particularly in education is

influenced by global forces without the consideration of actual educational environment and needs assessment (Mtitu, 2008). Findings from this study demonstrated some critical challenges facing teachers and students in the classroom instructional practices. The pertinent challenges included: Curriculum relevance; lack of curriculum ownership and support amongst stake holders; and curriculum compartmentalisation. Other challenges included: curriculum overload; limited instructional resources and facilities; and lack of in-service training to cope up with the curriculum innovations and the rapid development of science and technology.

As a result of these curriculum challenges, classroom instruction practices were characterized by teachers' domination in the pedagogical decision making processes. It was accounted that domination of teacher-centred instructional practices was due to the failure of the Tanzania's Education and Training Policy of 1995 to address effectively the educational challenges of the 21st century. It was noted that the global forces including foreign aids and loans from the IMF, the World Bank and industrial countries strengthened the top-down policy development with tight conditional ties impacting adversely on the curriculum development and implementation processes (Mtitu, 2008).

Accordingly, the study presents that only the country foreign representatives and a few government officials including politicians and curriculum developers involved in the educational reforms and curriculum development stages. Very few teachers were involved in the final stages i.e. writing of the syllabi neglecting the engagement of the majority stake holders such as teachers, parents and students. Undoubtedly, lack of stake holders' involvement culminated to the low quality classroom instruction practices underpinned by euro-centric curriculum.

It is from the recognition of the varying importance and influence of different stakeholders in the curriculum development process, more and more education and training institutions around the world are encouraging participatory curriculum development processes, and at the same time building functional linkages with their local communities. Participatory approaches create working partnerships between teachers, learners and other stakeholders, and aim to increase ownership of the full learning process, thus improving the potential for effective learning through participation (Taylor, 2003). Participatory curriculum development is underpinned by a number of basic principles:

- (a) That participation is not only a means but an end in itself
- (b) Stakeholders in education who might normally be marginalised gain the right to take part in decision-making about teaching and learning
- (c) That as a basic human right, education can help to reduce poverty and social injustice.
- (d) Greater participation increases the likelihood of this goal being achieved, and so should be a prerequisite for education
- (e) Participation by relevant stakeholders may take place throughout the entire curriculum development process, including planning, delivery and evaluation or assessment (Taylor, 2003).

4. Curriculum Implementation in Tanzania: Teachers' and students' perceptions and experiences

In this section, I present the critical challenges facing teachers and students in the implementation of Top-Down curriculum based on research findings from Tanzania educational delivery context. The findings have been extracted from the study which examined the impact of Globalisation on the education systems of developing countries with particular reference to Tanzania. Findings presented here are those collected in response to the question that sought to

understand how global forces influence curriculum development and implementation and the counter-effects on the quality of classroom instructional practices. The paper subsequently proposes an integrated approach in the development and implementation of curriculum in order to influence positively the classroom instructional practices.

As already noted herein, participants identified the following as main issues they faced in the teaching and learning processes. Issues identified included: Curriculum relevance; lack of curriculum ownership and support amongst stake holders; curriculum compartmentalisation, curriculum overload; limited instructional resources and facilities; and lack of in-service training to cope up with the curriculum and the rapid development of science and technology. Participants demonstrated their cries that these challenges were as a result of top-down curriculum which did not consider their involvement and participation of key educational stake holders such as parents, social activists and the general community in its development process.

Curriculum relevance: Teachers and students who viewed the curriculum neglected the societal needs and the students' learning diversity. According to teachers and students, the curriculum is characterised by inclusive learning intentions which do not reflect the local settings. Teachers for example asserted that it was very difficult to translate the curriculum and tailor the classroom instruction based on students learning needs. Teachers supported their assertions arguing that they experienced difficulties in relating the knowledge of some instructional topics to the students' daily life. It was reported that teachers' failure to link the instructional topics to students' experiences was caused by their lack of involvement in the designing of the curriculum. Teachers showed that they themselves were not well-informed in some of the topics, a situation which accelerated their inefficiency and ineffectiveness in implementing the respective curriculum. Responding to the question about the setbacks in the classroom instruction, one of the teachers lamented;

“you know, we teachers are not involved in the curriculum development. The ministry only instruct us to implement the readymade curriculum”.

According to this teacher, it becomes very challenging in implementing effectively some of the instructional topics since teachers themselves are not aware of these topics. Based on the participants it was experienced that teachers faced difficulties in connecting the instructional topics with their experience and students' life experience. The other teacher perceived that teachers' professional experience was less considered by the government. As such teachers were not involved in the development of the curriculum other than being directed to implement it. This teacher explained that;

“The government does not observe the importance of teachers experience in the curriculum implementation”

This teacher observed that teachers are key stake holders in education and thus it was important for the government to involve them in any education change or innovation if such educational change was to be successfully implemented. The teacher perceived that teachers, as part of the community, they know the community in terms of their educational needs and priorities and the fact that they are the ones who implement the curriculum and therefore their involvement in the curriculum innovation was critical and inevitable. This reflects what Dewey believed that the school should prepare the child for active participation in the life of the community. He believed that education must break down, rather than reinforce, the gap between the experience of

schooling and the needs of a truly participatory democracy (Dewey, 1915). According to Dewey, the school curriculum and thus the classroom instruction should reflect the community life. In Dewey's pedagogy, the teacher has thus two main functions. The teacher must guide the young through the complexities of life and give them opportunities to learn in the natural way, that is, by solving relevant problems. The teacher must also enable the young to cope adequately with contemporary conditions and to cope with the new tasks which an unpredictable future will bring.

I argue therefore that it is only when teachers and students are fully involved in the curriculum development that they will be able to make constructive pedagogical decisions leading to high quality classroom instructional practices based on students and society needs and experiences. This calls for readdressing the top-down curriculum in order to provide room for stake holders participation and considering integrating the curriculum with real life practice as what Nyerere named it 'Education for Self-Reliance' (Dewey, 1915; Nyerere, 1967 and Mtitu, 2008).

Lack of curriculum ownership and support: Teachers' classroom instructional practices suggested that they were not motivated enough to implement the respective curriculum and relevant curriculum materials. This was especially evident when teachers experienced difficulties engaging students in their instructional processes. Teachers rarely sought students' involvement in most of their classroom instructions. Most of classroom instruction processes employed didactic approaches where teachers dominated the teaching and learning practices. Teachers' classroom instructional practices were characterised by what Paulo Reglus Neves Freire referred to as the 'banking model of education', an authoritarian style of teaching that mirrored the authoritarian structure of the society (Freire, 1970). Freire instead put the idea of dialogue at the centre of what he called liberating or emancipatory pedagogy as opposed to monologue, or a banking model where students are considered tabula rasa, waiting for knowledge to be transferred to their empty minds from teachers. However, teachers gave different accounts for lack of students' engagement in the teaching and learning practices. Many of the teachers' accounts and anxiety focused on the lack of motivation and discontent with the curriculum. They perceived that they lacked ownership of the curriculum as the curriculum was too rigid to tailor the instruction within the local settings. According to teachers, the curriculum instructed them what to teach, how to teach, proposed resources and evaluation artefacts and also specified time for each instructional topic and thus the completion period of the respective subject syllabus. Teachers lacked freedom to integrate their and students lived experiences based on their localities. One of the participants stated that;

"we are enslaved by the curriculum. The curriculum, even the school inspectors demand us to prepare lessons and teach with respect to the specified learning objectives".

This teacher reported that they were not allowed to translate the curriculum in such a way that students could not achieve the intended learning objectives. This brought challenges as teachers were not given flexibility in the instructional decision making processes. The curriculum alienated teachers and students to the extent of feeling that they were not part of the curriculum. The decentralisation (bottom-up) approach, in opposition to centralisation (Top-down) approach), is commonly characterised as leading to participation, relevance, ownership and (hence) increased commitment and motivation from those implementing the change, in this case, teachers. However, just as over-control can lead to rigidity, so too much decentralisation can result in chaos. Such a dichotomy (referred to by Pascale 1991 as "fit" and "split") is problematic, if governments remain fixed at one of the two ends of the spectrum, or constantly

veer between the two extremes, so that an educational system is constantly shifting from “fit” to “split”. It is preferable if the two dimensions can be managed together in a state of flux to suit the context and purpose of the innovation (Kennedy, 1996).

Curriculum overload: Subjects curricular in Tanzania are characterised by topics overload. The curricular presents too many instructional topics to be covered in a short instructional period. According to the study, it was experienced that the curricular constituted not only disproportionate instructional topics to school calendars but also the same curricular demonstrated excessive learning intentions within specific instructional topics (Mtitu, 2008). The research participants explained their disgruntlement about the curricular suggesting that it was not possible to accomplish the respective curricular within the prescribed instructional time. When asked how participants perceived and experienced the curricular components in relation to the instructional time, teachers commented:

“look, according to the curriculum, I need to complete the syllabus before students sit for their national examinations. And each school calendar year, I am supposed to finish all the instructional topics of that respective year. The syllabus is too tight to be completed within the specified instructional period”

This teacher perceived that the curriculum content did not consider other instructional parameters such as teachers’ availability, their workload, and students’ ability to accommodate the convoluted and heavy loaded curriculum. According to this teacher, he had other professional responsibilities other than facilitating classroom instruction. The teacher explained further that he needed much time for preparation prior classroom instructional practices and that the instructional time itself did not suffice for students to effectively engage in the instructional processes. The teacher felt that the curriculum package was too overloaded to augment students’ deep learning and that it accelerated rote learning instead (Mtitu, 2008). Curricular according to the teacher were examinations oriented which were meant to prepare students for examinations and not for knowledge construction.

Regarding teacher availability in relation to curriculum overload, it was revealed that increased enrolment affected adversely the availability of teachers especially in the rural Community Secondary Schools. For example one Head Master from a Community Secondary School lamented that;

“...one of the critical problems in my school is the acute shortage of teachers. While I have six hundred and forty (640) students, I have only ten teachers of whom some are just form six leavers teaching under licence...”

The Head Master explained that based on his professional and teaching experience, there was something wrong with the curriculum. He viewed that the curriculum in practice neglected the stake holders’ involvement who could have otherwise addressed issues of curriculum package based on relevance, practicability, and responsiveness to physical, fiscal, and human resources availability. Kennedy (1996) makes a case that;

“too much centralised control impedes the implementation of change and innovation, and stifles the development and creativity among teachers and learners which governments need to encourage if they genuinely wish to produce the thinkers and learners needed for their future societies (p. 78)”.

I argue for adoption of the current thinking (Fullan, 1993) which places the school as the centre of innovation and change thus calling for integration of a ‘bottom-up’ approach in curriculum development and implementation. Although top-down curriculum may be cost-efficient it may not be cost-effective in terms of the overall objectives of the educational system outlined in the 1995 Tanzania Education and Training policy, and Tanzania Development Vision 2025 document.

When I interviewed some students and teachers regarding the shortage of teachers, one teacher suggested that he was too overloaded to facilitate effective teaching and learning.

“...I teach more than forty five lessons/periods per week. This affects much on lesson preparation as well as teaching and assessing student’s achievement...”

There are some observations that education development in Tanzania is under the political influence rather than practical needs and resource base assessment. Commenting on the Secondary Education Development Plan (SEDP, 2004 – 2009), one of the Core Coordinators of Secondary Education stated that;

“...Community Secondary Schools Construction based more in politics than reality”

He added that the goals for Community Secondary Schools building were significantly different from those of SEDP (2004 – 2009) which aimed at achieving 50% enrolment different from the need to have one Community Secondary School in each ward which now has reached 100% enrolment presenting a big burden in their management. Responding on the shortage of teachers, he commented that

“The Ministry cannot produce all teachers at once like bricks; it needs strategies to get teachers with required competences/ profession”.

He called for a sectoral approach in solving the challenges of education suggesting that ‘those schools were not built by the ministry alone (MoVT), hence the Local governments, Municipals, Cities, Districts, Urban etc should take party’ (Mtitu, 2008).

Curriculum compartmentalisation: In the course of curriculum implementation, teachers were challenged by the curricular discreteness. According to teachers, the curricular were characterised by lack of communication and consistency between the curricular. This forced teachers’ instructional practices to be tailored on bits and pieces of knowledge which caused too many students leaving secondary schooling with little idea of how to apply to real life. Based on the study, it was also revealed that due to curricular mismatch, students tended to be passive recipients of the knowledge handed down by teachers, rather than seekers of problems to be solved. The existence of subject matter curricular mismatch and the lack of real life problems and issues dealt with in the classroom were blamed on the government failure to involve teachers and students in the curriculum innovation processes. According to teachers and students, their involvement in curriculum innovation was inevitable since they were the very focus of the curriculum (Mtitu, 2008). Sharing her experience regarding subject curricular marriageability and classroom instructional processes, one of the students asserted;

“the way subjects topics are structured, it is very difficult to transfer knowledge within the subject itself. When it comes to connecting ideas of one subject to another it is even worse. This disparity in subject curricular makes theorising knowledge to life situations more difficult”

The student suggested the need for curriculum developers to reconsider the curricular discreteness in order to influence positively the classroom instructional practices. Participants proposed for integrated curriculum which not only provide educators and students opportunities to link ideas between the subject matters, but also to be able to apply the knowledge acquired in adapting to the environment they live and using the knowledge to solve social-economic, cultural, and political problems (Nyerere, 1967, Mtitu, 2008).

Against curricular compartmentalisation, I argue and recommend for an *integrated curriculum* or *curriculum integration*, an approach to curriculum that knowledgeable educators believe will help students draw on their school-learning when facing perhaps not an *Apollo 13* type crisis, but many everyday challenges. As for the term *curriculum* traditionally refers to the teaching content in one subject area. An *integrated curriculum* (IC), in a nutshell, refers to the fusion of knowledge from different disciplines; the approach to learning and teaching from a variety of world-views, strategies, and resources; and the tapping of real-life situations for problem solving and critical thinking in the classroom. According to Oberholtzer (1937), the philosophy underlying curriculum integration holds that education is the “creative grappling with the situations which the world continually puts before us. Education has the task of setting up programs so that the child may and will develop the ability to answer intelligently and faces courageously certain life problems with some skills in finding possible solutions” (p.15). More recently, William Malloy (1996) concluded that “curriculum is a potent tool for reform when it integrates and interrelates subjects and disciplines in a manner that makes learning experiences meaningful” (p.233). An integrated curriculum holds much promise for raising students who will be able to apply their school-acquired knowledge to their work and to their personal development (Dewey, 1915 and Mtitu, 2008).

The argument is, in the curriculum development, the government should consider the involvement of key education stake holders including teachers and students and the wider community if the curricular should realize knowledge transferability between disciplines and thus ensuring provision of meaningful and life oriented education. Stake holders are momentous people expected to provide suggestions on the necessary educational change based on their practical experiences. Neglecting their involvement in curriculum development does not only impede effective implementation of the respective curriculum but more importantly it constraints teachers’ instructional practices in connecting subject matters theories with real life situations.

Limited instructional resources and facilities: There is no doubt that effective classroom instructional processes could not be achieved in the acute shortage of instructional resources and facilities no matter the type of instructional approaches used. Teaching and learning in a well facilitated and resourced classroom context encourage creative and effective thinking in both teachers and students. Studies demonstrate that effective students’ engagement in the knowledge construction processes is triggered when students are flexible and interact with a range of instructional resources. Students either individually or in groups are motivated to reflect about the subject matter using an array of teaching resources relevant to the respective instructional topics (Mtitu, 2008, 2010 and Sullivan, 2009). Based on the study, teachers experienced limited supply of both instructional facilities and resources. They blamed for the curriculum discrepancy

that did not consider resources and facilities availability. Teachers concern about shortage of instructional resources and facilities was directed to the top-down curriculum which did not involve key stake holders in the development. According to participants, participatory approach in curriculum development is important since the innovation processes seek consultations from across a range of professionals and social, political, economic and cultural activists. Participants argued that issues of needs assessment about instructional resources and facilities could have been substantially addressed if the government could have instead employed the [bottom-up approach in imposing educational changes]. 'bottom-up' – 'imposing change' Presenting her experience regarding the teaching and learning context, One Headmistress had the following experience regarding teaching and learning environment,

"...my school faces a couple of problems similar to other schools. It faces an acute shortage of science teachers, a problem which had already been reported to the Government. The school has no furniture, students are taught while standing which does not make sense. The school has no electricity, no staff quarters, no dispensary, and many other facilities..." This teacher added that

"...the problem you will see here in my school and others is quite the same. We usually meet in Heads of School meetings whereby our cries are the same"

The argument here is whether or not these voices crying from the bush have been addressed or not and what should be done to readdress the challenges of top-down curriculum in order to influence high quality classroom instructional practices responsive to the socio- economic and contemporary technological demands.

Research findings regarding the influence of external and internal policies in the quality of classroom instruction suggested that the top-down approach in policy and curriculum development brought significant challenges in classroom instructions. Research has shown (Taylor and Mulhall, 1997) that in many schools that followed a top-down approach to curriculum, school situations revealed the following:

- (a) Curriculum is too full, rigid, inflexible and irrelevant to lives of learners;
- (b) Curriculum is changed frequently with little/no follow up;
- (c) School time table is full and inflexible;
- (d) Classes are large and under-resourced;
- (e) Few learning resources are available;
- (f) There is heavy orientation towards exams; and
- (g) The application of national curriculum standards actually restricts innovations, such as participatory curriculum development, rather than providing an enabling environment for alternative approaches.

This environment makes curriculum implementation difficult, though it is possible to achieve, especially where the curriculum is fixed but not full (Taylor, 2003). For example, a research study (Taylor and Mulhall, 1997) showed that the education policy statements of many countries emphasise the importance of relating the content of the curriculum and the processes of teaching and learning to the local environment. At the same time, there tends to be a large gap between what is stated in policy compared with what is carried out in practice in the classroom.

Lack of in-service training: Findings about the curriculum and the quality of classroom instructional practices suggested lack of in-service training amongst teachers. Teachers teaching

practices demonstrated limited application of multiple instructional materials including the digitally aided facilities. Many of the surveyed teachers were unable to use different instructional resources such as models, globes, maps, charts, and audio-visual facilities in order to impact students' active learning. Neither did the teachers nor students either used or were able to use internet facilities for multiple purposes including use of search engines for academic accomplishments.

As such, classrooms were featured by teachers' preference of direct instruction approaches to learner-centred approaches. This was evidenced by teachers dominating the talks while students were silently listening to the teacher. However, in some intervals during instruction, teachers tried to engage students using questions and answers and group discussion approaches. According to Freire, questions and answers, and group discussions methods encourage effective dialogue in the instructional processes. Contrary to this, however, teachers' use of questions and answers, and group discussion did not influence students' involvement in the classroom instruction. Rarely were the students given chances to ask questions other than responding to teachers' questions. There was also minimal encouragement for students' participation in group discussion. Consequently, not all students engaged effectively in the construction of knowledge. This reminds me about Killen's (2007) position about the nature and quality of classroom instruction approaches. According to Killen, active students' interaction depends on how teachers organise and guide their students using carefully selected instructional approaches. This implies that the quality of teaching and learning practices is determined not only by the types of instructional methods used and classroom management, but also by how teachers shape instructional approaches to influence students' effective participation in the instructional processes.

Teachers and students experiences showed however that they were not conversant using modern technology based facilities in the teaching and learning processes. Teachers blamed the government and the Ministry of Education for giving little consideration to integrating technology in teacher education programs. Teachers lamented that despite government minimal consideration of integrating instructional technology studies in teacher education, there were also little attention placed to support in-service teacher professional development in order to adapt to the social dynamism caused by the rapid advancement in science and technology. Teachers seemed to have been dispossessed from the curriculum they were entitled to implement (Mtitu, 2008). This then calls for inclusive curriculum to influence quality classroom instructional practices.

Lack of in-service training seemed to be a serious challenge especially in the rural and remote Community Secondary Schools where schools face an acute shortage of instructional facilities and resources. Responding to an interview question seeking information about students' use of computer aided facilities including the internet service, a form four female student from the Community Secondary School noted;

"...I don't think that there is anyone who knows how to work with computers. Be it a student or a teacher. Just imagine; the school has no library, no books, no laboratories, classes are always highly populated, we do not have electricity, no hostels, no dispensary and sometimes getting clean and safe water is also a problem. How can we think of computer facilities? Our colleagues in urban schools might be enjoying computer facilities but not us..." (Mtitu, 2008, p. 63).

It could imply that the quest and necessity for in-service training is much more needed in the rural and remote secondary schools teachers than it is for urban schools. Urban school teachers and students are more likely to have access to many of the digital instructional facilities and approaches than it is for teachers and students from rural and remote schools.

The rural and remote school instructional context shows also how the provision of quality education especially in Secondary Schools in Tanzania and probably in many African countries is jeopardized due to lack of clear educational policies that are based on integrated and participatory needs assessment approaches using cost-effective and cost-efficient parameters. Many studies suggest that educational programs designed using mono-directional and top-down approaches brought significant challenges during implementation and thus failed to deliver the expected outcomes (Taylor and Mulhall, 1997 & Mtitu, 2008). I therefore make a case that African governments need to rethink about the best practices in education and strategise their decisions to involve the key stake holders if the quality and equitable education is to be realised. I recommend for integrated approaches in addressing educational changes for successful implementation of the respective changes or innovations.

Generally, the discrepancy between curriculum development processes and practice is further illustrated by Corson's (1990, p. 1) observation that the curricula;

“are increasingly viewed by a growing number of educationists as an integral and necessary part of the administrative and curriculum practices of modern schools, yet relatively few countries anywhere have seriously tackled the problem of developing and introducing them”.

One of the main challenges observed is lack of involvement of key stake holders including teachers, students, parents, and social activists in the innovation of the curriculum for improved quality education (O-Saki, 2004; Oluoch, 2006; Fullan, 2007 & Mtitu, 2008).

Teachers and students cries about the challenges they face in the school and classroom contexts constituted what is called the ‘voices from the bush’ and this has been the focus of this paper. In relation to these challenges, the issue of teacher ‘buy-in’ is crucial, and the level of buy-in from teachers and students is largely dependent on the nature of the process undertaken in developing and implementing the respective curriculum. In short, a school curriculum needs to be both carefully thought through and carefully managed if *all stake holders* are to be convinced of its merits.

Another key issue is the significance of staff professional development and its ability to provide teachers with a theorised approach to the implementation of the curriculum. Teachers have to have a sufficient basis in theory in order to understand the educational intentions involved in school curricular development and to be able to implement them effectively (Corson, 1990, 1999; Marland, 1977). As Corson (1990: 84–85) observes of this,

“teachers need to be given greater access to theory, which is professional knowledge about the processes of curriculum development and implementation in classroom context, coupled with better information about what children can be expected to do and what they are doing in progressive settings”.

This means that teachers need to be involved in every stage in curriculum innovation for better implementation of the expected educational changes. This is why Fullan (1993) suggested that every teacher should be knowledgeable about, committed to, and skilled in;

- (a) Developing and applying knowledge of curriculum, instruction, principles of learning, and evaluation needed to implement and monitor effective and evolving programs for all learners; and
- (b) Developing a personal philosophy of teaching which is informed by and contributes to the organisational, community, societal, and global contexts of education (Fullan, 1993, p. 8).

A final challenge to the successful implementation of school curriculum relates again to its educational intentions. As the preceding discussion highlights, it is important that teachers understand fully the education intentions and that they are actively involved in implementing them, but this in itself is not enough. School structures also need to be changed in order to reflect the inclusive and (potentially) emancipatory concerns of curriculum.

Putting more simply, curriculum implementation requires major changes to teacher attitudes and the pedagogical choices they make (Corson, 1990, 1999). Curriculum developers thus need to promote *critical* educational reflection providing teachers wider pedagogical choices, as an integral part of curriculum development and implementation, so as to accomplish the degree of 'radical rethinking' required (May, 1994b). The curricula need to be both cross-curricula in themselves and to be closely integrated with other curriculum contents and policies (Corson, 1990, 1999; May, 1994a, 1994b). This is not easy when many curricular, particularly at the secondary level, remain compartmentalised, most often offering rigid subject boundaries. As Marland (1977) observed presciently, over 40 years ago now, the key problem many teachers still have in implementing a subject curriculum is in first finding a curriculum across which to transfer the knowledge. One of the reasons for curricular mismatch between subjects according to Mtitu (2008) is the failure to seek educational inputs across key stake holders including teachers and students from different subject specialisations. As a result, this curricular mismatch has resulted not only in isolation of subjects but also it has brought difficulties in the pedagogical decision making processes consequently affecting adversely the classroom instructional practices.

5. Towards Integrated Approach in Curriculum Development and Implementation

This is one very long sentence. Rewrite and say what you mean. I think you make some really important points in this last paragraph but you seem to be trying too hard. Keep it simple In order to realise effective classroom instructional practices that are geared at developing independent learning and effective thinking amongst students, there is a need to promote a networked curriculum development with several interactions (top-down and bottom-up). while trying to take into account the needs not only the educational requirements and to rebuild the way of conceptualizing reality and education systems, in order that political authorities are no longer found at the top, but in the centre of curriculum development dynamics. These authorities thus become stimulating bodies that promote multiple interactions between teaching institutions and society, jointly defining the meaning, the knowledge, the methods and the spaces of education.

More important is the need to appreciate the critical role of teachers and students as key and direct stake holders in curriculum development and implementation. I make a case that, teachers as professionals should not only be seen as technical implementers of externally prepared

curricular but they should also have a true role [what do you mean by 'true' role?]in deciding what, how, and when to teach whatever they are teaching. Achieving this, there is a need to reflect on and whenever necessary undertake a thorough and meaningful curriculum overhaul to provide key stake holders particularly teachers with opportunities to engage effectively in curriculum development and implementation. It is only by actively involving teachers in the educational changes that will trigger and promote classroom instructional practices subsequently realising the learning intentions for our students.

6. Conclusion

Having discussed the challenges of top-down curriculum on the quality of classroom instructional practices, I feel convinced and encouraged to reflect on the role of culture as a neglected component in the curriculum development and therefore its implementation. I make a strong case that neither the euro-centric, the afro-centric nor the euro-afro-centric top-down or bottom-up curriculum will impact critical pedagogical practices without integrating students culture in the instructional processes. I argue that effective pedagogical practices should result from drawing on students' diverse cultural experience in a validating, comprehensive, multidimensional, empowering, transformative, and emancipatory way (Gay, 2000). Students' life experience across socio-economic and political aspects forms a cultural heritage and identity or a key for meaningful knowledge acquisition and consequently its application. Teachers' instructional practices need to consider students prior experience and tailor the instruction towards provoking students' active sharing their experiences through well organised activity-based classroom practices. Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. Gay (2000) also describes culturally responsive teaching as having these characteristics:

- (a) It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- (b) It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived socio-cultural realities.
- (c) It uses a wide variety of instructional strategies that are connected to different learning styles.
- (d) It teaches students to know and praise their own and each others' cultural heritages.
- (e) It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p. 29).

Using these characteristics to improve culturally responsive teaching would involve considerations of the classroom environment. Ladson-Billings (1992) explains that culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents to impart knowledge, skills, and attitudes" (p. 382). In a sense, culturally responsive teachers teach the whole child (Gay, 2000). Hollins (1996) adds that education designed specifically for students of colour incorporates "culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content" (p. 13). Culturally responsive teachers realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage (Gay, 2000).

Culturally responsive teaching enables students to be better human beings and more successful learners. Classroom instructional practices should be geared towards empowering students.

Empowerment can be described as academic competence, self-efficacy, and initiative. Students must believe they can succeed in learning tasks and have motivation to persevere. Teachers must demonstrate determined and appropriate expectations and exhibit support for students in their efforts toward academic achievement. This can be done through attribution retraining, providing resources and personal assistance, modelling positive self-efficacy beliefs, and celebrating individual and collective accomplishments (Gay, 2000).

Shor (1992) characterizes empowering education as;

“a critical-democratic pedagogy for self and social change. It approaches individual growth as an active, cooperative, and social process, because the self and society create each other. . . The goals of this pedagogy are to relate personal growth to public life, to develop strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change. . . The learning process is negotiated, requiring leadership by the teacher, and mutual teacher-student authority. In addition, . . . the empowering class does not teach students to seek self-centered gain while ignoring public welfare.” (pp. 15-16)

Therefore, my response to the question of what constitutes a good curriculum should be determined by among others, the extent to which the respective curriculum is owned by the key stakeholders and responds to the critical socio-economic, political, and cultural challenges of the society.

7. References

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Students' Reasons for Selecting the Open University of Tanzania and their Perception on the Influence of the Societal Agents

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Abstract: *In this study 139 OUT active students, of both sexes and from both urban and rural areas in Tanzania, have expressed their main reasons for joining the OUT; and their respective perceptions and experiences of the influence of societal agents on their learning. The societal agents included respondents' family members, fellow workers and employers, other OUT students and students in conventional higher learning institutions. The results indicate that OUT students have different experiences and perceptions in regard to learning while encountering these agents. Some respondents feel that some or all of the agents have a positive effect, or a negative effect or a combination of both effects on their learning. Also, many respondents have a favourable opinion on the OUT while others have an unfavourable opinion. Based on the results, it is recommended that the OUT needs to conduct qualitative studies on this subject and have in place a mechanism for maximizing the positive effects and minimizing the negative effects on the learning process of the students.*

Introduction

The Open University of Tanzania (OUT) is the only fully fledged university in Tanzania that solely operates through the open and distance learning (ODL) mode of delivery. It is a learner centred institution whereby students learn through self-directed study materials, e-learning facilities, student-student interactions in study groups, and student-teacher interaction through Face-to-Face sessions. The ODL, in comparison to conventional institutions, avails to students learning flexibility, and accommodates individual learner's characteristics, social, and work based demands (Bates, 1995). According OUT Act, the institution has several objectives (SARUA, Retrieved 2014). This article only focuses on the specific OUT objectives namely: to offer opportunity to people who cannot be given places in conventional universities; provision of methods of learning not limited in time and space; to provide for an opportunity for people to learn at their own pace; and the provision of a more cost effective higher education. Thus, OUT students can study while working and attending social and family matters.

Statement of the Problem

All OUT students had entry qualifications and the option of enrolling in other conventional universities. Each was influenced by one or many reasons to decide to pursue a degree through the ODL rather than through the traditional settings. Each reason has its advantages and disadvantages. This study indentified the main reasons for joining OUT as mentioned by some active students.

Students' academic performance and the duration of completing their respective programmes are influenced by many social and physical factors within their environments. Some of the reasons for joining the OUT are based on students' social factors which consequently, separately or in some combination, has some positive or negative influence on his/her progress. This study assessed OUT active undergraduate students' experiences with these social agents as related to their learning experiences.

The objectives of the study

This study had two main objectives namely, determining the frequency of respondents in relation to reasons that made them enroll with the OUT; and investigating OUT students' perceptions on attitude of social agents towards the ODL and the OUT. Specific objectives include:

- The profile of respondents in terms of sex; location (rural or urban); marital status; and attitudes towards ODL and OUT.
- To determine respondents' main reasons for enrolling with the OUT in relation to their profile.
- To determine respondents' perception of their families' attitudes towards the OUT and if they perceived the family members as hindering or facilitating their learning.
- To determine respondents' perception of fellow workers attitude towards the OUT and if they perceived the fellow workers as hindering or facilitating their learning.
- To determine respondents' perception of fellow OUT students' attitude towards the OUT.
- To determine respondents' perceptions on if study groups hinder and/or facilitate learning.

Significance of study

Many studies have been conducted on the OUT. This study will provide OUT stakeholders with in-depth knowledge on the influences of social agents on the OUT students' learning processes. Also the findings obtained will provide information to the government, the OUT management and other stakeholders the need to devise strategies that will lead to students coping positively with social demands in the process of their learning.

Variables and their Operational definitions

All active OUT undergraduate students are involved in the process of learning, each with the aim of ultimately obtaining a degree. However, studies show that students' learning process is influenced by a numerous number of personal (internal) and environment factors. This study only focused on a few variables that are described below:

Independent variables

Reasons for joining the OUT are numerous. The reasons included in this study are: The OUT offered a programme that students wanted; reputation of the OUT as a good university; the student wanted to live at home while studying; recommendation from a friend/relative; the student lacked sufficient finance to study in a conventional university.

Sex implied if a student is a male or female. The OUT does not discriminate students based on their sex. However, students' learning experiences may be influenced by his/her gender which has a bearing on one's expectations and consequently academic performance.

Another variable in the study was the marital status of the student when s/he began the programme and during the period of undertaking the programme. Most of OUT students are adults and are legally allowed to be married and get married while studying. Marital status implies if a student is single (not married); and a married student implies a student with a spouse. Some student are already married when they enroll at OUT while others get married when pursuing their degrees. So, this study identified students who are single; single at the beginning of their programmes at OUT but got married while studying; and those who were already married when they commenced OUT degree programmes.

OUT students are found in all parts of Tanzania and in some other countries. Some of these students are in urban settings while others are in rural settings. It was assumed that in some respects the physical and social environment, in relation to learning, between the two settings differ and this has some influence on respondents' reasons for joining the OUT and also their academic progress. In this study students in urban settings were those in towns, municipalities and cities and students in rural areas were those living in villages.

Socializing agents in this study were all members in the society that come into contact with the student and are believed to influence the student while undertaking studies. Family members include spouse, parents, children, siblings and close relatives. Most of OUT students live at home and have responsibilities related to their status in the family. It was assumed that the respondent's family members are aware of the OUT and that their lives are influenced by respondent's involvement in learning. So, respondents interact with family members and react to family members' perception of the OUT. All family dynamics have a bearing on the students and consequently on their studies.

It was assumed that some of the OUT students are employed. Fellow workers include all those the student relates to in his/her employment. Sometimes the studies of a student studying at the OUT interfere with his/her employment responsibilities. The quality of relationship between the student and other workers, and fellow workers' perception of the OUT has some influence on the students' involvement in their respective degree programmes and their self-esteem. There are several occasions that bring interactions among OUT students, including study groups. Fellow OUT students include all other OUT students. These interactions and perceived fellow students' attitudes towards the OUT and the ODL have some influence on the respective student, and consequently on his/her learning process.

Study groups refer to OUT students who deliberately learn together. It was assumed that a student can belong to one or a number of study groups composed of solely OUT students or of students from different institutions. These study groups are formed on a voluntary basis and OUT encourages them.

Dependent variables

Attitudes can be positive, negative or undecided. Positive attitudes imply that the student had a favourable opinion on the respective aspect; negative attitudes imply that the person had an unfavourable opinion on the respective aspect; while undecided response implied the respondent's attitudes could not clearly be indicate.

Perceptions of the student include the independent variable being seen by a respective student as facilitating; hindering; or both facilitating and hindering learning. Facilitating refers to believing that the variable had mainly a positive effect on the learning process; hindering refers to believing that the variable mainly had a negative effect on the learning process; both facilitating and hindering learning imply that the variable in some conditions had a positive effect on learning while in other conditions it had a negative effect on learning.

Methodology

A purposive sampling was made out of OUT active students who attended the 2010/2011 face to face session in fifteen regions in Tanzania mainland centres and in the Zanzibar centre. The main data collection instrument was questionnaire and structured questions. In the questionnaire a respondent indicated whether s/he strongly agree/disagree, agree/disagree, or not

applicable/undecided on a statement based on the variables of the study. Several similar statements on the respective variables were used to minimize bias and thus determine the respondents' response on the respective variable.

The Likert Scale was employed for determining the respondent's opinion/position on a specific issue. Some of the responses to the structured questions were used to have a clearer opinion of the respondent, while others were quantified. The obtained data were coded into a nominal and/or into an ordinal scale.

Data Analysis

SPSS was used to analyse the coded data to obtain frequency of responses to each variable.

Limitations of the study

Since random sampling was not employed and students outside Tanzania were not involved the results cannot be generalized to the whole OUT population of active students. Also the data was collected during only one face to face session whereby some of the active students did not participate due to a number of reasons. The study only reflects on students in OUT undergraduate degree programmes and not those in other programmes.

The results reflect the general picture of the respective active OUT students, so caution should be exercised when addressing a single student or a particular group of students. This is much so when interpreting data on reasons for joining the OUT since the study only focuses on the main reason and not on a combination of reasons.

Results and Discussion

The following information was derived from the coded data.

Respondents' sex and their location

Sex	Urban	Rural	Total	
Male	39	48	87	62.6%
Female	34	18	52	37.4%
Total	73	66	139	100%
	52.5%	47.5%	100%	

Table 1. Sex and location of respondents

As Table 1 shows, this study involved 139 Open University of Tanzania students from 16 regions in Tanzania i.e. 15 in Tanzania Mainland and the Zanzibar Centre. Tanzania mainland had 25 regions when the study was conducted, each having a functioning OUT Regional Directory. Male respondents were 87 (62.6%) while female respondents were 52 (37.4%).

The respondents were in different undergraduate programmes offered by the OUT. However, most of the respondents were pursuing programmes with education courses; this is also a reflection of the actual situation of the OUT student body.

Respondents' Location

The majority of the respondents (52.5%) indicated that they reside in urban areas while 47.5% live in rural areas. During the time of study all of the OUT Regional Centres were located in

urban areas. Since a substantial number of OUT active students live in rural areas the institution should find out specific challenges that face these respondents and the means of helping them. (Is e-learning applicable to students in rural areas?) What is the average rate of completion for students in the two locations? Answers to this question will raise more questions that need to be addressed.

In regard to sex, 48 male respondents (55.2%) came from rural areas while 39 were (44.8%) from urban areas. Thirty four (34) female respondents (65.4%) came from urban areas and 18 (34.6%) live in rural areas. The available OUT data bank does not indicate the number of students who live in urban areas or in rural areas. The majority of male respondents live in rural areas while the majority of female respondents reside in urban areas.

Marital Status of the Respondents

Status	Frequency		
No response	1 (Male)		0.7%
Single	Male	17	19.5% of males
	Female	12	23.1% of females
	Total	19	20.9%
Married before joining the OUT	Male	43	49.4% of males
	Female	30	57.7% of females
	Total	73	52.5%
Married while at the OUT	Male	26	29.9% of males
	Female	10	19.2% of females
	Total	36	25.9%
Total		139	100%

Table 2. Marital status of respondents

In regard to Marital Status, as shown in Table 2, of all the respondents one respondent did not give a response; single respondents were 29 (20.9%); respondents married before joining OUT were 73 (52.5%); and those that got married while at the OUT were 36 (25.9%). Percentagewise there were more single females than single males; more females relative to males were married before joining the OUT and that more male students compared to female students got married after joining the OUT.

So, 109 students were married at the time of data collection while 19 were single i.e. 74.8% and 25.2% respectively. Of the married students 36 were single when they started their studies. Thus, the number of married students increased as the students progressed in their studies while the number of students who were single decreased. When students apply to join the OUT they have to indicate whether they are married or single. The researchers were unable to obtain how this aspect is useful to OUT! If this information is significant to the OUT there is a need to update student data on this category annually. A study should also be conducted to determine the effects of getting married while at school on students' study habits and academic performance. What are the mechanisms in place that cater for OUT married students?

Status of Respondents having children

Status	Frequency	
No response	1	0.7%
With children	114	82.0%

Had no children	24	17.3%
Total	139	100%

Table 3. Respondents' status in terms of children

Most of the respondents (82%) had children and a few (17.3%) did not have children (Table 3). One can only speculate that this may be one of the major reasons for joining OUT for students who indicated they wanted to study while staying at home.

The discrepancy between married respondents (109) and respondents with children imply that some of the respondents are single parents. The results imply that most of the respondents (more than 82%) are parents involved in responsibilities of taking care of children. There is need to have a study on the experiences of single parents in comparison to married parents in regard to learning through ODL.

Reasons for joining OUT in regard to location and sex of respondent

The Table 4 below shows the frequency of respondents in respect of the main reason for joining the OUT in relation to their respective sexes and locations.

Reason	Urban			Rural			Grand Total	
	Male	Female	Total	Male	Female	Total		
No response	2	0	2	0	0	0	2	1.4%
OUT offered preferred programme	12	3	15	10	5	15	30	21.6%
Reputation of the OUT	3	0	3	2	8	10	13	9.4%
Respondent wanted to live at home while studying	15	23	38	25	10	35	73	52.4%
Respondent joined the OUT on recommendation of a relative/friend	0	0	0	1	0	1	1	0.7%
Respondent lacked finance to study at a conventional university	7	0	7	10	3	13	20	14.4%
Total	39	26	65	48	26	74	139	100%

Table 4 Reasons for joining the OUT in regard to location and sex of respondent

Respondent wanted to live at home while studying

The first category is of the students who wanted to live at home while pursuing their degree programmes at the OUT. One can speculate that some of the respondents had an opportunity to join conventional universities but their liking of learning while at home led them to join the OUT. The majority of the respondents (73 respondents i.e. 52.4%) for both sexes and in both locations (rural and urban) stated that the main reason for joining the OUT was to stay at home while studying. These respondents believed that they could accomplish their degree ambition while in the home environment. Living at home has some advantages and disadvantages to a student's learning experiences.

However between the two sex groups, percentagewise more females (63.5% of them) indicated this was the main reason for joining the OUT relative to their male counterparts (46%). Has this got something to do with the fact that more females than males believed that their absence from the family for an extended period of time could have some negative effects on their families? Some mothers in Nigeria indicated that ODL is the only opportunity for them to look after children because their husbands are busy with their profession (Ojo, Ogidan, and Olakulehin, 2006). Another aspect might be due lower economic status of the female respondents relative to their male counterparts. Also it will be important to find the number of single parents in this category.

In regard to location, percentagewise the difference in frequency between the respondents from these two areas was more or less the same i.e. 52.1% for urban areas and 53.0% for rural respondents. However, looking at groups based on sex and location of respondents one observes that 88.5% female respondents in urban areas wanted to stay at home while studying when only 38.5% of their counterparts in rural areas indicated the same reason. One may speculate that the urban environment is more conducive to learning for the females to study while at home, or the OUT offers more opportunities for women in urban areas who want to pursue degree programmes while staying at home compared to those in rural areas. Of the male respondents 38.5% in urban areas wanted to study while at home compared to 52.1% of their counterparts in rural areas. This is a reverse of female respondents' frequency in this category.

These results imply that regardless of sex and location initially most of the respondents joined OUT because they wanted to study while at home. There is need to identify the main reasons leading to one wanting to study while at home.

OUT offered programme respondent wanted

This category had the next highest frequency for respondents' reasons for joining the OUT i.e. 21.6% joined the OUT based on the programmes it offered. Based on percentage more males respondents (25.3%) compared to female respondents (15.4%), joined the OUT based on programmes offered by OUT. Of all the male respondents 23.1% were in this category compared to 20.3 of all the female respondents. It is imperative to identify the programmes preferred by the respondents and aspects that make them attractive. Also a study should identify from prospective female students in the catchment areas the new programmes that cater for their needs.

Percentagewise more respondents in rural areas (23.1%) compared to 20.3% in urban areas joined the OUT based on programmes offered by the OUT. This may relate to great the number of various professions available in urban settings relative to those in urban settings. The OUT should try to indentify new programmes that address the professional needs of residents in urban areas.

Lacked finance to study in a conventional university

This category had 14.4% respondents who wanted to join conventional institutions but lacked finance. Percentagewise, more males compared to female respondents, both in urban and rural areas joined the OUT based on the lack of funds to join a conventional university. The results imply that lack of finance is not a major reason for joining the OUT. Also, another implication is that if students in this category had been in better financial conditions they would have not joined the OUT. It's imperative to find out if there are students who transfer to conventional universities when their financial status improves.

Reputation of the OUT

Only 9.4% joined the OUT mainly because of its reputation. This was a major factor for more respondents in rural areas as compared to a number of respondents in urban areas. It is worth noting that none of the female respondents in urban areas joined the OUT based on its reputation while their counterparts in rural areas formed the majority of those who joined the OUT based on the same reason. Does it mean that the OUT has a better reputation in rural areas than in urban areas?

The low percentage in this category should be of concern to the OUT stakeholders since this may be a reflection of the OUT in relation to other high learning institutions! The OUT needs to find out as to why so few respondents were in this category; and have in place a strategy of raising its reputation among its students and the general population. The OUT, despite using the ODL should stand out as among the most reputable universities in the East and Central African region.

Recommendation from a relative/friend

Only 1 respondent joined the OUT because of some recommendations of a relative or friend. Structured questions indicated some of the respondents had relatives enrolled with the OUT. Based on this fact and taking into consideration that the OUT has students and graduates all over Tanzania one would have expected more respondents to be in this category! Is this issue related to the above condition (reputation of the OUT)? Or was this a wrong question since recommendations alone cannot be a solid reason for joining the OUT while disregarding other reasons?

Reasons for joining the OUT in reference to of the respondents' marital status

Reason	Marital Status of the Respondents			Total
	Single	Married before joining OUT	Married while at OUT	
No response		1	1	2
The OUT offered preferred programmes	5	23	2	30
Reputation of the OUT	2	8	3	13
Respondent wanted to live at home while studying	12	36	25	73
Respondent joined OUT on recommendation of relative/friend	1	0	0	1
Respondent lacked finance to study at a conventional university	10	5	5	20
Total	30	73	36	139

Table 5. Reasons for joining the OUT in reference to of the respondents' marital status

The following results are reflected in Table 5 above. Most respondents, single, married before joining the OUT or married after joining the OUT wanted to live at home while studying. Percentagewise 40% of single students; 49.3% those married before joining OUT; and 69.4% of those married while at the OUT were in this category. It is advisable to find out why a big

proportion of single students wanted to study while staying at home. Do they prefer home environment relative to that in the conventional institutions? Are they taking care of their parents or other dependants? One is tempted to believe that single respondents in this category may mainly be single parents.

It is worth noting that 33.3% of single students were in this category and also percentage-wise it was the largest group that joined the OUT due to lack of finance. One can speculate that they studied while at home not by choice but were forced by the circumstances. There is a need to carry out a study on the variable of reputation with more specific definition since the one implied here may have also included aspects of studying at home or aspects of the ODL mode of delivery.

Respondents' Perception of family effect on their studies

Perception	Single	Married before joining Out	Married after joining Out	Total	
No response	5	5	2	12	8.6%
Facilitate Studying	15	53	25	93	66.9%
Hinder Studying	0	4	3	7	5.1%
Both hinder and facilitate studying	10	12	5	27	19.4%
Total	30	74	35	139	100%

Table 6. Respondents' Perception of family effect on their studies

Table 6 above indicates that more than a third of the respondents (66.9%) believe that their families positively affected their studies. This aspect, when taken into context that only 52.4% of the respondents wanted to study while at home, imply that even some of the respondents who joined the OUT for the other reasons have a feeling that their families facilitate learning. Slightly, more female respondents (67.7%) relative to male respondents (66.7%) perceive their families as having positive effect on their studies. However, the slight differences in frequency imply that more or less equal proportion of both sexes feel that their families have a positive effect on their studies.

Among the indicators the respondents gave to show that their families facilitated their learning included:

- The family meeting all the respondent's financial costs as related to the OUT.
- The family providing the respondent with enough time to study e.g. the respondent is relieved of all family responsibilities and more or less lives like a full time student.
- The family offering the respondent counselling and emotional support when experiencing difficulties related to learning and during critical periods of the programme e.g. examination time. Also some respondents said they gained inspiration from the OUT graduates in the family.
- Some respondents' families create conducive learning environment at home and such as providing a specific study room and/or family library, provision of a laptop and textbooks; and family observing respondent's study time. One respondent mentioned that his wife and children encouraged him by insisting him to complete assignments before engaging in family activities.
- For some respondents family members were in some respect the source of learning material as related to their programmes. Some respondents were actually

students of a family member conversant in their respective field e.g. a respondent who is a soldier was taking educational lessons from his wife who happens to be a teacher.

- Life in the family used as an example of part of learning material for some courses e.g. some topics relating to issues in the family.
- A few respondents mentioned that all their children were employed or are studying in higher learning institutions, thus a respondent has ample time to study. So, one can speculate that studying at the OUT filled a gap in their lives.

Only 5.1% of the respondents believed that their families had negative effects on their studying. These respondents felt that in general there was a deliberate effort from family members to undermine their studies. Among the indicators of a family hindering a respondents included:

- Some respondents said they were overwhelmed by family issues to the point of having no time and energy left to study. Some had large families, including members of an extended family who seemed indifferent to the challenges of studying.
- Respondent's family members complaining that the respondent spends too much time and resources on studies.
- Some respondents stated that their spouses (read husbands) did not like the respondent to study in their presence. In two extreme cases spouses had deliberately destroyed respondents' academic work or study materials as mean of stopping the respondent from continuing with their studies.

Of the respondents in the study 19.4% perceived their families in some circumstances as having positive effect on their studying while in other circumstances as hindering their studies. Among the aspects that indicated this experience included:

- Having moral support from the family members but financially the family depending on the respondent.
- Getting financial help from family members but being blamed when there are delays in getting exam results.
- Encouragement from some family members while other members do the opposite.

The data also indicate that more males (21.8%) compared to female respondents (15.4%) believed that their families have a positive and negative effect on their studies. There is the perception that more females experience less positive effect on their studies compared to their male counterparts.

Respondents' Marital status and perception of family effect on their learning

The majority of the respondents in all categories of marital status (single 50%; married before joining the OUT 71.6% and married while at the OUT 71.4%) believe that their families had a positive effect on their studies despite having family responsibilities and being in an environment that is not specifically created for school learning. One observes a great number of married students in this category that is significantly different from that of single students.

Also in all categories of marital status very few respondents believed that their families had a negative effect on their studies (0% single respondents; 5.4% respondents married before joining the OUT; and 8.6% respondents married while at the OUT). None of the single respondents believed that family life had a negative effect on their studies. Berit Östlund (2011) points out barriers to effective distance education include obstacles such as domestic distractions.

There were a number of respondents in all groups who believed family life had both positive and negative effect on their studies (33.3% single respondents; 16.2% respondents married before joining OUT; and 14.2% respondents married while at OUT). Percentagewise more single respondents relative to married students perceive their families as both being positive and negative in their studies.

It is worth noting that the frequency of those respondents who perceive their families as having a positive effect on their learning is significantly greater than that of respondents who believe that their families hinder; or facilitate and hinder their learning. Based on the structure and working of families the researchers had thought that most respondents would have been in the category of families that both facilitate and hinder the respondents' learning. One can speculate that most of the single students who believed that their families facilitated learning are not married while most in the category of both facilitating and hindering learning are single parents.

The results also show that some respondents specifically indicated that their children facilitated learning while none of the respondents indicated that their children deliberately hindered their learning.

Some respondents indicated that their spouses deliberately either facilitated or hindered their learning. However, one cannot escape the fact that some husbands deliberately undermine their wives' learning while none of the males indicated that their wives' hindered their learning. There is need to have a study to determine the personality differences between males and females in regard to facilitating spouse learning; and another one on the characteristics of husbands who facilitate spouse learning and those who hinder spouse learning. There is a need for the OUT to have a mechanism of identifying each of the above categories and another mechanism of addressing the conditions of husbands who deliberately undermine their spouses' learning. Just thinking aloud, "How many husbands who hinder spouse learning have been approached by the OUT?"

Respondents' families' perception of ODL

Perception	Male	Female	Total	
Undecided	16	9	25	17.9%
Positive Attitude	59	34	93	66.9%
Negative Attitude	12	9	21	15.2%
Total	87	52	139	100%

Table 7 Respondents' families' perception of ODL

Referring to Table 7 above more than two thirds of respondents (66.9%) believed that their families had positive attitude towards learning through the ODL. However, percentagewise more male respondents (67.8%) than female respondents (65.4%) believed that their families had positive attitudes towards the ODL. Only 15.2% respondents believed that their families had a negative attitude towards learning through the ODL.

It is worth noting that the number of respondents who felt that their families facilitated their learning is exactly the same as that of the respondents who believe that their families had positive attitudes towards the ODL. It is also worth noting that the frequency of the respondents who felt that their families hindered their studies (5.1%) is significantly less than that of the families with negative attitudes towards the ODL (15.2%). This may imply that despite some of

the families having a negative attitude towards the ODL they still offer support to the respondents in their households i.e. their attitudes are not reflected in their actions towards the respondents.

However, 17.9% of the respondents did not know exactly if their families had positive or negative attitudes towards the ODL. This may also reflect that in some circumstances the respondents' families have positive attitudes towards the ODL while in other circumstances they have negative attitudes.

Based on a number of families with positive attitudes towards the ODL the question arises as to why only one respondent joined the OUT on the recommendation of a relative or a friend. One can speculate that some people have positive attitudes towards the ODL but not so to the OUT as an institution.

There is a need of study to establish the source of people's attitude, both positive and negative, towards the ODL and the OUT. There is a need for the OUT to have mechanism to assist its student to address people with negative attitudes towards the OUT and the ODL.

Respondents' opinion on fellow OUT students' attitudes towards OUT

Respondents' opinion	Frequency	
Undecided	40	28.8%
Have positive attitude	67	48.2%
Have negative attitude	32	23.0%
Total	139	100%

Table 8 Respondents' opinion on fellow OUT students' attitudes towards OUT

The descriptions below are reflected in Table 8. Of the total respondents 28.8% were undecided on their OUT colleagues' attitude towards their institution. This percentage is too big to believe that all these respondents were sincere in their responses in this aspect. It may perhaps imply that these respondents received from their colleagues mixed signals of their attitudes i.e. sometimes the colleagues praised the OUT while at other times complain about the OUT.

Most respondents (48.2%) believe that their OUT colleagues had a positive attitude towards the OUT. However this number is below half of the respondents. It is also worth noting that more respondents believed that their families had a positive attitude towards the OUT than their OUT colleagues on the OUT.

The results indicate that 23% of the respondents believe that their colleagues have negative attitudes towards the OUT. This aspect is alarming when comparing to respondents' families who had a negative attitude towards the ODL was 15.2% i.e. respondents believe that more of their colleagues have negative attitudes towards their institution compared to families' attitude towards the ODL! The institution should determine what has caused so many respondents to have believed that their colleagues have negative attitudes. There is need to have a study to find out if there is relationship between OUT students' attitudes towards the ODL and their attitudes towards the OUT. A similar study should be done on the OUT students' significant others.

Respondents' perception of study groups

Perception	Urban		Rural		Total	
Undecided	6	8.2%	10	15.2%	16	11.5%
Facilitate learning	38	52.1%	29	43.9%	67	48.2%
Hinder learning	29	39.7%	27	40.9%	56	40.3%
Total	73	100%	66	100%	139	100%

Table 9 Respondents' perception of study groups

Refer to Table 9 above. In this category 11.5% of the respondents were undecided on the effectiveness of study groups. One can interpret that among the respondents in this group there are some who do not belong to any study groups while the rest could not clearly determine if the study groups help them or not.

Most respondents (48.2) believe that study groups facilitate studying. Through ODL it is possible for a student to be in groups that have the potential for increased access to more experts in the field and to other students from diverse geographical, social, cultural, economic, and experiential backgrounds (Wikipedia Retrieved 2014). For OUT students there is a need to determine the criteria used by the respondents to perceive study groups as having positive effect on their studies.

While the majority (52.1%) of the respondents in urban locations who were in this category only 43.9% of their counterparts in rural locations had the same perception. This implies that more respondents in urban areas than those in rural areas find study groups as facilitating learning. There is need to identify factors in urban areas that make the majority of its respondents benefit from study groups and the factors in rural areas that make less than the majority of respondents perceive study groups as beneficial to their learning process.

Of all the respondents 40.3% believed that involvement in study groups is detrimental to their studies. Of these 39.7% were in urban areas and 40.9% were in rural areas. The difference in frequency between the two locations is not significant. However, the proportion of the respondents in this category is alarming since there is a general perception that study groups have positive effects on students' academic performance.

There is a need to determine how many students who perceive study groups as detrimental still belong to study groups. One has to find out what the OUT is doing to make learning through study groups positive to students learning process.

Respondents' perception of study groups in terms of location and sex

Location	Sex	Undecided	%	Facilitate learning	%	Hinder learning	Total	
Urban	Male	4	10.3	18	46.2	17	39	43.5%
	Female	2	5.9	20	58.8	12	34	35.3%
Rural	Male	7	14.6	22	45.8	19	48	39.6%
	Female	3	16.7	7	38.9	8	18	44.4%
Total		16		67		56	139	
Per cent		11.5%		48.2%		40.3%	100%	

Table 10 Respondents' perception of study groups in terms of location and sex

In terms of location and sex of the respondents (Table 10), most female respondents (58.8%) in urban areas perceived study groups as having a positive effect on their studies and 34% feel that study groups have a negative effect on their studies. However, most of their counterparts in rural areas 44.4% perceived study groups as mostly hindering their learning compared to only 38.9% on the positive side.

Most male respondents (45.8%) from rural areas feel that study groups facilitate learning compared to 39.6% who feel the opposite. In urban setting 46.2% male respondents compared to 43.5% feel that study groups facilitate learning. It is also worth noting that more males (43.5%) in urban areas compared to their female counterparts (35.3%) feel that study groups hinder their learning.

Based on these results there is a need to identify the factors in rural areas that make most female respondents not to benefit from study groups while most females in urban areas do benefit from the groups. Also the factors in urban areas that make many female respondents benefit from study groups should be identified due to the fact that many males in the same locations have less favourable perception of study groups. There is also a need to identify factors in rural areas that make many male respondents benefit from study groups while many female respondents in the same locations have less favourable perception of study groups.

There is a need to determine how study groups are formed, the number of different groups a student belongs to, and the proportion of study time students spend in study groups. Furthermore the OUT needs to know its level of involvement in forming and influencing study groups. It is imperative for the OUT to come up with a mechanism of having or making study groups facilitate learning among all of its members.

Respondents' support from employers and fellow workers

Response	Frequency	
No response	23	16.5%
Facilitate studying	47	33.8%
Hinder studying	23	16.5%
Both Facilitate and Hinder	46	33.2%
Total	139	100%

Table 11 Respondents' support from employers and fellow workers

As indicated in Table 11 above, 16.5% of the respondents did not give a response on this aspect. Some of the respondents in the study might have not been employed or are self-employed.

Of the total respondents, 16.5% indicated that employers and fellow workers hinder their studies. In the study one suspects that some institutions that have working relationship with the OUT had some employers who deliberately or otherwise undermined learning of the respondents in their respective institutions e.g. licensed teachers being denied by their Headmasters time to attend face to face sessions and do examinations.

Among the indicators of employers hindering respondents' learning included:

- Employers denying respondents permission to attend OUT academic activities.
- Employers not accepting learning through the ODL as being worthwhile.

- Employers deliberately assigning too much work to the respondent and consequently the respondent being left with little energy and time for his/her studies.

Of the respondents, 33.8% indicated that generally employers and workstations facilitated their studies. Among the indicators of facilitating learning included:

- Respondents learning from their current profession and work responsibilities, e.g. teachers learning some aspects of education during their teaching.
- Some workstations served as learning resource centre for the respondents e.g. respondents in research institutions taking science courses using respective institution's laboratory facilities.
- Some employers take into consideration the respondents' OUT academic demands when assigning work, e.g. giving permission to the respondents to attend face to face sessions and examinations.
- Some respondents were learning from graduates at their work stations.
- Some workstations had more than one respondent and these respondents had formed study groups i.e. the respondent was learning with fellow OUT students in the same station.
- Some employers were deliberately offering emotional and financial support to the respondent and often demanding academic progress of the respondent.

Some 33.2% of the respondents indicated that their employers and work environment sometimes facilitated their studies while at other times they hindered their studies. Among the indicators of this situation included:

- A respondent learning from his/her profession but having too much responsibilities e.g. being Headmaster/Headmistress and OUT student.
- A respondent learning from his/her profession while the management is not ready to support the student in his/her studies.
- Some respondents were getting support from their employers but at the same time work demands were interfering with the respondent's studies, e.g. getting permission to attend academic activities and at the same time the Ministry of Education and Vocational Training selects the respondent to participate in NECTA examination invigilation or panel marking.
- Some respondents were being encouraged to develop academically but the management was against the respondent engaging in a degree programme that is different from the current field e.g. policeman being discouraged from training to be a teacher; or a teacher being discouraged from taking a degree in tourism.

Based on these results one observes that the majority of respondents' employers and fellow workers (67.0%) positively acknowledge the burden of studying placed on their fellows enrolled at the OUT and consequently facilitate the respondents' learning. Also some of the employers are in favour of the respondent's professional development but due to work related demands they are unable to provide an environment that is conducive to learning. Ojo, O. D., Ogidan, R., and Olakulehin F. K. (2006) found that in Nigeria employers, including government, ODL offer the possibility of organizing in-service training for their staff without necessarily releasing them for long periods of productive time and ODL is often the most cost-effective means of educating a large number of staff. For many respondents the working environment and their work contributed positively their learning as related to their respective programmes. The OUT should identify work related environmental factors in respective institutions that positively affect the

students' learning processes and use these factors in teaching/learning in its respective degree programmes.

The results show that some employers deliberately/unintentionally undermined the respondents' efforts to realize their academic development. Definitely this has detrimental effects on the individual students, the respective institutions and the nation as a whole. The OUT should conduct a study to determine the characteristics of employers who undermine their employees' personal professional development. Also the OUT should have in place a mechanism of making employers more supportive of their workers enrolled with the OUT.

Respondents employers' and fellow workers' opinion on the OUT

Respondents' opinion	Frequency	
Undecided	45	32.4%
Positive opinion	51	36.7%
Negative opinion	43	30.9%
Total	139	100%

Table 12 Respondents employers' and fellow workers' opinion on the OUT

For the following, refer to Table 12 above. Most respondents (36.7%) believed that their employers and fellow workers have a positive opinion of the ODL. Of the respondents, 32.4% were undecided on the opinion of their employers and fellow workers. And 30.9 % of the respondents believed that their employers and fellow workers had a negative opinion on the ODL.

Although most respondents believed that their employers and fellow workers have positive opinion on the OUT, there is still a great number of possible OUT aspirants or people in position to recommend and encourage future OUT aspirants who have negative opinion on the OUT. It is imperative for the OUT to conduct a study on the opinions of employers and their workers on the ODL and on the OUT in particular. It is also wise to determine the factors that lead to some people having a negative opinion on the institution, and the effects of employers' attitude towards the OUT on the OUT students' academic progress.

Respondents' attitude towards the OUT

Opinion	Male		Female		Total	
Undecided	34	39.1%	13	25.0%	47	33.9%
Positive attitude	36	41.4%	23	44.2%	59	42.4%
Negative attitude	17	19.5%	16	30.8%	33	23.7%
Total	87	100%	52	100%	139	100%

Table 14 Respondents' attitude towards the OUT

In this category (Table 14), 33.9% of the respondents did not clearly indicate their attitudes towards the OUT. In this category there were more males (39.1%) than females (25.0%). This implies that in some aspects/circumstances respondents have positive attitudes towards the OUT while in other aspects/circumstances they experience negative attitudes. There is a need to identify the factors that sometimes lead the respondents to have negative attitudes towards the OUT and the mechanism of eliminating these attitudes; and factors that also sometimes lead the

respondents to have positive attitudes towards the OUT and the means of maximizing their effects on the students' academic progress.

Most Respondents of both sexes (42.4%) had positive attitudes towards the OUT. In this category percentage wise there were more female respondents (44.2%) of them compared to the male respondents who were 41.4%. However, the researchers expected the number of the respondents with positive attitudes towards the OUT to be much higher i.e. above 50% of all respondents.

Respondents with negative attitudes towards the OUT were 23.7%. This is reflected in all the groups. However, it is worth noting that percentage wise there were more female respondents in this group (30.8%) compared to the male respondents who were 19.5%. Although this category had the least number of respondents it is worth finding out the factors that lead OUT students to have unfavourable opinion on their institution.

Comparison of Respondents' Perceptions of Socializing Agents

	Undecided	Positive Attitude	Negative Attitude
Family members	17.9%	66.9%	15.2%*
Fellow workers	32.4%	36.7%*	30.9%
Students Conventional	22.3%	41.7%	36.0%
Fellow OUT students	28.8%	48.2%	23.0%
Respondents	33.1%	42.4%	23.7%

Table 15 Comparison of Respondents' Perceptions of Socializing Agents

In comparing respondents' perception, as indicated in Table 15 above, of the groups they encounter in regard to the OUT and the ODL the results of the study show that:

- Respondents perceived more members in all the groups had positive attitudes towards the OUT as compared with the number of those undecided or with those having negative attitudes. The results are similar to a study done in Nigeria that also found that most of respondents held positive perceptions and attitudes toward ODL (Ojo and Olakulehin 2006).
- Respondents perceived that their family members have the most positive attitudes towards the OUT and also the least with negative attitudes compared to the other groups.
- Respondents perceived their fellow workers as having the least number of members with positive attitudes towards the OUT.
- Respondents perceived that more OUT colleagues compared to them individually had positive attitudes towards the OUT! The same perception is observed among respondents' families.

Based on these results in regard to studying at the OUT, one can suspect that most respondents are more comfortable among their family members, then fellow OUT students, followed by students in conventional institutions and least with fellow workers. Most respondents are also more uncomfortable among students in conventional universities, then fellow workers, followed by fellow OUT students and least among family members.

This study did not determine the respondent's personal perception and feelings when one is among the different socializing agents. However one can speculate that to a large degree there

are some respondents who experience positive feelings when they are among all these agents and other respondents experience negative feelings when placed among all these agents and that some respondents experience positive feelings with some agents while experiencing negative feelings with the other agents.

Attitude on the OUT as related to Reasons for joining the OUT

Reason	Undecided		Positive		Negative		Total
OUT offered programme	7	23.3%	14	46.7%	9	30.0%	30
Reputation of the OUT	4	30.8%	7	53.8%	2	15.4%	13
Wanted to stay at home	22	30.1%	29	39.8%	22	30.1%	73
Recommendation from a relative	1	N/A	0	N/A	0	N/A	1
Lacked finance	12	60.0%	0	00.0%	8	40.0%	20
No response	1	N/A	1	N/A	0	N/A	2
Total	47		51		41		139

Table 16 Attitude on the OUT as related to Reasons for joining the OUT

For the following refer to Table 16 above. Based on the reasons for joining the OUT and respondents' attitudes the following is observed as follows:

- The category that had most respondents with positive attitudes towards the OUT was that which joined the OUT because of its reputation. They were also the least to indicate negative attitudes toward the OUT. This implies that the majority of them still believe that the OUT is among the best higher learning institutions. However, it's imperative for the OUT to find out why 15.4% in this category have developed negative attitudes towards an institution that they had believed had a good reputation. The OUT should have also a mechanism of making the undecided have a positive attitude most of the time.
- The category that had most respondents with negative attitudes towards the OUT was that which joined the OUT because they lacked finance to join a conventional university. It is worth noting that none of them clearly indicated having positive attitudes towards the OUT and that the majority of them were undecided. One wonders how possible it was of them to stay at the OUT if their financial situation was to improve. There is also a need to determine what can be done to make them develop a positive attitude towards the OUT.
- That only 39.8% of the respondents who joined the OUT because they wanted to study while staying at home had positive attitudes towards the OUT. The rest (60.2%) had also a negative attitude or undecided on their feelings on OUT. A study is needed to find out why there is this state of affairs towards the OUT when the respondents' desire to study while at home is being fulfilled.
- That 46.7% of the respondents who joined the OUT due to the programmes offered had a positive attitude towards the OUT. Hence, these respondents not only get the programmes they want but also experience positive attitudes towards the OUT. In this category 30.0% have negative attitudes towards the OUT and 23.3% were undecided. One can speculate that the chances of these respondents completing their respective degree programmes are quite high since they need the programmes for their personal advancements.

Conclusion

The study has indicated that OUT active students have different experiences with the significant societal agents that have influence on their endeavour to successfully complete their respective undergraduate degree programmes. The results imply that the OUT has to make further studies to capture positive aspects of the agents to enhance students' learning and to minimize the effects of the negative effects on the student.

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Language and Cheating in Higher Learning Education Examinations

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Abstract: *This study intended to examine the language used in cheating in higher learning education examinations. The study specifically sought: to explore the body language used in cheating during examination; identify reasons for choice of the used body languages in cheating during examinations; to identify linguistic expressions used to facilitate cheating in examinations. The study used both qualitative and quantitative approaches. The researcher used random sampling to obtain the sample. The study involved 350 students from Dar es Salaam regional centers of the Open University of Tanzania (OUT). The instrument used for data collection was the questionnaire. The data were analyzed through SPSS 16 version. The study found that, the most common forms of body language used in cheating during examinations are facial expression (81.4%) and hand- finger gestures (62.3%). However, the majority of the students rated high on the positioning of the invigilator (91.1%), number of invigilators during invigilation (80.0%) and the angle one sat (57.7%) as reasons for the choice of body language in cheating during examination. Furthermore, the students gave linguistic expressions of the body language used during cheating in examinations like attention (eye brow movement), ready to help someone (head movement up –down), I don't know (body posture- up- down shoulder movement or right left of the head) wait (up and down of the hand palm.). It can be said that, cheating during examination is obvious. Use of certain body language depends on the needs and intention of the students involved in cheating. It is recommended that the invigilators should be keen when invigilating, and the institutions should make orientation to invigilators on language and techniques used in cheating in examination.*

Keywords: Language, academic Cheating, Body language, Linguistic expression, educational examination, Open University of Tanzania (OUT)

Introduction

Academic cheating has been acknowledged in almost every type of formal education institutions. It is considered as an academic dishonesty. Academic cheating is found at all levels of schooling from grade school to graduate school and it is a growing problem at post-secondary institutions (Wideman, 2008 and Kelley & Bonner, 2005). Other forms of academic dishonesty include plagiarism, fabrication, deception, bribery, sabotage and professorial misconduct (Lambert et al 2003). Academic cheating is a violation of academic integrity (Kitahara, Westfall and Mankelwicz, 2011). Academic cheating can occur at two levels; Institutional and individual (Hyland, Bourin, De Lisle, 2011). Institutional cheating involves inflation of students' score to maintain market share, whereas individual cheating is where a student in an institution violates the established rules governing the administration of a test or completion of an assignment to have an unfair advantage over other students on a test or assignment (Cizek, 2004). Academic cheating can be classified into three classes; cheating by taking, giving or receiving information from others; cheating through the use of forbidden material or information; cheating by circumventing the process of assessment (Faucher, Dina 2007). Cheating by taking, giving or receiving information from others includes; looking at another student's paper, answer sheet or work, students collude to sit in such a way to coordinate copying, or communication via body

language or other responses. Communication through body language involves the use of sign language or a code for transmitting answers such as clicking pencils, foot tapping cape turning on head, or gestures

Moreover, studies have shown that cheating in education can be explained from different perspectives. For instance a study done by Szabo and Underwood (2004, for post-secondary students, shows that more males (68%) cheat than females (39%); it was also found that the more one is experienced in academic life, the less the chances of involvement in academic cheating. For example, third year students were less likely to cheat than first or second year students (Szabo & Underwood, 2004; Brown, 2002). Furthermore, International students or students from different cultural backgrounds have been identified as a group who demonstrate a high level of academic dishonesty (Park, 2003; Ercegovic and Richardson, 2004).

Open and Distance Learning system (ODL) is a type of education system which provide an opportunity in terms of flexibility, access and multiple modes of knowledge acquisition (Keegan 1996). Academic cheating in Distance Higher Education is one of the biggest academic dishonesty practices “corrosive problem” (Gallant and Drinan, 2006). Gallant and Drinan (2006) agree with Ravasco (2012) on “Technology-Aided Cheating in Open and Distance e-Learning”. The study explored certain student perceptions on academic dishonesty in an ODL environment: (a) its prevalence, (b) the manner in which it is done, and (c) ways in which it can be prevented. The findings showed that: 40.38% more cheating on ODL, 30.76% cheating in regular face to face, 28.85 uncertainties. The findings are supported by Ramorola (2012) who did a study on “Cheating in Summative Assessment in an ODL education Programme: A case of an undergraduate qualification” at the University of South Africa. The study found that, the students under ODL do cheat because they lack time for preparations due to family bereavement, ill health of either the student or a family member, and wedding preparations. In addition the study also found differences in cheating by gender, more female were likely to cheat than male with the reasons that, females lack time for thorough subject preparation because of the demanding home responsibilities. It gives the implication that the students under ODL are exposed to many home activities which they can’t avoid and hence affect their study habits, However, it can be also be concluded that, the students under ODL may cheat due to lack of ODL study skills.

Languages and communication

Language is a tool for communication. There are two forms of language communication these are, verbal and non-verbal. Verbal communication involves the arrangement of words in a structured and meaningful manner, adhering to the rules of grammar. The message is then conveyed to the audience in either spoken or written form. While the non-verbal communication includes body language, sign language and technology assisted language. However according to Andersen (1999), non-verbal communication includes; visual/kinesic cues such as facial expressions, eye movements, gestures, and body orientation; vocal/paralinguistic cues such as volume, pitch, rate, and inflection. Moreover, DeVito & Hecht (1990) argue that the two forms of communication are separated by their definition, however, when communication through language is done, the meanings are not separated into channel, that is, the verbal and non-verbal messages interact and become integrated into one communicative event. Non-verbal communication substitute complement accents, regulates and contradicts the spoken messages (Knapp and Hall (2006). The substitution occurs when the non-verbal type of communication is used instead of the verbal communication. For instance, in a classroom situation, a child may answer the question correctly; therefore the teacher may ‘smile’ instead of saying ‘good’. Thus, language use through the two forms of communication, that is, the non-verbal and verbal

communication depends on the context; time and purpose of communication. Both forms of communication are very important.

Body language and use

Research shows that the majority of our communication is nonverbal. Body language as one non-verbal communication includes; body movements of the head, eyes, neck, hands, arm, feet, gestures or other parts of the body to reflect expressions (MEGEP, 2008). The study of body movement and expression is called kinesics. There are three general categories of body language; facial expressions, gestures and body movement (Toastmasters international, 2011). These forms of body language are used in different situation needs (Sime, 2006), for different purposes as well as to convey different meanings. Ozuorcun (2013) did a study on the “importance of body languages in the Intercultural Communication” the study reveals that, body language has different meanings in different cultures, age, attitude, levels and context. The study also shows that, body language is culturally dependent; gestures that are acceptable in one culture can be offensive in another. For instance, the same body movement may reveal completely opposite meanings in cross-cultural communications. For example, in the whole world a person would nod their head up and down to say yes. On the other hand, the people in Turkey, North Cyprus, Greece, Italy, Syria, and Sicily nod their head up to express “no”. Shaking their heads back and forth means “yes” (MEGEP, 2008). Fast (1977), shows that there is also body language for sex, power and aggression. For the case of body language of power, the book reveals that, the way a man walks reflect the way he uses his body, the uses the body can tell the type of a man he is, example a tentative person will walk tentatively almost questioning the ground at every step. In education context, body language is also important. In the classroom situation; by the use of body language, teachers express enthusiasm, warmth, assertiveness, confidence or displeasure through their facial expressions as well as gestures. Sometimes, a teacher may reinforce or modify student behavior by the use of smiles, winks, frowns and scowls. Therefore, the less you use body language in the classroom, the less successful your class is (Ali, 2011). Toastmasters international (2011), point out the following reasons use of body language word limitations, nonverbal signals are powerful, nonverbal messages are likely to be more genuine, nonverbal signals can express feelings too disturbing to state, a separate communication channel is necessary to help send complex messages.

Body Language is a means of communication which helps in exchanging our deep thoughts, ideas, emotions and the working of our mind with other fellow human beings. Meaning depends on how the signs are interpreted. Although body language is useful, it has been misused. Lambert, (2003) says that, academic dishonesty has always been a major concern of many universities because it cuts through the heart of the pursuit of knowledge and the purpose of higher education. His statement motivated to the author conduct a study on types of body language used during cheating in examination, reasons for the choice of the body language used during the examination and describe linguistic expression of body language used to facilitate cheating in examination.

Reasons for academic cheating

There are a number of reasons which make students cheat in the academic situation. According to Anderman, Cupp and Lane (2010) there are two reasons which contribute to cheating in the classroom situation; classroom goals structure (mastery goal structure and performance or personal goal structure) and motivational contextual structured goals. The personal goals structure include performance concern, job leaves no time for study, financial aid depends on GPA good grades are needed for a job or graduate school, illness prevents adequate preparation.

The mastery goals structure reasons for cheating comprises: semester workload too heavy, too many tests on one day, unfair tests designed, unreasonable workload in course Sitting arrangement, Weak Invigilation or inadequate invigilation, peer influence during examination (Anderman 2010). In addition, Schab (1991) and Cizek (1999) mentioned the reasons for cheating which includes nature of exam (multiple choice and short answer questions); questions requiring responses in point form rather than in essay form encourage cheating in examination room. Furthermore, student's perceptions that those who cheat are not caught, and if they are, they are given punishment. Misuse of technological advancement contributes to cheating in the examination some students use phones and other technologies to cheat. A study by Chinamasa et al (2011) revealed that reasons for students cheating in examinations were mainly under mastery goal structure. These were specified to have originated from inadequate lecturing staffs, lack of resources in the library hence students' reliance on lecture notes, lack of classes, wrong examinations in squeezed room with a limited number of invigilators and sudden change of the examination timetable where examination papers are brought closer. Academic cheating is likely to occur when personal goal structure are present in the classroom (Murdock 2004).

Methods used in academic cheating during examination

Studies have shown different methods used by students in cheating during examination. A study by Chinamasa et al (2011) identified two methods of cheating; individual and collaborative. Individual method of cheating is where an individual attempts or plans or cheats by using his or her own strategies. Ramorola (2012) named the strategies *ascrib notes* and they are a common tactic used to cheat in examination. The strategies include; writing notes on hand, thighs, ruler, shirtsleeves, skirt hems and inside the shade of their caps. Collaborative methods involve two or more candidates planning the cheating strategies or attempt to cheat. The strategies include; a candidate raising the script in front to allow the one behind to read the answers, body language (gestures, sign language facial expression to mention the few), exchanging of question papers, swapping sitting places as well answer booklets.

General objective

To examine the language used in cheating during examinations

Specific objectives

- i. To identify types of body language used in cheating during examinations
- ii. To identify reasons for the choice of the body language used during the examinations
- iii. To describe linguistic expressions of body language used to facilitate cheating in examinations.

Theoretical framework

This study was guided by Functional Model of Language which was derived from the systemic functional theory of language development and use by Michael Halliday (1975, 1985a, 1985b). The theory continues to be modified and developed by Halliday, and others including; Ruquiya Hasan (1986) and Jim Martin (1984) Systemic-Functional Linguistics (SFL). The approach is now used world-wide, particularly in language education, for purposes of discourse analysis. A systemic approach allows a person to focus on meaningful choices in language. Functional Model of Language (FML) considers language as a system which we use to construct meanings for different purpose. That is, the same language can be used in different ways. Moreover the FML asserts that, language is a social process, the centre of our construction of reality, means of

communicating with others, a system of choice, a source of making meaning, where language is used will determine its appropriateness. As far as the body language in this study is concerned, literatures have shown that the same language can be used by different people of the different culture and provide different meaning. For instance, the body language used in cheating during examination can also be used in different context to convey different meanings. Therefore there is a need to learn how to choose our language to meet our particular needs in a certain situation. The choice of body language depends on the needs (cheating) in a certain situation (exams) in order to construct meanings.

Method

The study was conducted in Dar es Salaam region, involving the three regional centers of the Open University of Tanzania Ilala, Kinondoni and Temeke. The study involved students from the Open University of Tanzania who have ever sat for examinations before that is from second year on wards. A total of the 350 students were involved in the study. The data was collected through the questionnaire. The questionnaire had four sections, section A: personal information of the respondent, section B: types of body language used during cheating in examination, section C: reasons for the choice of the body language used during the examination, section D and linguistics expression of body language used to facilitate cheating in examination. Data were analysed quantitatively using the Statistical Package for Social Sciences (SPSS). In the analysis the author used YES and NO where: 'YES' means the statement or information has been accepted or agreed or mentioned by the respondent while 'No' means the respondent did not agree with or did not mention the information. Frequency and percentages were computed. Tables and figures were used to present findings.

Results and Discussion

Table 1: Demographic Characteristics of the respondents

Demographic Characteristics	Categories of the characteristics	N	%
Sex	Male	227	64.9
	Female	123	35.1
Regional Center	Kinondoni	213	60.9
	Ilala	101	28.9
	Temeke	36	10.2
Year of Study	Second year	195	55.7
	Third year	101	28.9
	Fourth year +	54	15.4
Marital Status	Married	36	10.3
	Single	314	89.7
Employment status	Employed	87	24.9
	Self-employment	54	15.4
	Not employed	209	59.7

Source: Field Data.

More males (64.9%) participated in the study as compared to female (35.1%) Majority of the respondents (89.7%) were single. In regard to employment status, (57.7%) of a sample was unemployed. This implies that most of the students currently studying at the Open University of Tanzania (OUT) are those who join the institution directly from secondary school.

Table 2: Types of body language used during cheating in examination:

Types of Body languages	YES		NO		Total in %
	N	%	N	%	
Facial expression	285	81.4%	65	18.6%	100%
Hand and finger gestures	218	62.3%	132	37.7%	100%
Placement of objects	05	1.4%	325	98.6%	100%
Body postures	65	18.5%	285	81.5%	100%
Movement of shoulder	24	6.8%	326	93.2%	100%
Movement of head	86	24.6 %	264	75.4%	100%

Source: Field Data

From the findings above it is clear that, facialexpression (81.4%) and hand and finger gestures (62.3%) are commonly used by forms of body language by students in cheating during examinations. Placement of the objects and movement of shoulder were the least commonly used modes (1.4% and 6.8%) respectively. This implies that, students are familiar with body language used in academic cheating. Students use the body language which the invigilators cannot observe easily to cheat in examination.

Table 3: Reasons for the choice of body language in cheating during examination

Statement of the Reasons for the choice of body language	YES		NO		Total in %
	N	%	N	%	
Position of Invigilators during invigilation	319	91.1%	31	8.9%	100%
Aims of cheating	108	30.8%	242	69.2%	100%
Students relationship	16	4.5%	334	95.5%	100%
Sitting arrangements	202	57.7%	148	42.3%	100%
Number of invigilators invigilating in one session	280	80.0%	70	20%	100%

Source: field Data

The data above indicates that, respondents worry most about the invigilators when planning to cheat or when attempting to cheat. The respondents (91.1%) mentioned positioning of the invigilator as being the first factor for the choice of certain form of body language to be used in academic cheating during examination followed by numbers of invigilators who invigilate in one session (80.0%). Also sitting arrangement (57.7%) mentioned to be the reason which motivates students to choose and use a certain type of body language. The findings by Chinamasa et al., (2011) shows invigilation is one major factor that motivates students to cheat. The study reported the invigilator sitting away from the candidates and doing other assigned responsibilities. In addition, the study revealed that the number of invigilators was small compared to the number of candidates, a ratio of 1: 100. The invigilation process is very important in preventing students from cheating, because inadequate invigilation may motivate students to cheat by using both individual cheating strategies and collaborative cheating strategy. According to Smith (2000), students have a tendency of using prearranged signals to receive or communicate answers to and from others. Schab (1991) emphasizes that during examination, candidates usually sit as they are pleased and in a zone of maximum surveillance in the proximity of someone who knows.

Table 4: Linguistics expression used to facilitate cheating in examination

Body movement	Linguistics expression	No	Rated %
Eye brow movement	Attention	177	50.5%
	Demand for help	173	49.5%
UP-down head movement	Demand for help	7	2.0%
	Refuse to help	70	20.0%
	I don't know	65	18.5%
	Ready to help	208	59.5%
Handling and placement of objects	Attention	237	67.7%
	Demand for help	70	20.0%
	I don't know	43	12.2%
Right-Left head movement	Attention	72	20.5%
	Refuse to help	172	49.1%
	I don't know	106	30.3%
Up-Down shoulder Movement	Demand for help	7	2.0%
	Refuse to help	145	41.4%
	I don't know	63	18.0%
	Ready to help	70	20.0%
	Wait	65	18.5%
Up-down hand palm	Attention	108	30.9%
	Refuse to help	7	2.0%
	Means question number	70	20.0%
	Wait	165	47.1%
Movement of hand and finger gestures	Attention	124	35.5
	Demand for help	120	34.2%
	Look at it	63	18.0%
	Means question number	43	12.2%

Source: field data.

As far as the linguistic expression of the type of body languages is concern, the respondents were given a list of different items of body languages expression and from their experience they were to show different linguistic expression. From the descriptive above respondents are familiar with the body languages used in academic cheating during examination, as 163 of the respondents agreed seeing their fellow students cheat in the examination while 187 of the respondents refused to have seen others cheating during examination. Therefore, from this point of view, it is easy for the respondents to provide linguistic expression of the body languages used in academic cheating. The findings above show that most of the types of body languages. When used in academic cheating gives the linguistic impression of being attentive or someone demanding for help. For instance intentional 'eye brows movement' gives two linguistic impression one is attention (50.5%) and demand for a help (49.5%). In addition, linguistically handling and placement of objects means seeking attention, (35.5%). For attentiveness, one may need to be helped by another person, that is, demanding for help can be in understanding the question or being told something to fill in the blank space. Refusing to help is another linguistic expression. This involve 'right-left movement'(49.1%) and up-and 'down shoulder movement' (41.4%). This might mean, doesn't know, or doesn't want to be disturbed while doing an examination, it might be worrying to be seen by the invigilators those are likely reasons of someone refusing to help in the examination. Moreover, up-down movement according to students means 'Ready to help'(59.5%) someone asked and is ready to help and the up- down hand palm means, one has

understood what has been asked but the person who has asked has to wait for a while. The linguistic expression above especially of the up and down of the head is similar to the findings of Ozuorcun (2013) which means “yes” this is applied in the whole world. However, the same body language means ‘no’ in Turkey, North Cyprus, Greece, Italy, Syria, and Sicil’. The differences in expression may be due to differences in culture, situation and needs.

The forms of body language above, if used by the students intentionally, in examination room may bring the linguistic expression as shown above. This depends on the relationship which exists between students. Moreover, if the same body language is used in the absence of intrapersonal relationship in the same context, cannot give the same linguistic expression. This concurs with the argument that successful relationship is the foundation of good means communication (Ali, 2011).

Conclusion:

In this study, body language is used as one of the strategies for collaborative academic cheating it is a conscious kind of language The need and the choice of language is realized best by those who use it in certain situation. Interpersonal relationship body language is highly used by students in cheating to achieve their goals to succeed in education.

Recommendations

Recommendation to regional centre

- On time and adequate Provisional of study materials
- Remind of examination rules and regulations in each session
- Sitting arrangement should not encourage and motivate academic cheating.

Recommendation to Director of Examination Syndicate (DES)

- To have reasonable number of invigilators per examination room
- To provide academic orientation on invigilation conduct.

Recommendations for further studies

- The study on the use of technology in detecting body language in academic cheating in higher learning education.

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Project and Field Work Report Writing: “Bridging the Gap” into ODL Students’ Challenges

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Abstract: *The study identified the challenges facing the ODL Undergraduate students in doing and writing their special projects and field work under ODL mode of teaching and learning. Data were collected through formal meetings, mobile phones and documentary survey. The quantitative data were analyzed using the Scientific Package for Social Sciences (SPSS Ver. 20). The qualitative data were analyzed through content analysis of the responses. The results revealed English language problems, financial constraints and the low internet connectivity environments ranged (70%); Poor writing and ICT skills; lack of enough cooperation from supervisor; too many responsibilities (60%). Long distance and bad roads environments for rural students, bureaucracy to get data and tips environments ranged (50%). Lack of permission from employers, electricity cut-outs problems and complicated log book/field/supervised reading instructions ranged (30%); lack of field work experts; scarcity of library reference books; lack of mates to discuss and share experiences for rural students environments ranged (20%). It is recommended to include English proficiency test in ODL mode; ICT and writing skills be integrated in all academic courses and programmes for first year undergraduate students. Supervisors establish good rapport with their students, likewise for the students and proper financial and time managements. Reduce environmental distance; decentralize the Regional centers to District level in ODL mode. Employers grant permission to employees to go to field for data collection. Instructions in log books be short, simple and clear for students and field experts to comprehend. Train students on technical aspects of conducting special projects and field work. Conduct workshops on research supervision skills and writing guidelines for supervisors and students. Motivate supervisors & students to present their research papers to local and international conferences to get exposure and polish out their research skills.*

Key words: Challenges, undergraduates, special projects & field work report writing ODL mode

Introduction

This study is the response to difficulties some supervisors face in guiding the ODL Undergraduate (UG) students in doing and writing their special projects and field work. It responds to the increasing concerns about the skills and abilities of the students to write for both academic and the employment purposes. It offers a response to the contemporary standards and quality of work done collaboratively by both the academics and the students in research and fieldwork at the Universities by Newman (2007). He found that the standard and quality of student’s written work is often used to disparage graduates and the discourse is often covertly directed at the non-traditional entry students or rather the ODL students. Lea and Corey (2009) contended that writing is now seen as a ‘problem’ in higher education (HE) by both academics and employers who claim that there has been a ‘dumbing down’ of standards. Writing is being recognized as a complex, developmental acquisition of skills, Russell (2003). In the United States there is a long tradition of expecting students to undertake a general writing course in the first year of their study, yet there is little evidence of improved writing performance by students.

In contrast, in Europe the integration of writing into the discipline studied in higher education is prominent. Bjork (2003:29-40) sees this process relating to both text-type consciousness and competence environment which acts as a building block towards the socio-cultural criteria of the written genre. This dual approach connects writing to “the traditions, forms of thinking, modes of communication and research methods of the academic world itself” (Bjork 2003:2). Brauer (2003) claims that what is required is a move beyond skills development environment to understanding writing as a method of knowledge building and a move from text to writer and to learning by doing. Some academics cease to continue researching soon after graduating (Cresswell, 2003) and some students are scared of carrying out research (Pearce, 2005). The academics need to reflect on their own practice and find innovative ways of clarifying their own expectations from students and of enabling them to acquire the necessary thinking, reading, researching and writing skills in the transitional phase environment into undergraduate study. In the UK, deficit discourses around non-traditional entry students and in particular about graduate writing skills, has led to an increasing interest in understanding how best to teach academic writing (Lea, 2006:1). There is a difference in programme cohorts being taught together with some students with work experience, while some with none as they come direct from advanced level secondary education. Therefore this study, intends to explore how best the academics can integrate the project and field work writing skills into their disciplines for the ODL UG students to bridge the gap of their challenges both in academics such as in Examinations and employment purposes. The students need to be serious with efforts, energy, determination and commitments.

Most of the ODL Undergraduate (UG) students work is not written according to the required quality and standards. Some of the special projects and field work done by the ODL UG students are characterized by poor English language and poor writing skills. However, some ODL UG students' complaints are about not being able to work up to the required standards due to some hindrances when writing their special projects and field work because they lack good English language for writing and the ICT skills. A research done by Hart Research Associates in America (2013) found that employers say they want colleges to place more emphasis on helping students develop five key learning outcomes, including: (i) critical thinking, (ii) complex problem-solving, (iii) written and oral communication, (iv) innovation and (v) applied knowledge in real-world settings. This study therefore, explored the environmental challenges facing the ODL UG students during writing their special projects and field work in order to bridge the existing gap for their academics and the employment purposes.

The general objective is to identify the challenges facing the Undergraduate Students during writing their special projects and field work in ODL mode. The specific objectives are:

- i. To identify the challenges facing the Undergraduate (UG) Students during writing their special projects
- ii. To examine the problems students face when carrying on their field work in ODL mode.
- iii. To explore the ways of alleviating the ODLUG students challenges in order to bridge the existing gap.

The scope of the study is that, it was conducted within the scope of urban and rural environments of ODL UG students to identify the extent of the challenges and the level of the existing gap in special projects and field work report writing. The Undergraduate (UG) students' special projects and field work environmental challenges found in this study are relevant to the public and the libraries for references. However, the UG and other students doing the special projects and field work as well as other related work may get a point of departure to know in advance how to avoid getting the same challenges. Furthermore, the supervisors can read from the results of this study

and get equipped with the ways of alleviating the students' environmental challenges facing them when doing their special projects and field work so as to produce the work that meets professional quality and standards. Nevertheless, the findings of this work can establish the entry point for further research activities on similar fields and environments. On top of that, the Policy Makers may formulate the policy to regulate the projects and field work writing skills in order to alleviate the challenges faced by the ODL UG students and others. However, special projects and field work give an opportunity to the students to marry the theory and practice and to understand that there are no simple scientific, technological, environmental, economic or socio-political answers to the complex questions facing governments, communities, local and international organizations globally. The following conceptual framework narrates the different variables for the study as the depicted picture of reality in this study.

Conceptual Framework

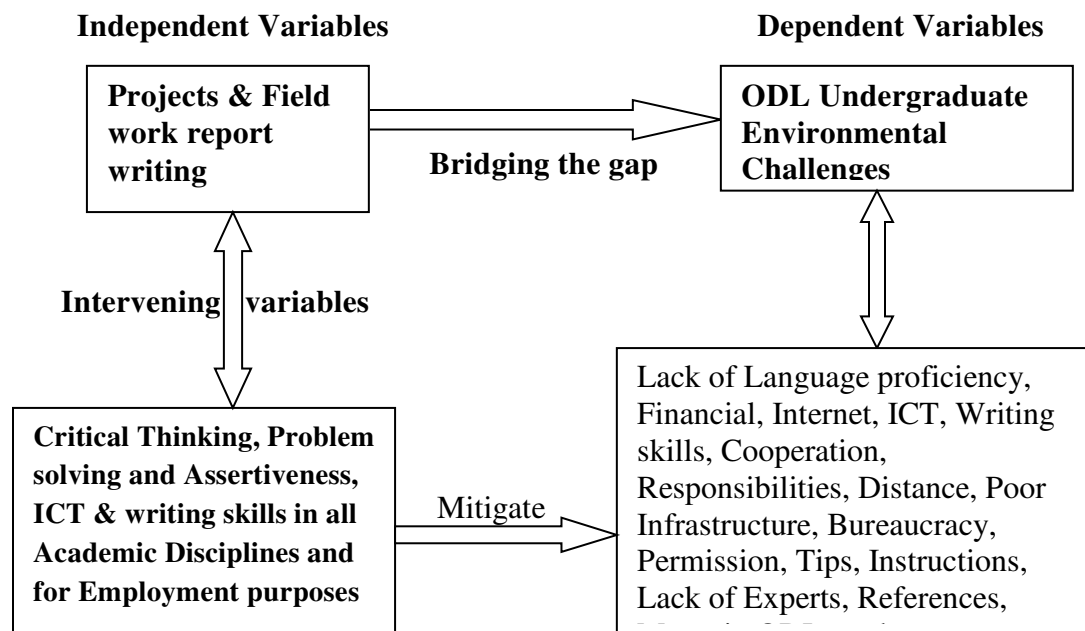


Fig. 1: The Conceptual Framework (Source: This study, 2016)

Teaching the writing for academic purposes as well as for the employment end-over, offers important challenges to all academics as well as to the students worldwide. The challenges include the following among others. Language, financial constraints, poor internet connectivity environment, ICT skills, writing skills, cooperation between instructors and students, many responsibilities and distance to centers. Additionally, poor infrastructure environment, bureaucracy, lack of permission, tips, unclear instructions, lack of experts / references / mates to discuss in ODL mode in order to share experiences are among the challenges. The critical ones to the undergraduate students are language, writing and ICT and lack of enough skills.

Formal English language has been a problem in Undergraduate (UG) Students due to mother tongue language and informal language or colloquial language. Simpasa (2008) said that formal language is the type of language we use publicly for some serious purpose, for example, in official reports, business, letters and regulations. Formal English is nearly always written and in writing we must be careful. Exceptionally it is used in speech, for example in formal public speeches. But there is not always a direct 'translation' between formal and informal English, only formal language often insists on greater preciseness. For example: In what country was he

born? (Formal) and what country was he born in? (Informal). However formal or informal, English language writing skills is very important for the ODL UG students in writing their special project and field work reports. So writing skills should be inculcated to them since starting schooling and being insisted to include in the different disciplines or programmes of the undergraduate students.

Information Communication Technology Skills (ICT skills): Some ODL UG students don't have computers/laptops. The students in remote areas environment don't have computer/laptops because there is no electricity in the remote areas (Kurasha *et al.*, 2012, Kabanda, (2012) and Gidaho *et al.*, 2012). Some do not have ICT skills and so do not know how to use internet search engines for extra study materials from such areas as Open Education Resources (OER's) Google, Wikipedia search engines or other websites

Educational Field Practices: Employers endorse several educational practices as potentially helpful in preparing college students for workplace success. These include practices that require students to (a) conduct research and use evidence-based analysis; (b) gain in-depth knowledge in the major and analytic, problem solving and communication skills in the field; and (c) apply their learning in real-world settings, Hart Research Associates in America (2013). The nowadays educational practices should involve students in active, effortful work - practices including collaborative problem-solving, internships, research, special projects and community engagements. Employers want the ODL UG students as well as others' outcomes and practices that involve application of ICT skills over acquisition of discrete bodies of knowledge through the internet (Ngaruko *et al.*, (2012) and Kabanda, 2012). Employers strongly endorse practices that require students to demonstrate both acquisition of knowledge and its application in the real-world settings. Therefore the UG candidates should have effective oral and written communication skills in order to be able to locate, organize, communicate and evaluate information from multiple sources during field work and special project writing.

Writing skills: Morrison-Saunders (2015), Kalwani and Haule, (2012) and Gbenoba (2012) discussed much on writing about writing in higher education: Modelling good practices in writing skills. Moon (2008), contends that critical thinking and academic assertiveness is important to the students. The students should learn to reflect on their own experience - in dialogue with peers and facilitators to better understand their own epistemological orientation and to enhance critical thinking. They should learn how they learned and to understand the process of learning itself, to trust in the educational process of transitional thinking, communicating and knowing. They should see themselves as co-researchers capable of understanding and constructing knowledge about their own learning and writing needs. Moon and co-workers believed this combination would enhance their academic assertiveness and help them to express their knowledge in a confident spoken and written 'voice' environments. Moon defined academic assertiveness as follows:

"Academic assertiveness is a set of emotional and psychological orientations and behaviours that enable a learner to manage the challenges to the self in progressing in learning and critical thinking" (Moon, 2008:79).

The skills for academic assertiveness are underpinned by writing skills development. Lecturers should learn how better to support learners in transition to Higher Education (HE) through research into skills development, including writing skills development. This can be through students to make notes on their readings, encouraged academic readings in the topics and write

summaries, write summaries of storylines in television dramas, daily news and the citizen magazines as well as from journals (Theaker (2008). They can then make brief comments to enhance their oral communication skills. They should dramatize to enhance speaking efficiency. Writing skills and dialogue should be encouraged to all students to participate fully. The dialogue for example can include interested topics and areas such as cross-cutting issues like Environmental issues, Climate change, poverty, HIV-AIDS, Gender, moral issues, Relationships in the University and Outside, Self-evaluation, Time management, Academic performance, Success in certain issues, sports and games, Career development, Integrity matters and their participation in the Community or the corporate social responsibility activities. The students may require different thinking and writing skills such as reflective writing, keeping a journal and note-making from articles which can provide high quality formative guidance before essay writing in the examinations. Lea and Corey (2009) argued that it is no longer possible for academics to expect students to enter university in possession of the necessary skills to enable them to take full advantage of higher education (HE). Our case study has also highlighted the importance of the ability of us as academics to reflect on our own ontological and epistemological orientations, assumptions and the invisible pedagogies which emerge from the students. Once clear about our own approaches, we might be more capable of providing students with a much clearer understanding of what we can offer, what they can expect in curriculum terms and what is expected of them at university. This supports Quinn *et al.* 2005, who analyzed the cultural mismatch between the University offer and the expectations of students in terms of pedagogies, values, curriculum and the relationship of knowledge to the experience needs to be challenged. Knowledge, experience and skills will all be central to change for both the academicians and the students in HE to the improvement of students' writing skills. These are for empowering students to become both lifelong and independent learners as well as better thinkers and writers in ODL mode of Teaching and Learning in today and the future generations sustainably.

Methodology

The study involved both quantitative and qualitative research methods. The quantitative data was analyzed using the Scientific Package for Social Sciences (SPSS Ver. 20). The qualitative data was analyzed through content analysis of the responses. Self-evaluation skills questionnaire was administered to the students for responses in data collection. Data was collected through formal meetings, mobile phones and documentary survey as primary data. Secondary data were obtained from documentary survey and the internet search engines.

Presentation of the Results and Discussions

Results

The findings of ODL UG challenges in writing special projects and field work is presented in Figure 2.

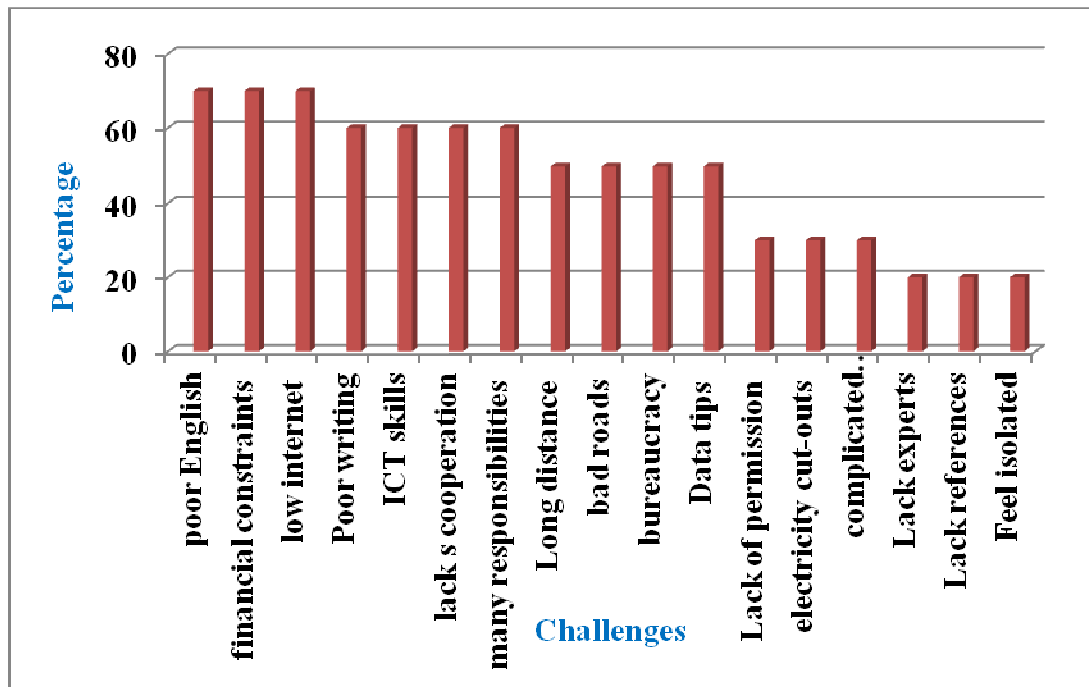


Fig. 2: The results of the Challenges facing UG students in writing the Special projects and Field work

Discussions

The results revealed that poor English language, financial constraints and the low internet connectivity environment ranged (70%). These were the most challenges facing the ODL undergraduate students. Poor writing and ICT skills, lack of enough cooperation from supervisors and too many responsibilities ranged second with (60%). Long distance and bad roads environments for the rural students, bureaucracy to get data and tips ranged third (50%). Lack of permission from employers, electricity cut-outs drawbacks and complicated log book/field/supervised reading instructions ranged fourth with (30%), while, lack of field work experts, scarcity of library reference books, lack of mates to discuss and share experiences and skills for the rural students ranged fifth with (20%).

Similar challenges were found in Zimbabwe Open University (ZOU, 2013). The study came up with three categories of some of the challenges that undergraduate students in the studied regions of the ZOU experience in their conduct of research. They comprised tutor, student and tutor-related challenges. In connection with tutor-related challenges were associated with lack of research interest and experience, tutor absence from work and failure to return to work promptly. Critical student-related challenges were lack of money, time, library resources and family problems. These were in agreement with Anderson *et al.* (2006) who pointed out that time was a very limited resource for students carrying out research. All institution-related challenges were lack of internet facilities, lack of research-related courses, lack of library resources, lack of computer literacy and lack of workshops environments negatively impacted on the students' capacities to conduct research. These findings concur with previous research by Mapolisa and Mafa (2013) who found lack of internet facilities counted 80%, lack of research-related courses (80%), lack of library resources (80%), lack of computer literacy (80%) and lack of workshops (80%). These were some of the most pronounced student-related challenges that undergraduate

students in Harare and Bulawayo regions of the ZOU experience in Africa. Some students find the report writing process very challenging.

Summary

From my experiences as a researcher, most students find that writing a research paper is the toughest challenge they face in order to earn their University degree. The students find it as time consuming and brain draining. But at the end, it is one of the unforgettable moments students can advance in their carrier development and worth. Researching and gathering data is another challenge that students face in writing their research and special project papers. Sometimes some students are lazy to go to the library or the topic they are searching for has very limited resources, students turn to the Internet for an alternative source of materials but not 100% accurate. Another challenge is developing a problem statement. A good proposal or dissertation/thesis statement expresses the opinion as well as the conclusions about the topic under the research. Coherency and consistency is another problem encountered by the students in writing their research/project papers due to the volume of information gathered they get off point. Creating an outline of the main ideas and some secondary points can help to stay coherent. Finding evidence to get comparisons from other researchers of similar environment and climatic regions to support the research paper under investigation is another challenge in writing a research paper which causes failure to most students. Evidence can be quoting a conclusion or theory from a literature source to support and develop the idea you have presented. It is important to choose a topic that has numerous literatures and references so that presenting evidence would not be a problem. Citations and following formatting standards are the most challenging part of writing a research paper by most of the students. Many students tend to forget citing their sources of information. This simple act of negligence has some serious consequences such as plagiarism. To prevent such error, the students have to list the sources of information for their research work right away in a note book. Using the Plagiarism TURNITIN programme to measure at least 30% quoted reference materials by the Institutions can be very helpful to the students and other researchers. To avoid those challenges/problems, review and proofread your paper before printing it. Have somebody else do a quick review of your research/project paper before final draft. Ask to spot the errors that you have missed because a successful research paper is in its organization, consistency and clarity. Effective writing requires practice and revision, while careful, creative and convincing use of references is vital in argument construction and ensuring credibility.

Conclusions

The study aimed to foster on special projects and field work extended report writing skills development as a bridge from Advanced level Secondary education into ODL Undergraduate study in the University level. The results indicated that the challenges facing the ODL undergraduate students can be summarized as cultural, environmental, personal, language and technological challenges which need to be addressed. Moon's description of academic assertiveness was important in this study because *“Academic assertiveness is a set of emotional and psychological orientations and behaviours that enable a learner to manage the challenges to the self in progressing in learning and critical thinking”* (Moon, 2005 & 2008:79). This can be interpreted based on “The Power of Critical Theory for Adult Learning and Teaching” (Brookfield, 2005:350). The critical challenges that ODL UG students lack while doing special project and field works were language proficiency, ICT and writing skills. However, statistics and methods may also pose challenges to the undergraduate students. Its worth to include in the curricula the English proficiency programme, tests and measurements, guidance and counseling,

Philosophy of Education, Child development, Attitudes and Motivation and ICT skills from lower to Tertiary University Education level.

Recommendations

From the study findings, the following can be recommended to alleviate the challenges facing the ODL undergraduate (UG) students in higher education at the University level:

- It is recommended to include English proficiency test in ODL mode of teaching and learning as well as ICT and writing skills development in the first year of the undergraduate students in Higher Education (HE) to bridge the gap from Advanced level into UG study.
- To reduce distance, decentralize the regional centers to District level in ODL mode.
- Report writing skills can be integrated in all academic courses and programmes.
- Supervisors to establish good rapport with their students likewise for the students.
- Proper financial and time management with commitment is paramount in ODL mode.
- Employers grant permission to their employees to go to further studies, field works to collect data and remove bureaucracy.
- Instructions in the log books to be short, simple and clear for the students and field experts to comprehend.
- Training students on the technical aspects of conducting special projects and field works such as knowledge of how to design, manage, conduct research project methodologies and field works writing reports, formatting and composition is of paramount important and provide them with clear guidelines.
- The University to have regular workshops for research supervision skills and report writing guidelines for the supervisors to support training and mentor the students.
- Motivate the supervisors and the students to present their research papers to both local educational weeks and international conferences to get exposure and polish out their research skills and experiences to foster quality researches and field works report writing
- By removing the ODL Undergraduate report writing challenges may reduce plagiarism/dishonest in examinations and dispare graduates in the employment field.

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On Demand Examination Innovation Practice as an Educational Assessment at The Open University of Tanzania: Potentials and Challenges.

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Abstract: *This study intends to assess the potentials and challenges of On Demand Examination innovation of the Open University of Tanzania. Specifically, the study intends to identify the reasons for students decision opting to do On Demand Examination, identifying potentials of the On Demand Examination on students in attaining their goals, exploring challenges students encounter on ODEX innovation Practice. A total number of 65 degree students were involved in this study. Purposeful and random samplings were used in this study to have the population needed. Data were collected through questionnaire and Focus group discussion (FGD). Data were analysed through SPSS 16 version. The findings revealed that individual or performance goal structure include the reason for the student opting to sit for On Demand Examination. Potentials of On Demand Examination are on the favour of the students studying under Open and Distance Model. Moreover, students face challenges from the On-Demand Examination innovation as an strategy of Educational assessment, these include financial concern, administrative as well as. Thus, the examination should rectify and making sure that all courses accredited under the institution to be in the On-Demand Examination data Bank.*

Keywords: Innovation, Educational Assessment, On Demand Examination (ODEX).

Introduction

Innovation is about making changes to something established by introducing something new (The New Oxford Dictionary of English, 1998, p. 942). According to Kearney, Meek and Teicher (2009) and Cohen and Levinthal, (1990). Innovation defined as the application of new ideas to the products, processes, or other aspects of the activities of a firm that lead to increased “value.” This “value” is defined in a broad way to include higher value added for the firm and also benefits to consumers or other firm’s innovation can be viewed as a purposeful and focused effort to achieve. Furthermore innovation is the system of combining existing (and sometimes new) components of knowledge in new ways (Edquist, 2005). Innovation according to Bayer, Haahrand and Shapiro (2007) is characterized by being tangible in product, process or procedure with an organization or institution, new to a particular organization, producing measurable benefit as well as public in its effect. Moreover, rapid advancing technologies, assurance of greater equity of outcomes for people in an organization or institution, the need for motivation and engaging of students are the factors influencing innovation (OECD, 2009), also innovation in education to be successful depends upon the human creativity, knowledge, skills and talents that are nurtured and developed within the people involved in that innovation.

Innovation in any educational system is inevitable in meeting the challenges facing the education system. Innovation in education is significant as it bring changes in education practice or the emergence of new practice. Assessment is vital to the process of innovation in any type of education system (OECD, 2009) . Innovation in assessment process may not be new in itself but may be new to both students and tutors, however, principles and standards are needed to guide

the development of effective assessment practice (Gardener, Hayward, Harlen and Stobart (2008). Other forms of assessment apart from innovative in assessment include; alternative assessment, performance assessment and authentic assessment. Open and Distance Learning system (ODL) is the type of educational system which provide an opportunity in terms of flexibility, access and multiple modes of knowledge acquisition (Ahmad, Phillips, Santhi & Wahid: 2010). In ODL Flexibility refers to the availability of choices for educational endeavors anywhere, anytime and anyhow, however access involve an opportunity made available to all, freeing them from constraints of time and place, Multiple modes mean the use of various delivery systems and learning resources. According to Ansari (2002), the flexible and innovative characteristics features of the Open and Distance Learning allows in meeting educational requirements of heterogeneous groups of learners at low cost.

For innovation or change to take place or sustain in any educational system or elsewhere there must be some obstacles which in one way or another hinder its adequate implementation or According to Gardner (2008), obstacle or problems in innovation particularly innovation in assessment include, the extent to which the community be it an organization or an institution reflect the assessment practice and resistance to change even when the evidence and experience warrant the assessment practice. On the other hand innovation in assessment can fail to be implemented if the change is not convincing enough the students and the community in general Furthermore, innovation in the assessment strategy or approaches in higher learning is expected to bring about effects to the students needs, to be well organized in terms of staff time and cost effective, however, the strategy should ensure that the task is found manageable by the students, relevant and developmental (Brown, et al 1994). Moreover, worthwhile and meaningfully of the innovative type assessment strategy vary from one student to another basing on the engagement in the activity, and the situation students they encounter (Boud,1995). Innovations in assessment improve cognitive and meta-cognitive competencies (e.g. Dochy et al., 1999), improve skills and performance of students (e.g. Falchikov, 2005) and building social competencies and 'affective dispositions' (Birenbaum, 1996). Innovative in assessment in education varies from one subject areas to another or institution to another and over time (Falchikov and Thompson, 2008) the differences can be observed in terms of policies, practices, and structures, as well as the capacity for effective implementation.

Therefore, the present study is concentrating on the On Demand Examination innovation practice as an assessment strategy which is has been introduced and implemented at the Open University of Tanzania, an n Open and Distance Education system. Specifically the author intends, identify reasons for students opting doing On Demand Examination innovation practice. Exploring students' perceptions of the potentials of ODEX innovations practice lastly identifying Challenges students encounter on ODEX innovation practice, as well as conduct

Objectives of the study:

Assess the On-Demand Examination (ODEX) Innovation practice at the Open University of Tanzania (OUT).

Specific Objectives:

- Identify reasons for students opting doing On Demand Examination innovation practice.
- Exploring perceptions of the potentials of ODEX innovations practice
- Identifying Challenges students encounter on ODEX innovation practice, as well as conduct

Literature review

Reasons for innovation, features and practice of the ‘On Demand Examination:

The declining standards have resulted in institutions being cautious about approving changes to assessment, for this case the standard which is worried of being falling is that of education. For instance the On Demand is practiced in the National Institute of Open Schooling (NIOS) came with the aim of enhancing flexibility in the timing of summative assessment, NIOS innovated concept of ICT based On Demand Examination (ODE), where assessment takes place when the learner considers himself/herself ready to take an examination on one or more subject. At NOUN the computer selects tests from pool of questions in such a way that candidates taking the same examination may not be answering identical questions but their difficulty level shall be comparable. For instance, in NOUN different authors content on the assessment issues

Literatures have indicated key factors that influence innovation in assessment in educational institutions to include: aspiration to encourage students to see learning as a collaborative one rather than a competitive one (Falchikov and Thompson, 2008); to develop students learning through embracing new perspective and engendering abilities to understand, analyse and interpret (Falchikov and Thompson, 2008); a need to produce graduates who have transferable skills that are valued by prospective employers (Falchikov and Thompson 2008); worries about declining standards of education (Byan and Clegg 2006); empowering learners and encouraging their attention and dialogue in the enhancement of learning and performance (Falchikov and Thompson, 2008). Moreover, innovation in education may be due to rapidly advancing of technologies, the need to motivate and engage students in educational matter as well as ensure greater equity of outcomes for all students (OECD, 2009)

Like the Open University of Tanzania, other universities have tried to make their effort on the improvement of the assessment; For instance the On Demand is practiced in the National Institute of Open Schooling (NIOS) came with the aim of enhancing flexibility in the timing of summative assessment, NIOS innovated concept of ICT based On Demand examination (ODE), where assessment takes place when the learner considers himself/ herself ready to take an examination on one or more subject, NOUN the practice- the computer selects tests items from pool of questions in such a way that candidates taking the same examination may not be answering identical questions but their difficulty level shall be comparable. Also authors have tried to write and show efforts on improving the innovation in assessment. For example in the NOUN different authors content on the assessment issues; Okonkwo and Ikpe (2008), have documented on what they called re- engineering of examination process via “On Demand Examination Initiatives; while Okonkwo (2010), called for rethinking and restructuring of the assessment via effective deployment of technology, to mention few. Another effort can be traced from A survey done by the by the National Center for Innovation in Distance Education (NCID) in the Indira Gandhi national open University, the performance of the students were evaluated on the Tutor Marked Assignment, project works and the end term examination, the university has been conducting term end examination twice a year. Most of the students find difficult to take leaves for so many days continuously to appear in the term end examinations and also many other students appear in the term- end examination without sufficient preparation and fail. They have to wait for six month for the next exam. Because of this they might take more time to complete a particular programme and also it may lead to lower percentage in different programme. Keeping in view of such problems of learners the IGNOU has brought out more flexible scheme of ON DEMAND EXAMINATION. Another reason led the IGNOU see the importance of ON Demand Examination is that, Students who have completed the period of minimum study hour and submitted all their assignment can now choose the date of examination

as per their convenience and preparation and need not to wait for six month for term end examinations

The Open University of Tanzania and On Demand Examination

The Open University of Tanzania was established as a single mode ODL institution by the act of Parliament No 17 of 1992 which was replaced by the Universities Act in 2005. OUT became operational in 1994 with 766 students in the faculties of Education and Arts. According to OUT facts and Figure (2010) publication, by 2009 OUT had an enrolment of over 31,793. As a single mode ODL institution most of the teaching and learning at OUT is through ODL. The teaching and learning strategies include the use of study/ instructional materials mainly in print form, face to face contacts, and e-learning and other technology assisted techniques. The Open University of Tanzania (OUT) is an educational institution that offers higher education programmes through open and distance learning (ODL). Previously as part of the assessment students had to do two assignments, two Timed Tests and an annual examination for each course one had registered for. As students body continued to grow, this procedure of assessment proved to be problematic both academically and administratively. Academically, staff spent more time to mark large numbers of scripts and it was not easy to verify if assignments were original, plagiarized or copied work. Administratively, assessment became a very expensive venture. Large numbers of scripts necessitated the engagement of many part-time lecturers to assess (*Bisanda, Mbwette and Ngaruko, 2011*). During the 2008/9 academic year, the OUT introduced innovations in its assessment procedures. This included the reduction of timed tests from two to one, and the replacement of assignments with the Student Progress Portfolio (SPP) to monitor student learning progress. Therefore, there are two types of exams, the Time Tests (TT's) and Annual examinations (AE). TT's are planned two times a year, in January and in June as Special Timed Test for those who missed in January. According to Brinke (2010), in total OUT have 482 courses to be examined by a paper and pencil test, which means in total 1803 exams a year. In 2012/2013 the Open University of Tanzania introduced the ICT based examination (ODEX) academic year. On Demand examinations is a type of an assessment which favors students who study under ODL mode. ODL model put a learner at the center of learning, a learner controls what, where, when and how to learn. 'Exams on demand' in the context of OUT means that the examination syndicate has the opportunity to compose an exam by the computer based on an ordered pool of questions any time they want. Under ODEX, a question paper is generated by the computer (on the day of examination) out of the already developed questions item based on the question paper design and blue print of the subject. Each candidate will get a unique paper which is more or less similar with the normal exam paper. Flexibility in the examination system helps a learner to pursue learning at his/her own pace of learning. The information from Directorate of Examination Syndicate the courses which so far are in the examination Data bank are only 164 courses only.

From the Director Vice Chancellor (Academic) office the during the students Orientation of a new academic year 2014/2015 the Director of Vice chancellor (Academic reminded students on who is eligible to sit for the On Demand Examination; following are conditions to be considered when students decide to sit for ODEX; Candidates who have repeat in their SARIS, are not allowed to sit for ODEX, this is because they are first required to repeat the Main Timed Test (MTT) before writing the Annual Examination; Candidates, who have Supplementary, are allowed to clear the Supplementary by taking an ODEX; Candidates with an incomplete in the Main Timed Test or Annual Examination may request to take an ODEX; Students should not attempt an ODEX if there are marks in the SARIS, and have a PASS on the course. We are not going to replace the old marks with the new marks. ODEX is not meant to help students

improve their grade or GPA. Thus the On Demand Examination process which is practiced at the Open University of Tanzania fulfills both formative as well as summative assessment.

Potentials of On Demand Examination (ODEX)

The potential of On Demand Examination differs from one country to another or from one University to another depends on the level of science and technology of the country as well as the way it (ODEX) is practiced. According to Okonkwo (2011), titled Adapting on demand examination system in National Open University of Nigeria end of semester examin On demand Examination (ODE) has the following importance; ODE allows for diverse range of questions types which is better in testing candidates competencies, ODE helps to enhance management and control of assessment and collation of results unlike in the manual processing approach that takes several months for processing results, leading to prompt publishing / release of assessment result, Prasad and Xavier (2006a) pointed out that ODES is time independent and it allows the learners to improve their performance till they are satisfied with the mastery level set by them individually. On other hand some students do not look for the meaning of a test or an assignment, understanding is not their purpose, they focus on details try to memorize parts and study the layout with the purpose of meeting the requirement. Every student has an own personal version of interpretation, perceptions and beliefs on each assessment format and every peculiar evaluation task, which on their turn all serve other purposes

Methodology of the study

The study used qualitative and quantitative types of methodologies. The research based in Dar es salaam Regional centers (Kinondoni, Temeke and Ilala). The study dealt with students who have ever done On Demand Examination (ODEX), therefore, purposeful sampling was used there after random sampling was used also. A total number of 65 students were involved in this study; whereas 50 students were introduced to the structured questionnaire on issues of the potentials and Challenges they encounter on the On Demand Examination, while 15 students regardless of their programme were involved in the Focus group discussions (FDGs) on the reasons make students opting to seat for On Demand Examination (ODEX) potential and challenges pertaining to the On Demand Examination. For the questionnaire, data were analyzed using statistical Package for Social Science (SPSS). Frequency and percentage were computed, Tables were also used. Content and discourse analysis were employed in analyzing the data collected from FDGs interview.

Analysis and discussion of the findings

Table I: Respondents Demographic Data

S/N	Variables	Categories of variables	Number	Percentage
1	Sex	Male	33	66.0%
		Female	17	34.0%
2	Year of Study	Second year	7	14.0%
		Third Year	30	60.0%
		Fourth Year	8	16.0%
		Fifth Year	2	4.0%
		Sixth Year	3	6.0%
3	Marital Status	Married	28	56.0%
		Single	22	44.0%
4	Programme of study	Bed	3	6.0%

	BA (ed)	28	56.0%
	DPTE	19	38.0%

Source: Field Data

The above demographic data shows that, more male students (66%) than female students (46%) set for On Demand Examination. However, the data reveal majority of the students; third year students (60%) doing On Demand Examination, this implies that they have an intension of completing their studies on time, or in the near time.

Reasons for students opting to do on Demand Examination

From the Focus Group Discussion (FGDs), the following were mentioned as reasons as to why students including themselves opting to seat for On Demand Examination system which have just been introduced. These include; completion of the study on time and hence graduate from studies, to complete for saris missing gapes, minimization of stress and frustration of completing studies because in ODEX the work load is reduced, collision of subject in the examination timetable; this involve both main timed test (MTT) and annual examination, continuation of the degree for the non degree programme students, sufficient time for examination preparation, supplementary / special examination, helps student paying fees for interval , to replace the average marks obtained earlier (in the Main Timed Test and from the annual examination) and competition among students themselves was seen as a reasons which drives students to seat for On Demand Examinations. The reasons mentioned above can be grouped into three reasons, these include; the personal/performance reasons, mastery/institutional reasons as well as motivational reasons. However, personal /performance reasons are seen to have carried more weight on the factors which drive students to seat for On Demand Examination. As third year student stresses:

I made a decision to seat for On Demand Examination because, I want to complete my studies on time, this year 2014, ... however, my fellow students whom I were with them in the study group they have completed their units ... they will graduate, I also want to join them If I am going to pass the two supplementary examinations I have done.

Furthermore, a second year student, put emphasis on the reasons for seating ODEX:

.....I find myself to have many responsibilities to be fulfilled by me, therefore by doing the three courses during ODEX , next time..... the coming year I shall have few units to be studied because six (6) units have already been done.

From above, it can be said that, students see the On Demand Examination as the solution to their study as far as open and distance learning system is concern. The On Demand Examination help students to build self confidence as well as self esteem in their study and it is seen as an assurance in accomplishing their study on time

Table II: Potentials of On Demand Examination Innovation Practice

S/N	Statements of the potentials	Strongly agree	Agree	I am not sure	Disagree	Strongly disagree
1.	Students are examined at their own pace , readiness	14(28%)	28(56%)	0.0(0%)	3(6.0%)	5(10%)

	or demand					
2.	ODEX allows learner to improve their performance	19(38.0%)	19(38.0%)	9(18.0%)	3(6.0%)	0.0(0%)
3.	ODEX improves pass percentage	14(28.0%)	20(40.0%)	13(26.0%)	3(6.0%)	0.0(0%)
4.	ODEX reduces work load of doing examination	33(66.0%)	11(22.0%)	3(6.0%)	0.0(0%)	3(6.0%)
5.	ODEX minimizes stress and frustration of completing the study	27(54.0%)	15(30.0%)	2(4.0%)	6(12.0)	0.0(0%)
6.	ODEX respects the individuality and sovereignty of each student	29(58.0%)	7(14.0%)	9(18.0%)	3(6.0%)	2(4.0%)
7.	ODEX builds self confidence and self esteem during examination	32(64.0)	15(30.0%)	3(6.0%)	0(0.0%)	0(0.0%)

Source: Field Data

The findings above show that, respondents highly perceived ODEX innovation being as potential as an educational assessment in academic. All most majority of the respondents strongly agree on the ODEX reducing work load 66.0%, ODEX Builds self confidence and self-esteem during examination 64.0% and that ODEX respects the individuality and sovereign of each students 58.0% and 54.0% strongly perceived ODEX minimizing stress and frustration of completing the study. Falchikov and Thomson (2008) study on “Assessment: What Drives Innovation” supports the above findings, according to their study innovation in assessment has to have benefit to students. The findings above are contrary from (Prasad and Xavier 2006a) on ‘ODEX allows learner to improve their performance’. According to the authors ODES as termed in NOUN allows learners to improve their performance till the time they find that they are satisfied with the marks. However, according to the above findings, ODEX is seen no much strongly examining students according to their pace, readiness and demand. As the ON Demand Examination innovation is concern the type educational assessment does not favor the students because by the time the students needs to sit for the examinations, it is found that some of the courses are not in the time table. This is supported by a follow up interview: a third year student Commented:

Last year I wanted to sit for ODEX I went in the respective center ... asked of doing the examination, found that the subject is not in the list that is not on demand examination , I demanded and I was ready it is so discouraging (student_1)

Therefore, this gives the implication that, the demand and readiness of doing examinations depends with the institution and not the students. The start of educational assessment strategy (ODEX) has been innovated by the time the institution, the Directorate of Examination Syndicate in particular cannot fulfil the academic demand of the students of doing the examination while they are ready for their will.

Table 3: Challenges encounter ODEX practice

S/N	Statements of Challenges	Strongly agree	Agree	I am not sure	Disagree	Strongly disagree
1.	Model of questions in ODEX differs from Jan/Feb and May/June examination	16(32.0%)	5(10.0%)	16(32.0%)	9(18.0%)	4(8.0%)
2.	High cost per sitting examination	16(32.0%)	21(42.0%)	6(12.0%)	7(14.0%)	0(0.0%)
3.	The schedule of ODEX is clear	27(54.0%)	5(10.0%)	13(26.0%)	5(10.0%)	0(0.0%)
4.	Students are awareness of ODEX innovation	18(36.0%)	12(24.0%)	11(22.0%)	7(14.0%)	2(4.0%)
5.	All courses are in the ODEX schedule	6(12.0%)	3(6.0%)	14(28.0%)	12(24.0%)	15(30.0%)

Source: Field Data

As far as challenges on the practice of ODEX are concern, the findings above show that, the respondents (42.0%) agreed on the cost of examination per sitting. However, respondents (32.0%) strongly agreed on the model of questions in ODEX to differ from jan/feb and may/June examination these findings in line with the comments given by a third year student who reported;

The numbers of questions do not vary but ODEX questions usually are very difficult comparing with the other types of examination (student_2)

In addition, students seem to have not enough knowledge of what ODEX is and why has it been innovated and for which purpose as 36% of the students who were involved in this study are not aware of the ODEX innovation although the data shows 54.0% of the students strongly agreed on the schedule of the ODEX to be clear to the students. The related challenge can be seen in National Open University of Nigeria where by the On Demand Examination System an innovation is on the although the institution its self, the staff and students are not ready (Peters, 2007). Therefore, to avoid challenges on to the innovative educational system all stakeholders concerning on the move of innovation to be empowered in dialogue which will raise different concern and at the end decision on what to be involved in an innovation, why, for whom advantage will be clear.

Conclusion

On Demand Examination (ODEX) as educational assessment strategy is very potential to the Open University of Tanzania students as well as the institution at large regardless of the lack of enough knowledge on it. The On Demand Examination is a flexible strategy in the assessment process which has brought revolutionary change and overcome challenges students who study under Open and Distance Learning system, the Open University in particular face in attaining their academic goals which results into completing the study on time or nearby time with effects in ones career or ones development.

Recommendations to Directorate of Examination Syndicate

- Should put an emphasis to the Deans and Directors on the importance of all courses of the open University of Tanzania to be in the examination Data bank for effectiveness of the innovation process (ODEX) so that students can do the On Demand examination by the time they are ready and they are in demand.

Recommendation for further Study

- Another study to be done on the Challenges the Directorate of Examination Syndicate encounter on the practice of the On demand Examination.

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Factors that Affect Academic Performance of Students Living with Disabilities in Inclusive Schools in Tanzania: The Case of Temeke District Inclusive Schools

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Abstract: *The purpose of the study was to investigate on the factors leading to poor academic performance of children living with disabilities in inclusive schools in Temeke District, Dar es Salaam Region. A sample of 259 students and 67 teachers from both primary and secondary schools was obtained through stratified, simple random and purposive sampling techniques. Both secondary and primary data was collected through documentary search for secondary data; interview, Focus Group Discussion and Observation methods were used for primary data. Data was analyzed both qualitatively through content technique and quantitatively through SPSS Programme for providing percentages. The findings revealed that the government has both provided a policy that aims to ensure equal access to quality education for children living with disabilities and related guidance to ensure these children are not isolated in learning process, hence the introduction of inclusive schools. The government has provided hearing gadgets, brailles, typing machines, walking sticks, books and related materials and teachers have been trained to teach and handle such children. However, the buildings are yet to be renovated to cater for the students with special needs especially the removal of steps, creation of classrooms with ample space, special toilets; train adequate teachers, increase books and teaching aids; improve teaching methods to become friendly; increase assistive gadgets and other facilities and specific to their needs. Lack of necessary requirements was closely related to the poor academic performance among children with disabilities. It is recommended that; the government should adhere to its policy on disability education goals of providing equal opportunities and quality education to people with disabilities. Therefore, it should provide adequate funds to renovate infrastructure in inclusive schools, procure proper assistive gadgets and adequate instructional materials, train all teachers in inclusive schools to handle the students.*

Key Words: Children with Disabilities, Inclusive schools, Academic Performance, Equal Opportunities and Access to Quality Education

Introduction

The purpose of the study was to investigate on the factors that affect children living with disabilities in academic performance and competences in inclusive schools. It has been noted that, children with disabilities in inclusive schools were not performing well both in primary and secondary schools. Reports from schools and National Examination Council of Tanzania on examination results, for the years 2008, 2009 and 2010, indicated that, none of these children in primary and secondary schools; passed. For the standard IV results, none of them was able to attain 30% of the overall marks. The form four results of 2009 and 2010 showed that, none of the visual and hearing impaired students passed in any of the first, second and third divisions. The majority ranged between division four to zero.

People living with disabilities in Tanzania, are estimated to be approximately 3% of the entire population (Census, 2007), of which 51% are females whom the majority have never gone

beyond elementary education. The reasons for such discrimination emanates from deep rooted traditional perceptions on people living with disabilities.

Historically, people with disabilities were regarded as the last category human beings due to their abnormalities. As a result, some societies instructed midwives to infanticide the abnormal newly born babies at post natal stage, even before their biological parents could possibly cast eyes on them. And for those who escaped infanticide were extremely mistreated (Possi, 1994; Wolfberg, 1981).

People with disabilities were seen as destructive and difficult to care for as one may be required to forgo a job in order to care for them. It was also considered as shameful to keep them as they were seen as a curse to have them in the family. Furthermore, people with disabilities were perceived as nuisance, ill-fated, and hopeless (Cohen, 2007).

On education situation, children living with disabilities were not taken to school. They were left indoors. Therefore, not many children with disabilities were seen in schools. Due to their small number and abnormalities, these students while in schools were isolated, under represented and underrated (Bagandashwa, 1994). The main concern is however, their academic performance which is very low despite efforts made by the government to ensure to ensure they get quality education.

Statement of the Problem

The Ministry of Education and Vocational Training (MoEVT) has ensured through policies and various programmes that students with disabilities get equal access to quality education. Infrastructure has been established and facilities like brailles, hearing gadgets, typewriters, long walking sticks, wheel chairs etc have been made available, and some teachers have been trained to handle children with disabilities. Yet, academic performance of these children in inclusive schools is poor. This study therefore, investigated on the causes for this continued poor academic performance of children with disabilities in inclusive schools.

Objectives

The main objective was to establish the factors that contribute to poor performance of students living with disabilities in inclusive primary and secondary schools in Temeke District.

Specific Objectives

The specific objectives were to:

- i. identify government initiatives taken to ensure children with disabilities have equal opportunities and quality education.
- ii. Investigate on the teaching and learning situation in inclusive schools
- iii. Assess the factors that affect children with disabilities in their academic performance in inclusive schools

Research Questions

- i. What has the government initiated to ensure the children living with disability have equal opportunities and get quality education?
- ii. What is the teaching and learning situation in inclusive schools where these children attend classes?
- iii. What are the factors that affect academic performance of these children in inclusive schools?

Literature Review

The study reviewed various literatures in relation to self actualization, social interaction and adoption and ability to think concepts. It also reviewed literature on what others have done in comparison to what the study focused on. Manis and Meltzer (1978); on social interaction stated that, people are socialized through interaction and develop the ability to think, and become distinctive human beings. They become actors who are able to receive information, internalize it, makes use of it for their own needs and benefits. Blumer (1969) in addition said, the self allows human beings to act rationally and identify things that have meaning. Dewey J (1972) and Watson J (1969) also said,

“Human beings are endowed with thoughts, which are shaped by social interaction....people learn meanings and symbols that allow them, to take action, interact, modify or alter the meanings and symbols basing on interpretation of situations”.

Bloom's Taxonomy, (1956), on learning adds that, learners have to be active to build and promote intellectual capabilities, actions and practices, essential for sustenance in learning praxis while basing on the three domains namely cognitive, psychomotor and affective domains.

Rousso (2000) and Mhaiki (1994), on access of education for the disabled children and people's attitudes towards them, they both found out that, people had negative attitudes towards people with disability. They also have cultural biases, rigidity on gender roles and over protectiveness. All these factors plus other more contribute to people with disabilities to being denied their rights, such as access to quality education.

Foreman (2005), likewise, on access to education said, the disabled children were discriminated. Addressing the issue of equal opportunities for all, Galabawa and Norman (2004) asserted in their study report that, education should be for all learners including bright, gifted, dull-witted and those with disabilities.

UNICEF (2005), on quality of education for all said that, in order to initiate quality education, there must be quality inputs, processes, outputs and outcomes. Panda (2005), on the same, stated that, well trained educators, equipped with knowledge, skills and positive attitudes, undisturbed minds to establish suitable school climate, technology for manipulating instructional materials, devices, equipments and develop schedules involving learning activities in classrooms, well trained teachers with relevant teaching methods, can ensure smooth learning of the children with disabilities in inclusive schools.

Qorro (1997), on communication as a key factor in teaching and learning in inclusive schools in her study report reiterated on the mastery and command of medium of instruction which enhances interaction in learning situations. Likewise, UNESCO (2001) and Mkwawa (2003) indicated the importance of effective communication in the teaching process of learners with disabilities. Reilly (2004), on communication in inclusive schools, reiterated that, training of teachers to master communication skills for purpose of effective teaching of children with disabilities in inclusive schools is crucial to ensure smooth learning process and understanding of the subject matter.

Methodology

Case Study Design was used in this study. The study area was Temeke District in Dar es Salaam region. The District is one of the three districts of Dar es Salaam region, located in South Eastern

part of the region bordering the Indian Ocean on the East, Mkuranga on the south, Ilala on the north and Kisarawe on the west. It has an area of 7,865 sq km with 3 divisions, 24 wards, wherein there are 97 streets and 15 villages. The villages are divided into 62 hamlets as can be seen in Figure 1.

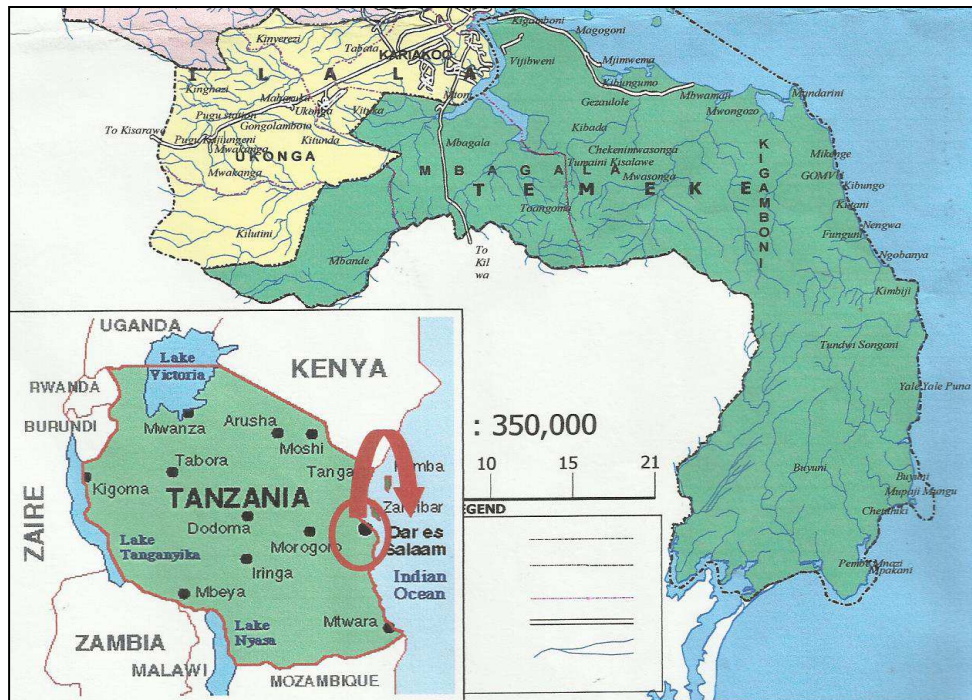


Figure 1: Map for Temeke Municipal Council Showing Its Divisions and Wards

Source: Dar es Salaam City Council Report 2000

Study Population and Sampling Procedures.

The study population was all students with disabilities in primary and secondary schools and all teachers and education officers in Temeke District. By 2010, the district had 3,029 children living with disabilities. Of these, 2,013 were in school and the rest, 1,016 were not in school. These children's disabilities ranged from visual impairment, deaf, intellectual disability, albinism and physical disabilities.

However, due to the number of these students available and the limited time and resources, sampling techniques were applied to get a sample of respondents. Stratified, simple random and purposive sampling techniques were used. A total of 326 respondents were selected for the study. Of these, 259 were students while 67 were teachers. Female Student respondents were 48.3% while male student respondents were 51.7%. Of the 67 teachers, 41.8% were males and 58.2% were females. The students interviewed had different disabilities. Those with Physical impairment were 32.5%; Visual impairment were 33.5%; Communication disorder 19%; Albinism 8.5% and other disorders 6.5%. Eight of the twenty four wards in the district were involved in the study. Seven primary schools were involved in the study; these were Mbagala Kuu, Bokoran, Rangitatu, Yaleyale, Buyuni, Mikwambe and Nzasa A; and six secondary schools were involved. These included Mbagala, Kimbiji, Mtoni, Charambe, Toangoma and Chang'ombe.

Data Collection Methods

Both primary and secondary data were collected. Primary data was collected through questionnaire administration method, Interview, Focus Group Discussion and Observation. Secondary data was collected through reading various documents from the library, internet, journals and reports.

Data Analysis Techniques

Both qualitative and quantitative techniques were applied. The SPSS was used to process and analyze quantitative data to get descriptive statistics. The content approach was used to analyze qualitative data.

Data Analysis and Presentation

The students' level of education ranged from lower primary through secondary and high school level. Their age ranged from below 10 years for primary schools to 18 years for those in secondary schools. Teachers' level of education ranged from O level for those teaching in primary schools with grade A certificate in teaching to A level education with diploma certificate in teaching; while others had university level of education with degree of education. On income, the teachers have different income depending on level of education and professional training.

The Findings**Government Initiatives**

The government initiatives to facilitate quality education for children living with disabilities, is analyzed from policies, infrastructure, Learning materials and teachers. On Education Policies, it was indicated that, there is a policy for people living with disabilities (Ministry of labour, 2004). This states that,

“The government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs of disabled children”

This elaborates further that; such children will be given priorities and skills training will also be instituted.

It was however, indicated that, not all teachers are trained to teach children with disabilities in inclusive schools. Only 7.5% indicated they were trained teachers. Regarding infrastructure, it was indicated that, the classrooms do not have adequate space to enable children with disabilities to find a way into the classrooms with their wheel chairs, white walking sticks and crutches. Respondents indicated that, about 99% of school buildings such as rooms, toilets were not friendly. They further revealed that, about 90% of the laboratories, computer rooms and libraries were not appropriate for their effective mobility and effective learning.

Visually Impaired Students Being Guided by Their Teacher to Classrooms



On availability of teaching and learning materials, it was revealed that, there was serious shortage of teaching and learning materials in their schools. On books availability, 89% of the respondents indicated that books were not adequate. The ratio of books per students ranged between 30 and 40 students per book in subject such as Kiswahili, Commerce and Book keeping. The ratio was slightly better for science subjects, this ranged between 6-10 students per book of mathematics, physics, chemistry and biology. For subjects like Geography, English and History, the ratio was between 5-7 students for a book.

Equipments which facilitate learning such as maps, wall charts, globes and related materials were not available in most schools including special computers for the blind. This was indicated by teachers that 92.8% of such teaching aids were not available. On student assistive gadgets, 92.9% indicated that, gadgets for hearing for example were not available for use by the students in need. Teachers indicated that, some gadgets such as those for hearing were procured by the government. However, these tools were not used by the students because they were not appropriate for individual student needs. The gadgets were bought without the consultations of audiologists.

For the deaf and blind students, teachers revealed that, only 12.7% of the students used hearing gadgets for the deaf and braille machines and books for the blind as is sighted in the photo below.



On teacher's skills, it was revealed that, the majority of teachers teaching in inclusive schools were not trained to teach children with disabilities. Therefore, even the methods they were using to teach the students were not friendly to them. Appropriate methods of teaching facilitate effective learning. This is also reiterated by Hallahan and Kauffman, (1994) and UNESCO (2005) that, in order to meet individual needs in inclusive classrooms, teachers must have the proper required training to enable them apply appropriate teaching methods, utilize instructional materials and maintain equipments, for effective teaching and learning process. About 56.6% of the student respondents indicated that, teachers use discussion method in teaching, 21.7% said they provide notes to students to write while others use various methods. Furthermore, about 83% indicated that, the teaching methods used in classroom situation by teachers, are not appropriate for their needs.

Causes for Poor Academic Performance by Children Living with Disabilities

The findings have provided the causes which contribute to poor academic performance of these children. First of all it has been noted that, the government funding is not adequate to ensure buildings and related facilities in inclusive schools are friendly for the children with disabilities. Instructional materials to cater for their needs are not adequate; assistive materials like walking sticks, hearing gadgets, brailles, typewriters, special books and special computers are all lacking. And the few that available are not used due to specificity of individual needs of these children. Finally, the teachers teaching in these schools were not trained to handle children with special needs. This also affect the teaching methods they use in class to the extent that, children with special needs are not able to follow what is being taught and hence learning process for these children is not effective. The absence of these teaching and learning domains, has contributed greatly to their continued poor academic performance.

Conclusions and Recommendations

Conclusion

The spirit to mix children with disabilities together with normal children in what is called inclusive schools is commended. This is because, after schooling children with disabilities will

have to face the world and be part of it. Therefore, to expose these students to normal children in the learning process in inclusive schools is a positive development.

However, it has been noted that, despite good policy of the government to ensure that these children get equal opportunity and quality education, the inclusive schools still lack friendly infrastructure and related facilities. There is also shortage of assistive gadgets and instructional materials. The teachers likewise are not trained to handle children with disabilities both in classroom situation and outside. Because of these shortcomings, children with disabilities in inclusive schools fail to cope with learning process in classroom situation and therefore, they do not effectively grasp the subject matter. Therefore, they cannot perform well academically.

Recommendations

- Government to review its educational policy in order to effectively address CWDs needs in inclusive schools for quality education for all.
- Government to allocate adequate funds to train and retrain teachers for inclusive schools, procure instructional materials, procure gadgets that are assistive to CWDs students to facilitate them to access schools and assist them in learning process
- Government to set aside funds to renovate classroom buildings to ensure they are accessible to CWDs students
- Government to review curriculum to suit the demands of CWDs students
- Government and Parents to ensure they rehabilitate CWDs children psychologically and morally through counseling and therapy treatments to ensure they have correct perception in life and understand their rights as human beings.
- Government to orient teachers on appropriate teaching methods for CWDs in order to facilitate them to grasp subject matter and ensure better academic performance. (Westwood, 1997).
- Government to ensure through its policy that parents send their children living with disabilities to school and counsel parents on the importance of demonstrating care and love for their disabled children.

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How Physical Facilities Affect Girls' Education in Community Secondary Schools in Tanzania

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Abstract: *Whereas students have generally been understood to be the ones who pass or fail examinations, it is the argument in this paper that actually it is the education system that predetermines the student academic performance. This paper reports results of a study that was conducted to explore the factors affecting girls' education in community secondary schools in Mbeya City. Overall, the study assessed a range of factors including roles of school matrons and female teachers as role models, physical facilities, social practices and school timetabling; as key factors affecting girls' education in community secondary schools. The data for this study were obtained from six selected community secondary schools. Questionnaires, interview schedules, focused group discussion, and documentary review protocols were employed to obtain the data needed to achieve the objectives of this study. This particular paper however, presents findings related to physical facilities in community secondary schools. The finding is that physical facilities in community secondary schools are not friendly to girls, and thus such a state contributes in predetermining poor academic performance among girls in such schools.*

Key words: community schools, girls' education, gender, Tanzania education system

The Problem and Objectives of the Study

It has been revealed that girls' poor academic performance is a worldwide phenomenon, and that the problem is severe in Tanzania. Factors that range from the education system, pedagogical, economic and socio-cultural factors are frequently associated with the problem of girls' poor academic performance in Tanzania. While the problem of girls' poor academic performance is reported to prevail in Tanzania in general terms, different studies have been conducted to examine the students' academic performance such as truancy, pregnancies, teaching and learning materials, and libraries, and dropouts.

Although some of such studies have addressed girls' academic performance, they have however tended to use the general factors i.e., truancy, teaching and learning materials, dropouts, and libraries. Hence, the previous studies have not quite focused attention on those factors with exclusive impact on girls; as opposed to general factors that affect both girls and boys. Such factors considered more responsible in affecting girls' academic performance are those that this study was concerned with. They are the roles of matrons and female teachers as role models; the physical facilities in community schools (sanitary facilities, dormitories or hostels), social practices and school timetable. Therefore, this study was more specific as it explored and examined different factors leading to girls' poor academic performance in community secondary schools in Mbeya.

The main objective of this study was to assess factors contributing to girls' academic performance in community secondary school in Mbeya city. This paper, however, will report the results of the first and second objectives, namely, to find out the impact of physical facilities and

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of school timetabling on girls' academic performance in community secondary schools. The results of the other objectives have been reported elsewhere.

Literature

The reviewed literature has concentrated on sanitary facilities which are toilets, water, soap and pads; as well accommodation facilities. Sanitation is a key factor that may affect girls' academic performance. Sanitation systems include toilets, drainage and sewage system, and waste materials systems. Twinomugisha (2007) points out that inadequate and poor latrine structures have previously been reported to be one of the causes of girls' poor performance. This problem prevents girls from enjoying their right to education. A study conducted in Uganda by Juuko and Kabonesa (2007) revealed a grim reality: that four out of the five schools visited had dilapidated latrine structures; that for some schools there was no clear provision of separate latrines for girls and boys; that in one of the schools, latrine structures for the girl child were non-existent and the female teachers had to use facilities for the boarding section of the school! Tindifa (2007) holds that the issue of sanitation and hygiene is still a problem in many schools and that in some schools sanitary facilities are very old and not well maintained or repaired. Babyegeya (2002) also noted that most schools are operating without necessary physical facilities like enough sanitary facilities and water, among others.

FAWE (2001) asserted that school facilities play important roles in attracting students to join certain schools. The facilities enable students to learn in state of harmonious environment. FAWE suggested having separate latrine facilities for boys and girls, supplying adequate water for washing and drinking, providing adequate laboratory facilities appropriate to the level of education, and providing guidance and counseling services for personal educational related problems.

According to CERID (1996), boarding schools can be a choice for many societies that cannot offer adequate facilities for study. Also, boarding school may be used to accommodate many students, because of conducive environment for learning such as electricity and water. This means that, since boarding schools accommodate many students, then they should be supplied with important facilities for the students. It appears in most communities that when a community lacks important services like sanitary facilities, then the most affected groups are children and girls (women). This entails that when community secondary schools lack sanitation systems such as latrines, drainage systems and others, then girls are more affected compared to boys. This also implies that girls are more affected in terms of their academic performance due to lack of sanitary services (Davis, 2001). Just as part of the solution, SEDP 1 (URT, 2006) recommended more toilet holes for girls than those for boys. Toilet holes for girls should be in a ratio of twenty (20) girls per toilet hole while the ratio should be twenty-five (25) boys per toilet hole.

Community secondary schools are also noted to be lacking physical facilities such as hostels. As Evans (2006) observed, lack of hostels affects negatively girls' academic performance. Therefore, in order to improve girls' academic performance, there is a need for improving the physical learning environment making it attractive and accommodative to female students, especially by improving hostel facilities (Evans, *ibid*). CERID (1996) compared commuter and dormitory students and suggested that living on campus fosters academic performance through expanded opportunity for integration into the academic system such as interaction with faculty social system, frequency of peer conversations and informal social activities of the school. Lyndon (2006) also noted that dormitories tend to have more extensive staff, thus offering opportunities for students to participate in activities programmed in residence halls.

In the same way, Davis (2001) pointed out that those school dormitories have been an important protection for children from being at risk of natural disasters or civil wars. School dormitories prevent school children from winter disasters. Children in calamity-prone areas have been ensured of shelter, food, education and recreation during disasters due to presence of school dormitories. Hostels are believed to enhance academic performance of children, since children do not have to spend time going long distances to school and are not burdened by domestic chores at home (DANIDA, 1999).

According to Davis (2001), in societies where girls' movement outside home is not permitted, hostels and dormitories give security and protection. Likewise, parents are more likely to encourage girls than boys to enrol in boarding schools because they perceive that dormitories offer personal protection and better education that ensures their daughters of future job. Most girls who live in hostels and dormitories are reported to be performing well compared to those who live in their homes. Girls who live in hostels and dormitories are under care of matrons and the school regulations. They are protected from risk of such crimes as raping, sexual harassment and teenage pregnancy compared to day scholars (Kassimoto, 1987). All this suffices one to conclude that hostels in community secondary schools are very essential, as they ensure girls of protection from undesirable school conditions. Instead, hostels and dormitories provided friendly learning conditions for girls to perform better academically.

School timetable also hinders girls' access to education. If school daily routines start too early in the morning, they may lead girls to arrive at school too late. In the same manner, if school activities are prolonged to end at late hours in the evening or night, girls find themselves at danger of being raped and humiliated on their way back to their homes (Kassimoto, 1997). It should be noted that girls are like jewels that some men and gangs are always hunting for. Consequently, unlike boys, girls who live very far away from their schools decide to absent themselves from schools in some days of a week because classes begin too early and end too late.

Babyegeya (2002) also holds the same view that girls who live in far places sometimes miss morning lessons. Some girls have to use public transport to their schools in order to catch up with the school time-table, while others have to be accompanied by their parents for security purpose which falls to the disadvantage of the girls (FAWE, 2001). Makyikyeli (2003) insists on the importance of scheduling school activities showing the amount of time needed for accomplishing certain activity so that the issue of girls is put into consideration. Makyikyeli insists also strictly adherence to school timetable to avoid any interference with the timetable, which may in turn have negative consequence on girls. Thus, when need for adjustment of the time table is sought due to contingencies, then the adjustment has also to consider girls. Beyond this, Babyegeya (2002) advises to differentiate between time in which students are in schools and time in which students are in actual learning process (the time-on-task). Timetable planners should note that the time which is referred to be related to the performance of students is the time-on-task.

Methodology

This study employed both approaches namely, the qualitative approach and quantitative approach (Yin, 1994). Purposive sampling technique was used to select parents, and school heads. These respondents were selected because they would provide relevant information that other respondents would not. For example, it was found that these respondents would provide

more information regarding girls' academic performance given the fact that they are main stakeholders on the issue of education in their schools. Random sampling technique was used to select respondents from six selected schools, by using a class register; ten students were selected from each school using a systematic random sampling technique to get a total sample size of sixty respondents. The random sampling technique was used to get five teachers from each six schools to make a total sample size of thirty.

This study used two sets of questionnaires. The first one was for students (girls), which intended to collect data on the availability of sanitary services. The other questionnaire was for teachers and heads of schools. This questionnaire was used to gather more information on matrons, female teachers, toilets and hostels services. Interview schedule is another instrument that was used to gather data for this study. This study made use of tables and percentages to analyze and present quantitative data. Also the study employed descriptive analysis to interpret and analyze qualitative data. The data obtained were coded and analyzed using the computer Excel Program.

Findings and discussion

As part of its objectives, this study intended to examine the impact of physical facilities on girls' academic performance. Two important components are examined: sanitary facilities and dormitories/hostels.

Sanitary Facilities

Sanitary facilities have to do with the materials for removing human wastes in order to improve or maintain cleanliness for good human health. Sanitation is an important aspect for physical and mental health of any human being. This study sought to examine how the provision of sanitary services in community secondary schools affects girls' academic performance in those schools. Two aspects were examined for this purpose. These included human body sanitary services and toilets.

a) Human Body Sanitary Services

Experience had shown that while all human beings demand body sanitary services like washing water and soap, girls demand these services with specialty. Beyond this, girls have special needs or requirements different from boys. For example, they need pads during their menstrual periods. It was therefore important in this study to examine how the provision of girls' body sanitary services affects girls' academic performance. One important task of the study was to examine the provision girls' body sanitary services. Three important sanitary services, namely: water, soap and pads were examined. *Table 1* below summarizes responses of thirty (60) girls who responded to the questionnaire regarding the provision of necessary girls' body sanitary services in community secondary schools.

Table 1: Provision of Girls' Body Sanitary Services

Service/Facility	State of Provision		
	Provided	Not provided	Total
Water	60 = 100%	0 = 00%	60 = 100%
Soap	0 = 00%	60 = 100%	60 = 100%
Pads	0 = 00%	60 = 100%	60 = 100%

n=60

Table 1 reveals that all the respondents (60 = 100%) agreed that water service is provided in the sampled community secondary schools. On one hand this may tempt one to think that girls do

not face water problem. However, as shown in Table 1, girls still face water service challenges. Also, *Table 1* shows that soap and pads are not given to girls in community secondary schools regardless the fact that these are very important facilities. It is important to keep in mind that girls require effective hygienic conditions, especially during their menstrual periods. While they require water, soap and pads throughout their life, these facilities become highly needed during menstrual periods. Lack of these facilities during such periods becomes a serious challenge to girls; not only on their physical health, but also on their psychological and learning conditions.

This study found that some girls get soap and pads from their homes. However, since some girls' families cannot afford offering these articles, the girls decide to remain at their homes for some days during menstrual periods. More importantly, this study found that some girls face serious challenge when they find themselves in menstrual periods out of normal expectations, given the fact that menstrual periods may sometimes vary from month to month. Menstrual periods are subject to uncertainty. When this happens while girls are in classes or school premises, they have to seek for permission or even absent themselves from classes and studies and go back home.

Results show clearly that with exception of water, soap and pads are not provided to girls for sanitary purpose. This raises one important question on how water can work without soap, as far as sanitation/cleanliness is concerned. Any normal person would argue that water alone cannot serve fully sanitary purpose in absence of soap. This suffices to say that still the provision of sanitary service is problematic as far as water and soap are concerned.

Furthermore, the data gathered indicated that even though water is provided, the provision still faces challenges. For example, it was noted that water is not provided at full provision. Sometimes water service is not available in community secondary schools. It happens that girls go to school but find that water tapes do not flow water due to different reasons not communicated to the girls. When this happens, girls find themselves in extremely serious sanitary problem.

When girls were interviewed on how they are affected by poor provision of water and lack of necessary sanitary services like soap and pad, they complained that the problem affects them negatively not only health-wise, but also academically. They disclosed that during water problem, even attending toilets becomes most challenging.

Table 2: Provision of Water to Girls in Community Secondary Schools

Water Provision		
Fully Provided	Sometimes Provided	Completely not Provided
2 = 3.33%	57 = 95%	1 = 1.67%

n=60

As *Table 2* shows, water service is provide to girls fully only at 3.33% while most of the time (95%) the service is provided with uncertainty. This study found the uncertainty in the provision of water making the issue of sanitary services to girls even more uncertain and most challenging to girls. Consequently, girls cannot concentrate fully in studies, which in turn could lead to poor academic performance among girls in community secondary schools.

The heads of schools were interviewed on the provision of sanitary service, namely: water, soap and pads. They maintained the same reality disclosed by the interviewed girls that water is provided although not stably. In contrast, such important facilities as soap and pads are totally not provided at school. They noted that the problem is really serious and that parents should understand that they bear primary role on insuring that their children access important sanitary facilities than waiting for the government to provide the facilities. One of the heads of school commented that there is direct relationship between the provision of girls' body sanitary services and girls' academic performance.

In the same way, parents admitted that their daughters are at risk of falling victims of hygienic problem. They revealed their awareness on the existence of water problem in community secondary schools, as it is for the general community. Even the provision of soap and pads is still challenging greatly due to economic hardships among some parents, among other reasons.

When the City Secondary Education Officer (CSEO) was interviewed on the same matter of provision of sanitary services stated that the government takes it for granted that community secondary schools are day schools, thus girls' do not necessarily require such articles as soap and pads because they just spend short time at school. The Zonal Chief Inspector of Schools (ZCIS) added that the problem of girls' sanitary service is the problem of the whole country since the government has not yet been in position to supply girls with those special needs. He intoned that he sympathizes with girls for the problem they face, especially during their menstrual periods due to lack of very important sanitary facilities. In his opinion, girls in community secondary schools should be provided with special room at school to attend in case of cleanliness related to menstrual periods instead of sharing same toilets with other girls.

The ZCIS's observation is in consensus with Twinomugisha (2007), who suggested that, in solving problems that girls face, we should identify and meet girls' needs. The provision of sanitary facilities like water, soap and pads would enable girls to participate fully and concentrate on studies for better academic achievements.

b) Toilet Services

Another component of sanitary services in community secondary schools is the provision of toilet services for girls. This study sought to assess toilet services affect girls' academic performance. The first task for this purpose was to find out if toilets are available in community secondary schools. The response obtained from the questionnaire given to girls revealed the following reality, as presented in Table 3.

Table 3: Availability of Toilet Services in community Secondary Schools

Service	State of Availability		
	Available	Not available	Total
Toilet Services	59 = 96.67%	1 = 3.33%	30 = 100%

Rational observation of the data in Table 3 indicates that girls are provided with toilet services. This follows the fact that 59 (96.67%) out 60 (100%) respondents agreed that toilets are available in community secondary schools. It is only 1 (3.33%) of the respondents who held that the toilet services are not available. It is clear that girls are provided with toilet service if the matter is all about availability. However, this study also had to assess how adequately toilets were available

to girls in relation to their academic performance. The respondents who responded to students' questionnaire, interview with heads of schools, CSEO and ZCIS revealed the following results as presented in Table 4.

Table 4 Provision of Toilet Services

Category of Respondents	Provision of Toilet Services		
	Adequately	Inadequately	Total
Students	09 = 15%	51 = 85%	60 = 100%
Teachers	00 = 00%	30 = 100%	30 = 100%
Heads of Schools	00 = 00%	6 = 100%	6 = 100%
CSEO	00 = 00%	1 = 100%	1 = 100%
ZCIS	00 = 00%	1 = 100%	1 = 100%
Total	09 = 9.2%	89 = 90.8%	98 = 100%

n=98

Table 4 indicates that toilet services are inadequately provided. For example, a large number (89) (90.8%) of the respondents (98) (100) revealed that girls are provided with inadequate toilet services, which means that they highly suffer from sanitary problems as far as toilets are concerned.

During the interview held with the ZCIS, it was found that the problem of toilets is due to over enrolment of students in community secondary schools, which is not in proposition with the expansion of toilet services. He posited that the circular of the Ministry of Education and Vocational Training instructs community secondary schools to have a maximum of four streams for each class with each stream having a maximum number of 40 students per stream. However, due to more demand for secondary education, community secondary schools end up enrolling more than the required number of students in those schools. As a result, more enrolments lead to deficit in the provision of toilet services in community secondary schools.

Both girls and boys demand sanitary services, but girls demand the services with more specialties. This is even made clear by SEDP 1 (2006) that recommends many toilet holes for girls than boys. However, as the findings revealed, the case was quite different in community secondary schools. Taking for example, only one secondary school, just as a representative sample, it was found that girls are in excess demand of toilet holes. For instance, it was found that the total number of girls was 450. These girls demanded 22 holes but only 9 holes were available, with a deficit of 13.

It is clear that girls are in great shortage of toilet services. This study found that the over use of the available toilets due to large number of girls has made the toilets too dirty, hence unsafe for girls. Girls are affected in terms of their health and time spent in accessing toilet survives for the available insufficient toilets. When it turns to academic performance, the matter has been that the shortage of toilets affects girls' time to attend classes. Some minutes are spent in every school day as girls have to keep long queues waiting for each other outside toilets in demand of the service. This means nothing but girls' poor academic performance.

Dormitories and Hostels

This study also intended to assess the role of girls' dormitories or hostels on academic performance in community secondary schools. Dormitories foster academic performance through

expanded opportunity for integration into the academic system such as interaction with faculty social system, frequency of peer interaction and informal social activities of the school (CERID, 1996). Also, dormitories tend to have more extensive staff, thus offering opportunities for students to participate in activities programmed in residence halls (Lyndon, 2006). Likewise, school dormitories provide important protection for children from being at risk of natural disasters and other calamities (Davis, 2001). More importantly, dormitories or hostels save more time that would be spent by girls walking long distances to school and prevent girls from domestic chores at home (DANIDA, 1999). More precisely, hostels or dormitories provide friendly learning conditions for girls to improve their academic performance.

This study found that community secondary schools lack dormitories and hostels for girls. The responses of respondents indicated not even a single community secondary school among the sampled schools had girls' dormitories or hostels. *Table 5* presents the facts regarding girls' dormitories or hostels.

Table 5: Lack of Girls' Dormitories or Hostels in Community Secondary Schools

Category	of Availability of Dormitories or Hostels		
Respondents	Available	Not available	Total
Students	00 = 00%	60 = 100%	60 = 100%
Teachers	00 = 00%	30 = 100%	30 = 100%
Heads of Schools	00 = 00%	6 = 100%	6 = 100%
Parents	00 = 00%	5 = 100%	5 = 100%
CSEO	00 = 00%	1 = 100%	1 = 100%
ZCIS	00 = 00%	1 = 100%	1 = 100%
Total	00 = 00%	103 = 100%	103 = 100%

It goes without saying that girls in community secondary schools suffer from lack of dormitories or hostels. As *Table 5* shows, all 103 (100%) respondents maintained that no any of the sampled community schools had girls' dormitories or hostels. The CSEO helped making it clear that according the circular of the Ministry of Education and Vocational Training, all community secondary schools are core education schools and day schools. As a government policy, currently the government does not allocate any fund for building dormitories or hostels in any community secondary school. The matter remains within the control of the respective communities.

Beyond lack of dormitories or hostels for girls in community secondary schools, this study found that most girls lived very far away from their schools. They had to travel long distances by different means of transport, including town minibuses, motorcycles (commonly known as *bodaboda*), bicycles, with the majority of them walking. While the travelling from home to school means economic burden to both the parents and girls, it is in fact a tiring experience beyond what one would call physical exercise.

Moreover, walking long distance from home to school and school to home for every school day was itself hazardous to girls. It set girls to more risky zone. Some girls had to wake up very early in the morning to go to school and arrive back home too late in the evening or night, especially if they had to remain at school for some time for duties like cleanliness or sports and games. The exercise put them on danger of encountering sexual abuse.

All the findings presented and discussion made so far suffice to conclude that girls' poor academic performance is predetermined by prevailing situations in community secondary schools. The case of lack of dormitories and hostels magnifies the problem making it even bigger. Thus the findings concur with Babyegeya (2002) and Evans (2006) who noted that lack of hostels and dormitories is one among the obstacles against good girls' academic performance. If girls' education is to be improved in community secondary schools and Tanzania in general, dormitories and hostels for girls should be constructed as well.

Conclusion

Keeping in mind the findings presented and discussed, it suffices to conclude that our girls' academic performance is predetermined. It is not surprising therefore to find that girls perform poorly. It is important that investment in education should address the factors discussed in this study. Parents and guardians too should play a greater role in pushing forward the agenda to improve girls' education from improvement of the education system.

Definitely, the society should play a more active role in contributing to better girls' academic performance. More parents have to acquire awareness that girls require opportunity to access education. For example, the findings have revealed that only some parents provide necessary facilities like pads to their daughters to ensure that the daughters attend schools comfortably. Likewise, some parents accompany their daughters on their way to school, while others provide the daughters with fare for transport services. This trend needs to be encouraged and indeed reinforced by all education stakeholders, for it marks one among the great achievements in the provision of education to girls in community secondary schools.

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Tanzania Educational Outcomes Mis-Linking Employment: Failure to Attain National Educational and Training Target

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Abstract: *Based on research (or the implementation of Tanzania education policy concerning the education and training Targets interviewing principals, head teachers and other staff plus students in a sample of secondary education and tertiary colleges, this paper presents a national picture of the new relations (with regard to training and employment) of Vocational Training Centres (VTCs), colleges, secondary schools and schemes in the competition for students and trainees as well as employment opportunities before the inauguration of new education policy on early 2015. The article is silent on the new policy issues. It reveals common emerging patterns together with variations and relates them to the new mixed economy of the country provision of learning in 'the contracting situation'. The unlikelihood of reaching the revised national targets is related to the competition between VTCs, colleges and schools that has resulted from the new 'knowledge policy' supported by the government new approach of increasing the number of secondary schools and colleges 'un-linearly'. In relation to the recent shift of the Departments of primary and secondary education to the Ministry of Local Government leaving employment issues under the Ministry of labour have created a jargon among the populace who are referring this situation to as a policy of 'Education Without Employment'.*

The Tanzania Education and Training Policies 1961-2014): The Outlook on the Knowledge Policies

The 1995 Education Act and the subsequent 1999 Higher Education Act marked a shift in 'knowledge policy'. The policies had been based upon supply driven training aiming at providing secondary education and vocational training to many primary schools graduates. The education policy together with Vocational Education and Training (VET) policy (1994) to a great extent halted youth migration by confining them in secondary schools, colleges and Vocational Training Centres (VTCs). The shift of knowledge policy in recent years is marked by the mode of training- 'demand driven'.

Under VET policy, first the youth opportunities programme in the year 1998, and then, in 2001, the youth training scheme were introduced to replace the apprenticeships which had virtually disappeared with the collapse of manufacturing industries and the like which absorbed primary school graduates (those who failed to pursue with secondary education). Yet youth training in schools and colleges/VTCs more of a make-work scheme than the Tanzania-type apprenticeship it aspired to become. Similarly, the government efforts to increase the number of secondary

schools and colleges/universities have been resulting into 57% of VTC graduates not self/wage employed.

The 'new' approach to secondary education left 49% untouched for secondary education (advanced level) and 37.5% for Higher Education (HE) and the professions as well as 68.4% unemployed the Big Results Now (BRN) model is being followed by the Tanzania government, reversing these proportions. The approach to every community secondary schools to have science laboratories aim to enabling many ordinary level graduates (about 90%) to gain qualifications in science subjects (and the like) for advanced level studies and colleges/universities.

Despite this, the BRN does not explicit the relationship between the increase of the number of school/college/university graduates and the improvement of job vacancies in both formal and informal sectors of Tanzania economy. As a response to BRN model approach and the existing structural unemployment this represents a shift from what Finn (1987) called 'Training' without jobs to 'education' without jobs (Ainley, 1992).

Far from professionalizing the proletariat, as the expansion of secondary and higher education pretends, the latest knowledge policy actually proletarianises the professions (Ashworts, 2010). This includes those, like teachers and lecturers, whose professional positions in the old welfare state are being steadily undermined. The types of teachers referred to be those trained under Universal Primary Education (UPE) to teach in primary schools and those trained under short course strategy commonly called '*Voda Faster*' to teach in secondary schools. Efforts of the Open University of Tanzania (OUT) to un-proletariat the profession by providing professional course called basic *foundation course*. For the change in knowledge policy accompanies a shift from the old, corporate, welfare state, premised upon demand management of full employment (Ainley and Vickerstaff, 1993). With the acceptance of Big Results Now (BRN) without restructuring structural unemployment system in the country, the welfare state is being dismantled in favour of what has aptly been called 'The Contracting Community' (Harden, 1992) and put a challenge to 2015 new education policy because this new version has a corresponding new mixed economy.

Present, private and public sectors are no longer separate, as they were when government brought them together as 'social partners under the '*Ujamaa policy*' philosophy. Instead, public institutions sector is becoming indistinguishable from the private sector. This new mixed economy is particularly obvious in public schools where the competition for students contributions have been left to the hands of school heads and committees under the umbrella of the government, while private schools are purely parents sponsored a situation which creates a gap to those with good income to be able to access best schools for what is called '*best education*'

In higher education, the already existing social difference between competing universities (under the Tanzania Commission of Universities-TCU) and college (under National Council for Technical Education-NACTE): has been heightened by the re-designation of Vocational Education and Training as centres for intensively training for self/wage employment skills. In light of this, for it is ironic but only too predictable that an ivory league of tee-paying, prestigious academic institutions will soon emerge in vocationalization of education for the purpose of enabling academic university/college graduates to gain employable skills. This of course entails what Barongo (2006) suggested '*..... The Tanzania government should design the education*

system to enable Vocational training centre's graduate to acquire university degrees in vocational education and training'.

This of course calls the integration of vocational education and training (which so far regarded as inferior education) into higher education (which is conceived by the populace as superior education). Such integration apart from increasing the number of students with special needs in Higher Education (HE) will also increase the rate of employability among them (Ogondiek, 2014).

Generally, in the present labour market and particularly in higher education, staff responds to the pattern of student demand. This is especially the case under the cost sharing-related funding already available in Higher Education and the top up amount from the government is recovered during the employments of the grandaunts. Due unemployment among HE graduates, Tanzania Higher Education Loan Fund so far have just collected about 30% and being 'revolving' fund, the number of the needy in HE missing loans have been increasing annually because of this scenario and hence, the subsequent increase in number of un-employment.

Despite these misgivings, the National Commission for Employment (under the Ministry of Labour) has proposed raising its targets aimed to ensure education and skills match the needs of labour market. This is observed in the commission proposal to provide tailor made courses for employment (to college and university graduates) and employability (to employers). Training in vocational skills for many primary and secondary school graduates is facilitated by the development of the VET levy policy. The policy in a nutshell aims at ensuring availability of funds for providing (among other intensions) all graduates with tool-boxes for self employment in either formal or informal sector.

Available data indicates the failure of the VET levy policy to meets the target. For example, for the years 2000-2005, only 30% of graduates were given tool boxes for self and wage employment, Similarly, for the year 2006-2010, only 26.7% of the graduates were supplied with too boxes and for the year 2011 to 2014, only 31.4% graduates were given too boxes (Kijongo, 2014).

This implies that many graduates are joining streets and villages without facilities and equipment for employment. It is reported that failure of levy policy to meet the target is underpinned by low fund collection due to employees' passiveness and low number of those who are paying the levy compared to the amount of levy needed annually.

The 'twin' funding of education for better outcomes is explained to result in the '*paradox*' of employability because of not meeting the national target. The VET levy unit, put into the VET system about one billion functionally training and provision of vocational education and this is also done by the government as well as the loan Board in universities/colleges. The twin funding targeted young primary school graduates for fully enrollment into the Vocational Training Centres and Form four/six graduates for HE. For scenario elaborated above the underfunding have resulted into a good number of the needy not totally/fully enjoying it.

Research by the authors for the Vocational Education and training Authority as well as HE institutions for the Education and Training Targets (Ogondiek and Barongo, 2013/2014) was undertaken in representative VTCs, schools and Universities/Colleges. It suggested that reaching the new targets for training would demand substantial improvements in the rates of increase in participation amongst 14 to 19 years old (above) in full- and part-time education. It would also

require improvements in the current rates of successful programme completion and progression to higher level courses, particularly with regard to the transition from primary education to secondary education (O-Level) and from O-Level to High Level of secondary education).

In place of, or rather in addition to, what Galabawa (1986) called 'tertiary modern Further Education (FE)', new divisions within and between schools and FE were foreshadowed in the 1994 Educational Act and Higher Education Act both bearing review of the national curriculum. The split can occur between an academic education and vocational education, or between advanced level and FE, or within different FE courses under National council for technical education (NACTE). The distinctions between academic education and vocational education is mirrored in training by divisions between professional education and one of the last inventions of training for employment (learning skills i.e psychomotor training). The distinction has been narrowed into single jargon 'training without employment'.

The present unholy alliance in government education policy between the opposition parties (Championed by CHADEMA, CUF and NCCR-Mageuzi-UKAWA) and free-market factions of the ruling party (CHAMA CHA MAPINDUZI-CCM) is based on the 'promise' that the government will deliver primary schools and save secondary schools as the guarantee of 'quality HE'. This 'deal' has in a few short years produced unprecedented chaos through unregulated competition between and within primary schools, VTCs (which conceive as being neglected), secondary schools, colleges, universities and Tanzania employment Commission and schemes. Chaos would be even more confounded if an attempt will be made to level the playing field for costs of maintaining students in secondary education and VTCs as opposed to HE.

With devolved budgets it is difficult to estimate even the average cost of school (primary and secondary school) students, the education which is 'politicized' to be free. However, the primary and secondary schools are building up above the viable size of 80 students in a class and this entails average of Tshs. 850 per class unit. This is contrary with what is in practice in developing countries such as in UK whereby the primary and secondary schools are building up above the viable size of 60- often, one suspects, at the expense of pupils lower down the school - the Department for Education (DfE) preliminary estimated costs of £991 per 'A'-level unit in Local Education Authority (LEA) and average than the level of funding per student at the 450 or so further, tertiary, sixth-form, art and agricultural colleges.

By contrast, the annual cost of a Youth Training allowance equaled £1534 for the first year and £1820 for the second, though Modern Apprenticeships were originally 'envisaged' by the Department of Employment (ED) as a 'quality scheme costing on average £7000 each p.a. plus employer contributions. This is not happening Tanzania and that explains the big differences in un-employment between people in developing and developed countries.

Despite the 'attractiveness' that the government's first 'competitiveness' 'in providing education to all 6 or 7 years old with Learning Credits with real cash value, there was plainly the usual logjam in policy between the primary education and the secondary education. The government favoured extending its version of vouchers called Training Credits' as a means of funding post secondary education graduates '*learning entitlement*'. However, it could not show its pilots for these had been anything other than superfluous at best (Sparkes, 1994).

Meanwhile the HE's student loans system also plainly does not properly work, **Shephard (20012)** has however already been prevailed upon to introduce vouchers for nursery places in the

United Kingdom. In a HE cost sharing provides parents power to bring to monitor education and training of children and relatives. This is a policy of going backwards into the future ('retro-modernization', as Green and Rikowski (1995) call it), as opposed to reliance upon the market to deliver some sort of real economic modernization which was favoured by the Tanzania first regime (1961 up to the late 1980's).

The ideal solution from the government point of view would be for students to take out a loan for their learning credit/voucher. Although a compromise might be a basic 'learning entitlement' with loans cor-private resources to 'top-up' on particular courses at various institutions. One could even imagine a learning society' in which no one was ever unemployed but only 'learning' - rather as Youth Training supposedly ended unemployment for 15 to 18 year olds. The proposal is the introduction of 'Job Seeker's Allowance' as it is in practices in many developing countries.

This allowance may result into official cease of the existence of unemployed. The introduction of Job Seeker's Act, will entail the powers of compulsion given to Employment Services staff to make most government training schemes compulsory, including direction into education courses. This amounts to workfare - work for benefits, as in the USA - and ends any notion of entitlement to benefits as social insurance (Joyle, 2014).

Nevertheless, the rush to expand educational opportunities at all levels is universally applauded, especially by educational providers whose approbation may not be totally disinterested. Yet already education and training are heavily implicated in not only maintaining old social divisions but in creating new ones particularly through the certification or rather the lack of it of a so called 'underclass'. This new 'rough' is divided from the respectable working-middle of Tanzania community by, among other things, the lack of worthwhile qualifications. The new knowledge policy is therefore contributing, through credentialism and qualification inflation, to a certified Tanzania community which is not necessarily the same thing as a learning one.

Consequences of the Education Policies on the Ground

The Tanzania education policies has not yet succeeded in reversing the proportions staying on and leaving teaching of students a difficult but there has been a shift to what Ken Spours (2012) called a 'medium participation' post-compulsory education and training system and the education review committee (2005) indicates a partial resuscitation of vocationalism. Heads of Careers Services destination statistics for the Tanzania country as a whole also show a slow-down in the previous dramatic increases in staying-on rates.

In line with these national trends, most of the colleges/universities and schools visited by the authors recorded a, year-on-year increase in enrolments and the majority of schools/colleges/universities they were confident of reaching their enrolment targets (which-the Tanzania Commission of Universities wished to reflect an aggregate increase of 12.3% a year over 5 years from 2010-2015, subsequently reduced to 8.6%).

Yet in the sector as a whole, TCU figures show HE grew by only 8% during 2010/12 that one-tenth of staff at many colleges/universities have been explained they could not be trained due to huge budget deficits that the universities/colleges have accrued. One head of institution also privately admitted to us that 'Whatever the figures show, there's hardly a university/college in the country that has reached its targets'. The educational trends in participation rates vary considerably, the greatest gap in Tanzania being between the secondary education output and

university/colleges in put as well as the primary education output and the vocational education and training needy.

Since 2005 to 2010, the HE have generally displayed below average increases in rates of full-time participation whilst secondary/vocational education shown increases above the national average. The labour market is generally judged to exercise the greatest influence on young persons' choices but in this case appears to have been overlaid by changing cultural attitudes which were referred to by many informants as an important factor behind the increases in staying on.

These appear to have gone furthest in making it normal to remain in education specifically in vocation education which perceived by many as inferior education. Culturally, traditional tendency for entry into work for many young people (especially in mines and domestic servants) has persisted despite the lack of employment opportunities

Early leaving has often been attributed to the willingness of employers to take on unqualified youth for non-apprenticed jobs and to the relatively small pay differentials between jobs for unqualified or apprenticed youth and jobs for qualified (and unqualified) adults. But it was the opinion of many of those interviewed for our research that, even if the economy recovered sufficiently for some employers to revert to this practice, it would not affect more than a minority of (mainly females) youth.

The labour market certainly exercises a strong influence on participation but this influence appears to be mediated by other factors since there are significant discontinuities between labour market trends and participation trends both over time and across regions (Gray et al, 2006). One explanation for this is that young people's decisions are influenced by other cultural and supply-side factors which vary between areas and change over time. Young people's expectations of education may alter as a result of changing experiences and aspirations, as these are shaped by parental and social attitudes. They may also change in response to new perceptions of what is on offer in education.

Recent increases in participation have been explained in terms of changes in each of these three areas. Lack of employment opportunities have encouraged young people to stay on in education for lack of alternative options (for example, at Mzumbe University –Dar es Salaam Campus College there are students who have studied more than two master degrees in different disciplines at different occasions) or, more positively, to gain the qualifications which will increase their employment opportunities in the future (The open University is the example where people are gaining higher qualifications at distance). Expectations have increased generally, encouraging young people to raise their aspirations in education; and, lastly, new courses are available which are marketed more attractively by colleges/universities competing with each other for recruits (Refer Mzumbe university competition with other universities for master degree programmes), and which are perceived as both relevant and learner-friendly to many potential students.

Two factors in particular are emphasized in recent research in relation to changes in attitudes. Firstly, those most likely to stay on are generally those who have had the most positive experience of compulsory education; increasing success rates at secondary education level has given more young people the confidence to believe that they can benefit from extended education. Secondly, parents of children now reaching the end of compulsory schooling

(standard seven) are increasingly likely themselves to have benefited from extended education and they are likely to have higher aspirations for their children. Influence from parents, teachers, lecturers and the media may have combined to persuade young people of the importance of getting qualifications for employment and employability.

The research undertaken supports these general findings. Those interviewed invariably cited the absence of jobs as the chief factor driving recent increases in participation in colleges and Universities, and this applied in Tanzania as a whole. The general perception was that employers were beginning to demand higher levels of qualifications from new entrants to the labour market (for example many advertized jobs require degree as a minimum qualifications) and would continue to do so even as the economy picked up.

Young people were now more aware of this and were more prepared to persevere to gain higher qualifications, even if the immediate prospects from employment with these qualifications were not good. At least they would be more competitive in the labour market. The introduction of the competence based education and training as well as competence based assessment in the Tanzania VET system qualifications was seen very positively as giving young people more opportunities to benefit from vocational education and to demonstrate what they were worth. This was generally associated with the availability of skill assessment via practical rather than terminal exams, since the former was considered to be a factor in motivating students in VTCs. Consequently there was some alarm about the restrictions placed on coursework in the secondary/college/universities.

Generally, however, the rising success of young people in secondary schools was seen as an important factor in encouraging participation in colleges/universities. Although again, it is possible that this improvement is more apparent than real since schools may be 'fiddling' the league table results by concentrating on raising marginal secondary education pass from D grades to Cs (NECTA have lowered from D to E), perhaps increasing drop-out at low D and E for advanced Certificate of Secondary Education.

A number of interviewees also noted that staying-on was now becoming normalized and that this in itself exerted peer pressure on young people. In several institutions' areas where the study was undertaken with traditionally low participation rates, staying-on had first become normalized amongst Tanzanian youth, due to the strong cultural emphasis on education within with local families which is backed by community secondary schools commonly called '*sekondari za Kata*', but it was now taking on from amongst sections of lower family-class youth who had formerly been denied for secondary education due to unavailability of enough public secondary schools in the country and this also triggered most youth from this class resistant to staying on in VTCs. This finding is in line with Jones's study of a stable, white, traditionally working-class community in East London, reported Rustin (1996).

Head of educational institutions in the sample institutions were highly conscious of these different patterns in education participation. Some remarked on the difficulty of meeting rising recruitment targets of graduates from lower class families with traditionally sluggish participation trends, and others pointed out the difficulties of increasing enrolments in areas which already had very high levels of participation, for example educational institutions in cities like Dar es Salaam, Mwanza and Mbeya which are developed. Heads of institutions were also very conscious of how their educational institutions were faring against competing providers. A

number of colleges/universities, for instance, reported that competition from private educational institutions was affecting their recruitment levels.

Similarly, even though VTCs day/block release is disappearing among young people, is disappearing, recruitment in the colleges and universities we surveyed was up on all major subject courses. In particular, despite displacement to NTA levels (under NACTE) and, despite the competition between Private and public colleges/universities, the unemployment rate was reported to be alarming. Business and Entrepreneur courses are clearly popular and appear to have been recruiting well in both colleges and universities. A good example was reported to be at Mzumbe University, the Open University of Tanzania, Institute of Finance Management and the College of Business Education where enrolment have been increasing linearly. Furthermore, courses such as engineering and management has recruited rather fewer students overall (TCU, 2013 and NACTE, 2013).

Most of the sample educational institutions we visited reported increasing numbers of students registered for assessment in National Certificate of Secondary Education under NECTA, although these increases appear to be mostly amongst those over 17 years. Secondary education provision was limited in the sample schools, as is the case nationally in schools that see them as exit qualifications for FE. Similarly students in VTC reported that Vocational Competence Qualifications to be exit qualifications to be gained in work. Various problems were reported in generating employer interest in vocational qualifications (Competence Based- CBET) and in delivering them in VTCs. As one VTC manager put it to us, 'You could phone up any garage in Dar es Salaam and ask about CBET graduate and they would say, 'I'm sorry we don't stock them' and it is the small to medium enterprises -like garage - who will make or break CBET, never mind how many large companies take them on.

Despite an overall pattern of enrolment increases in the institutions sampled for our research, many of those interviewed were skeptical about recent increases in participation rates being sustained in the future. This was particularly true in the colleges and universities, several of which had managed to meet their targets only by disproportionately large increases in adult recruitment due to the collapse into the sector of 'vocational' adult education of which centres are now the main or often sole provider in many VTCs. As Morgani Manyanga, the first the Director General of VETA, speaking to the 1996 VET providers Conference, put it, 'scope overall for significant growth *'... in attracting young school leavers into VTCs ... is becoming limited', leaving vocational education, for those in and out of work ... undoubtedly the biggest potential for change'*. However, as he cautioned, VTCs students are harder to identify' and are 'more demanding and require higher standards of provision'. 'And, of course, one VTC student will inevitably always bring in less money to evening programme than one full-time student.

One part of this recent increase in recruitment - onto access and 'franchised' courses to and from HE - may be particularly vulnerable as the VTCs has been protecting the interests of its own institutions by repeatedly questioning whether it should continue to fund such courses. The findings are also in line with what is revealed in empirical literature in the 1993/94 the Higher Education Fund (HEF) in the United Kingdom allocated £26 million in recurrent grants for teaching 32 000 students on graduate, degree and sub degree courses in 76 FE colleges. In addition, the HEF funds another 27000 student places currently 'franchised' to colleges and validated by either universities or national validating bodies such as BTEC (HEF, 1995).

Here again there is a contradiction in economic terms as most of these access and foreign language courses are much cheaper to run in colleges than in universities. Nevertheless, despite increased demand from mainly local and mature students unable or unwilling to travel away to university, the government has forced to offer distance learning at the Institute of Adult Education (IAE) and the Open University of Tanzania (OUT). In any case, many part-time students will not necessarily compensate learning vocational courses compared to full Further education (FE) colleges for the drop in full-time students, although the latest funding methodology at least gives un-equivalent value to full- and part-timers.

As might be expected, heads of secondary schools and college managers were very aware of how they and their institutions, as suppliers of education, affected participation. The number of courses such electrical nitration, welding and fabrication, mason and brick laying and painting courses were generally seen to be popular in VTCs, despite public criticism, and students were drawn to enroll on them because they wanted to do something relevant the prevailing labour market and because they were encouraged by the forms of learning and assessment which these courses were seen to involve, as well as the (perhaps illusory in many cases) prospect for quick self employment,

Heads in both schools and colleges were generally conscious of the need to offer a wide range of course choice, as far as was consistent with their resources and expertise, and to make the offer sufficiently flexible to allow students to mix and match courses to suit their needs. In most cases range anti flexibility of provision were therefore seen as factors which would tend to promote participation, although there were a few institutions which adopted a niche marketing strategy, playing on their reputation for quality in a particular sphere to attract students. The school and college heads were also acutely conscious of the importance of image and marketing in promoting recruitment. Creating an attractive environment and effective marketing was a major priority to which considerable resources were devoted.

In schools, the emphasis tended to be on offering a good experience in the lower school to build the loyalty of pupils and parents which would then encourage staying on, particularly under the influence of training and assessment on students competences. In colleges, the emphasis was on winning a reputation for a broad range of quality post-primary provision and on good marketing through well-designed publicity materials and friendly links with feeder schools (secondary schools) where these were possible if college/universities and schools were not in unequal competition. How far these marketing strategies have altered the overall size of the market for post primary education is less clear.

It was the view of most of those interviewed that young people were now more aware of the opportunities on offer in both schools and colleges/universities. Many of the college students spoken to by the researchers including some who had for a time attended FE college and then returned to school had also 'shopped around' amongst neighboring schools and colleges, though in some cases their perceptions were clearly affected by their peers and by local and ethnic identifications which tended to make many reluctant to attend colleges seen as large and impersonal institutions mixing together large numbers of students from different localities. Students confirmed that FE appealed to those who were 'more mature' or 'ready for it'. Increasing public attention on post-primary education also seems to have heightened the visibility of the sector. Despite continuing public confusion about the names of different courses and qualifications, further education seems to be acquiring a degree of transparency which it has previously lacked and this may have a positive influence on future participation.

Sustaining Future Increases in Participation

How far current rates of increase in participation can be sustained, or even improved upon, in the future remains uncertain. In 2012/2013, participation in full-time education post primary education dropped for the first time for 10 years to 70% from 71.9% the year before. On balance, interviewees thought there would continue to be increasing in participation but the rate of increase would slow, particularly if the economy picks up. No one thought that economic revival would presage a return to the former low levels of post primary participation. Structural changes in the economy would seem to have permanently reduced the labour market opportunities for unqualified youth and: in any case, there were other cultural and supply-side shifts, which were considered to be relatively permanent and which would continue to encourage relatively high rates of staying-on. On the other hand, a number of factors might restrain any future rises in participation.

If employers did not revert to offering employment to unqualified school-leavers, economic revival might increase the propensity for employers to offer attractive jobs for young people with good qualifications as happened in places during the ephemeral 'Lawson boom' of the late 1980s (Ainley, 1991), drawing a proportion of young people back out of full-time post primary education. Increasing disillusionment can also be expected amongst young people who have recently taken courses in post secondary education but failed to obtain their desired jobs or HE courses as a result, undermining the credibility of courses. Certainly financial hardship will continue to prevent a portion of young people from benefiting from post secondary education. This tendency has been exacerbated by the cost-sharing for students to study in HE.

Lastly, and perhaps most importantly, future increases in participation will have to come from those who are traditionally 'hardest to reach' Areas in the North and West of Tanzania, which already have very high levels of participation, have much room for further increases in participation rates. Most of any future increase would have to come from areas with medium and low levels of participation and from those sections of 'the youth cohort who have traditionally been most resistant to continuing in full-time education, particularly where there has been any other alternative available. These young people may prove less may only serve to further alienate some young people, as they see themselves as more sharply distinguished from the social norm. Current offers of full-time education in schools, colleges and universities are unlikely to appeal to such a group.

It will probably be easier to keep people 'in the system' by providing opportunities for progression than to encourage new groups of youngsters to enter. More suitable provision could also be made available for those who are most resistant to participating in full-time education post primary education with some form of work-based training, alternated with periods in college. More interventionist measures may be needed to counter the inherent tendency in the Tanzania labour markets to draw unqualified youth into jobs without training in the case of any economic revival.

Core skills have been identified as a major problem area in post secondary education generally, but it is particularly in the secondary education pathway that the issue emerges as critical. Almost all of our respondents in the sample schools and colleges/universities reported a substantial number of students had problems with core skills, particularly communications and number. This is confirmed by TCU which found that 42% of students in surveyed colleges needed help with communications to reach the NTA level 2 standards and 60% needed help with

numeracy. Lack of core skills was similarly seen by our interviewees as a, major reason for drop-out and failure on both level NTA 2 and NTA level 3 courses, and this despite the fact that many did not see the core skills specifications as sufficiently demanding. In response, sample schools and colleges integrated core skills teaching with additional support where necessary.

There were also many who were critical of particular aspects of the assessment process. Most teachers and heads complained that the assessment process was highly bureaucratic and time-consuming and wanted to see this rectified. A large number also had doubts about the new end tests, regarding them as rather crude instruments and as likely to put off students. Opinions of the specifications varied. Those in schools were most likely to report difficulty in interpreting the specifications and standards required. Most respondents agreed that the language of the specifications was often vague and jargon-ridden. Their ability to -interpret the achievement criteria had not been helped by the fact that the exemplar material had often been late to arrive from the awarding bodies. A number of those interviewed had been on assessor and verifier training courses but there was still a feeling that much more needed to be done to improve the internal and external verification procedures to ensure consistency of standards in assessment. The Education Inspectorate have also expressed reservations about the verification procedures for secondary education

In fact, many of our interviewees have argued that the quickest way to achieve the national targets would be to accredit everyone already at work or who had ever worked. As one college principal remarked, a work-based assessment of existing skills would be the quickest way to reach the targets, because the skills were already there, but it is very difficult to assess them where companies are not familiar with the qualifications and don't necessarily see the need for them. This approach to certifying pre-existing skills has been criticized by educationalists.

As it is, VET labour market analysis 2010-2012 suggests that some 20% of 16-20 year olds have obtained a Trade test qualifications. Since only 7% of this 20% were Trade Test grade I and it would appear that a substantial proportion of young people are gaining the other occupationally specific qualifications. Many of those acquiring these acquiring Trade Test III vocational qualifications are doing so in employment, probably in their late teens and early twenties.

VETA (20012) estimate that trade test grade III qualifications held by 21 to 23 year olds were gained by 20 and 21 year olds. This figure is surprisingly high and needs further investigation. Nevertheless, it seems clear that a significant number of young people aged 18 to 21 are gaining occupational qualifications, particularly in their early employments, and that a reasonable proportion of these are at NTA level 3. For the younger age group of 16 and 17 year olds vocational qualifications (and the precursor occupational qualifications) are seen as less relevant. Schools do not generally run NVQs, and none of the schools in this sample did so or intended to do so.

Most of those vocational courses taken by young people in VTCs have been in hairdressing, construction and catering, but increasingly now these areas are covered by NACTE and young people are switching to the more broadly based courses. It is widely held in colleges and VTCs that VET qualifications are generally more appropriate for adults in employment than for young people who need a broader foundation than these occupationally specific qualifications can offer, although some colleges did encourage students completing vocational training to progress onto VET courses. Those in what remains of 'Youth Training/Traineeship' are supposed to be working towards VET qualifications and, indeed, the funding of the training providers is partially tied to

VET-training outcomes. However, the proportion of Youth Trainees who acquire VET qualifications has been extremely low. In 2005, less than 30% of YT graduates had acquired a vocational qualification, and most of these were at the lower levels.

Delivering vocational courses is certainly difficult for colleges. For a start, many interviewees reported problems in finding sufficient work placements for full-time students; again due to competition with schools and schemes for work experience. Providing facilities in-house for assessment across the range of performance criteria was also problematic in areas where it was difficult to simulate work situations. Yet, unlike employers who have had less experience in assessment, colleges did not report difficulty with interpreting the assessment criteria, though there was unease about procedures for verification and standardizing assessment.

The impressions gained in colleges supported the Inspectorate's view that many colleges did not yet have efficient internal verification systems fully in place. The inspectorate found 'no evidence of candidates being deliberately certificated as having competencies they did not possess but a number of lecturers interviewed were concerned about the pressure exerted by the funding mechanism to get as many students through as possible in the minimum time. Further measures to increase proportion of funding determined by outcomes were not generally welcomed for this reason.

There were also mixed views about the 'content' of vocational courses, the level of impeding student progress, particularly younger ones. Some interviewees thought that introducing mandatory core skills units for assessment in VET would mean many candidates would not achieve certification despite having the required vocational competencies, and that this undercut the positive role that VET qualifications can play for adults in giving acknowledgement for the vocational skills that they have acquired. Others thought that gaining core skills was important, particularly for younger students, and that vocational qualifications should include mandatory core skills units for assessment. Several colleges claimed they laid greater emphasis on core skills. As to funding, one widely expressed view was that the current funding method was biased against students taking discrete units as opposed to whole qualifications.

If students and employees were to be encouraged to develop their competencies as and when appropriate and at their own pace, as advocated by the VETA, then the funding mechanism should support institutions assessing candidates in individual units, regardless of whether or not this leads to the acquisition of a whole certificate. The large element of outcome-related assessment in the funding of VETs and this is in line with what was revealed in Canada that for those on YT and Training Credits through the TECs was thought to put undue pressure on providers to get candidates through as quickly as possible and would not raise skill levels, particularly in the core skills areas (Felstead, 2000).

Training at work was most limited for the growing numbers of part-time or temporary workers or those working for small employers. Women are affected particularly since they are disproportionately represented in these categories of employment. What is more, many women perceive that training will have little pay-off for them since career paths often seem to be closed. Young women are much less likely to take vocational qualifications than young men, except in a few traditionally female areas such as Masai land and Mbulu (Arusha region). Rectifying this situation would require interventions to promote employer investment in training in those sectors and types of labour (Ainley, 1993,) which are often employed precisely because they require no training for part-time and temporary working, this might prove difficult.

Conclusion

Wage/self employment opportunities are usually greater with more education. Education holds a key role not only finding a job, but also landing one that offers both financial and intrinsic rewards. In this regard, people's level of education can affect both the breadth and depth of jobs available to them and this is why effective governments across the World have been very keen to plan and provide good education for their people. It is from this contention, for the education to be valuable to Tanzanians; it should focus on technical careers. Research has shown that technical or career-focused education can also affect career options. Education and training on tourism, oil and gas, grew significantly in the early 21st century. Students have found employment options with long/short course in these fields. Thus, they should develop and ensure a good link between primary education, secondary education and FE/HE.

This also entails availability of conducive learning environments which is virtually important for knowledge and skill development. The skills acquired during a VTC, college/university program help students obtain jobs and perform well in them. For many students, it is a chance to experience different social settings and a diverse range of people. Learning to develop relationships with peers is important in a career and it is important to be stipulate into training programmes. Additionally, students, develop one-on-one, small group and large group communication skills and learn how adjust to different social settings and gain better communications skills all of which are important in gaining employment.

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OERs as an Opportunity to Improve Students' Completion Rates at The Open University of Tanzania

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Abstract: *The study assessed the attitudes and experiences the students and lecturers of the Open University of Tanzania have over the use of Open Educational Resources (OERs) in assisting the students to complete their studies on time. The maximum allowable durations are five years for the postgraduates and eight years for the undergraduates. This study used sixty four respondents composed of the students and the OUT lecturers, drawn from the regions of Kagera, Mwanza, Kigoma, Moshi, Dar es Salaam, Tanga and Dodoma. Interviews and focus group discussions were used as the major methods for data collection. The findings of the study showed that though there were some respondents that elicited bad experience with the use of OERs, majority of the respondents were positive about the use of OERs in assisting students to complete their studies in time. Some factors such as lack of skills in using OERs was reflected. It was also found that the rural students were not enjoying the OERs as their fellow students did in urban locations. The study makes some recommendations which include the university to increase training opportunities among students and staff on the use of OERs. Another recommendation was that the university should sustain support to the student union (Open University Students Organisation, OUTSO) to facilitate students to access computers, and lastly the university should extend the construction of local and wide area networks with enhanced wireless access in the remaining Regional and Coordination Centres.*

Key Words: Distance education, Open Educational Resources (OERs) completion, Open University of Tanzania, distance learning.

Introduction

The students at the Open University of Tanzania are studying under the distance mode of learning. This means that they will be isolated and this affects their speed of learning (Galusha, 2005, Holmberg 2005). It is factors such as isolation and the responsibilities at home that slow their study pace and some of them fail to complete their studies on time. At the Open University of Tanzania both undergraduate and postgraduate students have shown some indicators of low completion rates (Rwejuna, 2013). The university needs to continue to provide a conducive environment that can assist the students to make their learning more effective thereby leading to timely completion. The current level of utilization of the Open Educational Resources (OERs) to improve learning has been singled out by the literature (William and Flora Hewlett Foundation, 2008, Rwejuna 2013 and Makhoka et al, 2016) to assist students to get the study content in their courses and thus simplify the learning and also reduce their dependency on hard printed copies. If the university intensifies its efforts of assisting students to use more digital resources from the web, then it is likely that it will reduce the associated operational costs and increase effective use of digital resources. Because the use of OERs requires adoption of new technologies in learning and mainly the use of computers and internet. However, if the students and the lecturers who are supposed to use OERs are reluctant to exploit the modern technologies, the approach may not be

effective. The study was therefore designed to ascertain the attitudes and experiences of the students and lecturers in the use of OERs with respect to how they help students to complete their studies at OUT. In addition, if the respondents will confirm the benefits of accessing OERs, then they are likely to change and adopt the modern technology in learning.

The study was intended to provide answers to the following research questions:

- (i) Do OERs improve students' completion rates at OUT?
- (ii) To what extent can OERs improve completion rates of students at OUT?

Literature Review on Open Educational Resources (OERs)

UNESCO (2002) defines Open Educational Resources (OERs) as technology-enabled, open provision of educational resources for consultation, use and adoption by a community of users for non-commercial purposes. They are typically made freely available over the web or the internet. The principal users of OERs are the teachers and the educational institutions. They (OERs) are for supporting course development, but they can also be used by students to facilitate learning. Open Educational Resources include learning objects such as lecture materials, references and readings. UNESCO (2010) extends this definition to cover tools that will help to access information or knowledge. No doubt that the phone and laptops and computers and tablets fall under this definition. Open Educational Resources also include teaching, learning and research resources that reside in the public domain or have been released under an intellectual property right that permits their free use or re-purposing by the users. The Open Educational Resources include full course materials, modules, and textbooks, streaming video, tests, software and any other tools that support access to knowledge (William and Flora Hewlett Foundation, 2008).

In a nutshell, Open Educational Resources (OERs): are teaching, learning and research materials in any medium that reside in the public domain and have been released under an open license that permits access, use, re-purposing, re-use and re-distribution by others with no or limited restrictions (Atkins, Brown & Hammond, 2007). OERs can include full courses/programmes, course materials, modules, student guides, teaching notes, textbooks, research articles, videos, assessment tools and instruments, interactive materials such as simulations, role plays, databases, software, apps (including mobile apps) and any other educationally useful materials. The term 'OERs' is not synonymous with online learning, e-Learning or mobile learning. Many OERs - while shareable in a digital format - are also printable.

Caswell *et al.* (2008) discuss some aspects that make OERs important in increasing educational access to students. The first aspect of use of OERs is the cost. Before the innovation in technology, universities including distance education universities like OUT were incurring huge costs to produce printed study materials for students for use in their learning. This factor was even more essential for students who were studying under the distance mode. Because it was then seen to be the obligation of the university to ensure study materials have been prepared and to manage this production, the distance universities used a lot of funds to fulfill this objective. However, with the development of OERs innovations, the students can be served where they are and in bigger numbers than before and at very low cost at times involving almost no direct cost.

The second aspect of the use of OERs is the ability of the innovation to allow students, staff and academic staff to use and re-use the educational materials for free and at the time one would wish to use the information for education or public domain. This is seen as an ethical approach in sharing knowledge to increase access and to advance knowledge. Implicitly, the two perspectives

derived from the advantages of OERs have the advantage of improving students completion at an ODL university like OUT because, they remove the barrier of costs to the institutions in providing study materials; moreover they facilitate wider and more reliable access for students to get knowledge for their learning, a component required for their timely completion of the studies.

Students in open and distance education mostly use their own means to search for materials from various sources, including Open Educational Resources (OERs). Those who have no technophobia in searching for information get adapted to the sense of self directed learning and are likely to finish their studies on time than those who cannot interact with these resources. So there is clear indication from the stated definitions that Open Educational Resources have a connection with students' learning and the more the student gets to interact with such resources, the more likely for him or her to succeed in his or her studies. The main challenge that many universities face is to orient their academic staff and students to get the relevant skills on how to access these Open Educational Resources (OERs). OUT has ensured that ICT facilities are available to enable the students and staff to access the OERs as shown in the following table below.

ICT Infrastructure and wireless points in the regional centers-OUT 2016

Sn	Regional center	Available facilities(computers, internet, tables and chairs)	Wireless computer connection (average speed)
1	Headquarters-Kinondoni	√	√
2	Dodoma		√
3	Arusha	√	√
4	Kagera	√	√
5	Kilimanjaro	√	√
6	Kinondoni and Ilala	√	√
7	Tanga	√	√
8	Singida	√	√
9	Iringa	√	√
10	Mwanza	√	√
11	Kibungo	√	√
12	Zanzibar	√	√
13	Mtwara	√	√
14	Kigoma	√	√
15	Lindi		√
16	Coast		√
17	Rukwa	√	√
18	Njombe	√	√
19	Mara		√
20	Geita		√
21	Simiyu		√
22	Tabora		√
23	Morogoro		√
24	Manyara	√	√
25	Ruvuma	√	√
26	Mbeya	√	√

Source -Director of planning and development (DPD) -2016

Methodology

The study was guided by the qualitative traditions as it intended to understand students and lecturers experiences on how the OERs can assist students to complete studies at OUT in time. Sixty-four informants (07 postgraduate students, 42 undergraduate students and 15 OUT lecturers) were involved in the interviews as well as the focus group discussions. Sites involved were Kagera, Mwanza, Kigoma, Kilimanjaro, Dar es Salaam, Tanga and Dodoma regional centres. It is noted that the sample involved in the study was not large but small. This sample was therefore chosen in line with Patton (2009)'s advice, who holds that for the qualitative design, large sample is not an issue. The issue is how far the chosen sample will provide rich information to address the study's objectives. In this case, the informants both students and the lecturers were chosen based on their potential as they are involved in the ICT innovation (OERs) at OUT, thus they were sought to be potential in providing the needed information for the study. They were selected purposely; hence the purposeful sampling technique was used. The methods that are appropriate in data collection included interviews and focused group discussion as they allow probing (Patton, 2009; Silverman, 2006). The data analysis was done through narration to develop meaning as informed from data. Ethical principles were observed where respondents' names were changed and given numbers to conceal the sources. Respondents were invited to the interviews and focused group discussions where they were asked to participate willingly.

Findings and Analysis of Data

OERs as an Opportunity to Improve Completion Rates at OUT

OERs Assisting Learning

Respondent one responding to interview question narrated that laptops can **be used to improve students'** learning at OUT. When he heard about loans for laptop he was very pleased. But, it came to be clearer that, the loan that he was expecting was not the one, as it was only those who pay cash to students' union (OUTSO) could be given the laptops. Respondent one realized that with a laptop, it was easy for him to supplement the study materials offered by OUT and get some references which could assist him get to know more on the studied concepts. Respondent one said further that he learned how to use internet through one of the lecturers at Tanga who taught him how to browse information using various search engines e.g., Google, so he was optimistic that if he could get a laptop he could simplify his learning.

Respondent two believed that study materials being supported by ICTs could be useful to improve completion rate and grasp law concepts e.g., the use of CDs, laptop and internet is good provided that students are oriented on these technologies. Respondent two was of the view that, OUT needs to establish open lectures to allow students to learn law and apply it. Respondent two responding to the interview question said that there were two areas that the Open University of Tanzania could use to improve completion rate. These were: the use of internet, computers and CDs. Respondent three explained that he has been using internet downloads to learn various concepts in economics of education, remote sensing and quantitative methods in Geography and Human rights education. Respondent two appreciated that he has been using these OERs many times and they helped him to do studies and complete the course quickly because he is confident about what he presents in the tests and examinations and has been scoring good marks for those subjects and this has assisted him not to repeat the examinations as supplementary sittings.

Respondent four accepted that the availability of laptops, CDs and internet services would allow students to study and supplement the study and even access study materials of OUT because currently OUTs study materials were converted into CDs. He said however, these opportunities divide the two sides. For urban based regional centres, this could work and is an excellent

opportunity for increasing completion; in rural places however, the workability of open education resource (laptops, CDs and internet) seem to be a difficult goal to be achieved by OUT. The respondent did not wish to consider use of laptops with solar chargers in rural areas. Respondent five accepted that the use of OERs can improve the completion rate of OUT students generally. He said for example one can use a phone to download a chapter from an e-book and get correct concept as quickly as possible provided he/she understood the procedures and knew how to interact with the technology. Respondent five said that currently the OUT is finalising its moodle OERs platform. Through this mode, students will be able to interact, or post their questions for a lecturer to respond, or get manuscript or lecture materials prepared by the lecturers. Respondent five said further that if one has the content, learning becomes motivating, interactive and meaningful. In line with the above comments, respondent five said that, students should purchase their laptops which they may use to download various learning materials and use the CDs for learning.

Respondent eight responding to interview questions reported that the use of OERs is good for learning, for example the case of internet. Respondent eight was skeptical if students can have equal opportunity of accessing these resources, especially when we consider the problem of connectivity in the rural areas. He was critical also that, even in urban areas the power supply for learning is unreliable, respondent eight cited an example of someone who travels all the way from Bungu to Korogwe just to find that there is low connectivity, internet is down and sometimes there is prolonged power cuts and he decides to return home without accessing internet. Respondent eight further explained how the use of internet helped him in learning at a distance; He said that:

In the Geography department, there are a number of courses which do not provide enough information for learning such as Remote sensing and quantitative methods in Geography. I used Internet to download mass content of these open educational resources. Therefore, I avoided repeating the course as it had been for other students doing Geography at the Faculty of Arts and Social Sciences (FASS). Internet has not only helped me but many other fellow students as well.

Respondent eight said also that, internet was a very useful means in assisting students to organize literature, collect data and analyze data as well as referencing from various papers in geography. It has helped them do well in Geography Field Practicals (GFP). Internet was also used to guide on which correct research procedures to use. He continued to narrate that cellular phones may be a very good tool for conveying information to students; however, he was skeptical that a phone cannot be used for extensive academic purpose, as it failed to download huge information through the internet.

Respondent nine showed awareness of CDs, computers, free e-books, free e-journals and ICT infrastructure which could assist students to complete their programme at OUT. Respondent nine for example said that, he was aware that some study materials were in CDs and some students have been visiting Mbeya regional centre asking for the CDs, so they use them for learning. He however says that:

The facility is essential, but it should consider some students who are based in rural areas because they do not know how to use these CDs. If the study materials policy does not consider how the rural based students should be assisted to learn; many students

will not finish their studies in time; because the University will assume it has done its role.

Respondent nine said that despite the usefulness of these CDs in assisting students to do their learning, students are faced with the problem of incurring more costs relating to the production of these CDs, where the CDs are sold at Tshs 1,000 and they often end up photocopying the content from the CDs which is not cheap. He confessed that, open educational resources are useful particularly for Masters students. He said most Masters students own computers, and have modems which they use to download information from various webs and they save the information in their files for learning. This is an easy way Masters students can learn up to completion with the use of open educational resources e.g. computers, e-books and e-journal than a student who does not have knowledge on exploitation of these ICT facilities.

Respondent ten explained with confidence that, Open Education Resources is a reliable tool which can be harnessed to help students complete studies at the Open University of Tanzania, he said:

I have been using Open Educational Resource materials with the help of my cellular phone to learn Physics courses and have passed without any problem. I discovered the use of internet using the phone when I was required to supplement a Physics courses. But after I had bought a phone with internet at an affordable price, I was able to use such a phone to freely access notes in the internet and write them in my notebooks.

Specifically respondent ten cited an example where he supplemented a course of Operation Physics (OMT 216). After being directed to supplement; when he checked on the internet, he found much of the content for OMT 216 Operation Physics were covered. He sat the examination and passed. So he said: if I had not used these resources; it would be difficult for me to clear the course, hence be required to repeat the full course, something that would be a problem to me, considering that I was in the sixth year, so I could use more than the 6 years to study my degree at OUT. It is good that I made it with these resources and I am now employed in the Physics department at OUT.

Respondent ten commended the use of Open Educational Resources, because they had helped him to study and finish the Physics programme in time and in addition, he said:

OERs have helped me to study problematic courses like General Psychology, Guidance and Counseling, Physics of the atoms, Mathematical Physics, and Operations Research. Mind you a course like General Psychology one can repeat it more than four times. This can delay one to graduate at OUT.

Respondent ten, in clarifying the strength of Open Education Resources in learning Physics and complete the course, he said:

I approached a lecturer of physics at UDSM who gave me his pass word and I was able to freely access the physics lecture notes through Open Educational Resources prepared for his students.

Respondent eleven saw that the opportunities like the Open Educational Resources were very vital in assisting postgraduate students to complete the studies in time because of the following situation, for example he said that:

Imagine one is required to write term papers and no books, no journals, but the demand of the questions requires one to read extensively and present ideas. For scholarly writing, one has to visit the internet; where could find articles, journals and manuscripts on the topics that would assist one to write a good academic paper which could give one good scores. It is the good scores which could save one from supplementary exams. A good course work would save in the examinations. Moreover, in writing academic work, we are required to make reference of the scholars from whom we have borrowed their views/ideas. In the internet we get various references.

Respondent twelve responded to interview questions said that they have been using moodle to access lecture notes from their tutors. They have also been using moodle to access books, presentations such as systems analysis and solved questions. The moodle for example contains difficult lectures e.g., Graphic design and Introduction to Website. Respondent twelve confessed to have seen and used the CDs in learning BSc ICT courses. Simulation was one of the aspects he learned from these CDs. He narrated further that:

Open Educational Resources (laptop, CDs and internet) are key tools for assisting students to learn the requirement of the assessment of BSc ICT, example assisting in writing assignments, writing project work and avoid incomplete coursework which prevent students from overstaying in the programme.

Respondent thirteen agreed that ability of students to use Open Educational Resources significantly helped to assist students complete their studies on time. Respondent thirteen said that many students failed to complete their coursework because they had no relevant materials required to study law. Respondent thirteen said, if one had to use free Open Educational Resources found in the United Nation website (ictr.org) covering international law aspect; it is very easy to answer law questions with relevant answers. He further added that:

Land Law has many parts, so, if one has not reviewed the Parliament website and other cites one will be shallow. Being shallow in the examination, will not convince markers. The end result is for this student is to supplement. Supplementary means more time for doing examinations. Similar environment that leads one to supplement examinations if not well handled by the student, the end result is to repeat the course.

Respondent thirteen reported that if students want to complete their studies at OUT, they need to be serious and to use various Open Educational Resources e.g., Jstore and moodle. This would allow students to be aware about new developments in laws and avoid students use old Laws while the Parliament has directed to use new Laws. He cited an example of a Masters student who used an old Labour Law instead of using the new Labour Law (of 2004) when presenting the research proposal; respondent thirteen said further that student awareness of proper laws could be attained through the student to access to the Parliament website, so, he stated clearly that there is a great influence of OERs in completion of studies. For the case of this student, it would be difficult to complete his research because he is not updated in content which is relevant in that Law aspect. Unless, a student takes time to compare an old Labour relations Law against the new Labour relations Law. He stated that:

As the university has resolved to shift to electronic mode, there are a lot of students who are not computer literate, of which if the University cannot manage this transitional period to adoption of required computer skills; many students will be left out. Many students would enjoy accessing OERs services by sending their questions/document, but, because many are ignorant about it, they take long to present their academic queries, hence, they use a lot of resources such as traveling time, and this causes inefficiency of supervision and delays students to graduate timely.

Respondent fourteen stated that learning at a distance is simple and more efficient if OUT students can adapt use of various resources available in the web. Respondent fourteen said that the University has to continue to subscribe to allow its students access subject contents freely. This will allow students to study where they are.

Respondent fourteen further narrated that, the current moodle system can work to allow students interact with their tutors, post questions and access various approaches of how to solve various tasks / academic tasks. Respondent fourteen was however critical that, even some tutors are not really conversant with this system of learning, so training is also needed to empower them. Respondent fourteen confessed that, the moodle system is not popular at ICE this is because even students (DPTE) are not comfortable with it although the resources are fundamental in learning at a distance.

The Tanga DRC was aware on how devices like laptops, flash, CDs and computers helped students to access various free Open Education Resources like e-journals, e-book and theses for student learning. The DRC agreed that she has been helping students several times who visit her office at Tanga region centre on how to access the Open Educational Resources like books, theses, articles and manuscripts on various concepts.

She agreed that at Masters level, one can also complete the research work on time being facilitated by free use of information which she / he can bank /save them and read it in soft form to be able to organize his/her work and complete the unit course and graduate in time. She said, in using the internet, once one Googles, gets articles, theses, and dissertations and organizes these free resources at no cost provided that one is having a laptop and a modem. The DRC was however critical to state that:

The Open Education Resources (OERs) is an opportunity for urban based students who have access to electricity, connectivity, and they have the basic computer skills for such kind of electronic learning .the Open University of Tanzania should be careful in considering rural based students when it introduces the use of these OERs to be the major means of curriculum delivery to the Open University of Tanzania (OUT) students.

Respondent sixteen accepted that the use of Open Education Resources (OERs) like CDs, e-journals, e-book, web learning and moodle (platform) simplifies students' learning and thus one can manage studies without much delay. According to respondent sixteen, students learn much on various topics from these open educational resources for the materials that the university wants its students to know but they are not easily accessible in the study materials available, for example, Human rights education (OED 311).

Respondent sixteen said that for Masters students to be able to organize their research and other subjects, the use of free Open Educational Resources are essential. For example, he said one gets how to write statement of the problem, gets different theories about his area of interest, and gets also literature review and methodology and even modes of data analysis as well as references. So if one has skills on how to access these resources from e-journals, e-theses, it helps one to complete his studies sooner because he/she is fully guided. Respondent sixteen advised that, however since many have not such skills on the use of computers and internet in general, OUT needs to train them.

Respondent seventeen was very happy to recall back how the open educational resources helped her to write her research at Masters level titled: “women income generating activities and their effect on the child academic performance”. She was very happy about the potential of students to use internet as it helps one to get information for studying at various stages of learning. For example, she said that:

Google enabled me to access enough materials for some of my coursework for example, OED 627: Policy analysis implementation and evaluation. I benefited a lot from Google engine by accessing a lot of information for my dissertation of WIGA (Women income generating activities and its effect on child academic performance in Dodoma). I have been learning efficiently since I do own a laptop computer, a modern and I am skilled in accessing information from the web. I have been doing well compared to other Masters students who used to struggle during face to face sessions because they were trying to put everything in hard copies. The open educational resources have helped me to finish my research.

Respondent eighteen said that, she managed to complete her Master’s coursework because she was computer literate. She said that, she used to search materials mostly using Google to download various articles in education, compare information and build arguments and analyze the same. She passed the Masters coursework without any supplementary. She was keen to say, she even passed the problematic course at Masters level in MEd APPS called OED 624: Development organization.

Respondent eighteen acknowledged that she as well managed to develop her research work on: “Assessment of leadership styles on female academic performance in secondary schools in Moshi”. She goes on well with her research because she is able to access various open educational resources like Journals, articles and even e-books. She however still learns how to access on line theses (e-theses). Respondent eighteen specifically stated that ability to explore OERs is the secret of Master’s students to finish their studies on time at OUT.

Respondent nineteen agreed that OERs were a useful tool for students / teachers in their learning and teaching, respectively. He said that in the last face-to-face meeting, OUT students were given moodle training; this was a very good step towards OERs exploitation. Respondent nineteen showed concern as OUT moves to OERs it should be transitional, but not abrupt as in rural areas students can’t access the services due to poor infrastructure (power) and problem of skills to exploit the resources.

Limited skills in using OERs

Respondent six seemed not to be very comfortable with the use of technology in learning such as the use of CDs and internet etc. However, he called upon the University to educate its students

on the use of the Open Educational Resources rather than assuming that they know. The respondent further expressed that adults have no experience of using Open Educational Resources. Respondent six also showed concern that the use of Open Educational Resources would be advantageous to the urban based students than those based in rural areas. So, respondent six suggested that orientation exercise combined with practical training in use of computers could be used among OUT students to improve their knowledge in using OERs.

Challenges of using OERs

Respondent two was however **unconvinced** that these open educational resources (OERs) would be readily available to rural based students. This is due to the fact that power supply is a problem and the investors do not invest their ICT infrastructures as the profits are difficult to realize (low returns). Respondent two said that the second factor that would assist the Open University of Tanzania to improve completion rate; which relates to the open educational resources is the use of TV programmes to teach various programmes. This is because many students can view the lectures being prepared by lecturers and presented to wider coverage. However, here again the rural based students would be disadvantaged unless they use the alternative energy source like solar.

Criticisms of OERs

Respondent nineteen said the use of OERs favours students who are urban based. For him as a PhD student, he said OERs is a *teacher*, what he does is to download as many information from books and preferably e-journals. He said he has been downloading recent e-journal articles which have helped him in his study, because he is about to write final findings of a PhD study.

Respondent nineteen said OERs is everything for his learning. He said he has a folder with more than 500 articles downloaded from internet on various websites. It is a best alternative for him for his learning for a PhD programme. Respondent twenty looked at the OERs in the different perspective of challenges that are associated with the resources and the infrastructure levels in the rural places and said that:

The Philosophy of open educational resources cannot work for rural based students. This is because the rural students are likely not to have the relevant skills; no power, and no connectivity. OUT may be moving very fast while others are walking and thus many are likely to be left behind or end up in a ditch. This would compel many students to see OUT is not convenient to them; this will affect our enrolments and adversely affect our completion rate at OUT.

He further advised that let OUT follow and use well its tuition fees for motivating and sustaining learning resources that are convenient. He said for example OUK uses both prints and electronic sources though it is a well-developed and famous Open University in the world. Why OUT wants to drop this print media? Respondent twenty commenting on the development of the OERs capacity building said further that:

Tutors were trained on use of moodle, but such training was done by untrained teachers, in such a way, many did not learn much from it. It is also true that, the infrastructure to accommodate the moodle is not conducive at OUT as not all lecturers have laptop or desktop computers in their shared offices.

For urban based students, they can quickly use internet even faster than their professors to download and get information from e-journals, e-books or research articles hence they can use these materials to organize their learning thus they are likely to cover much than their supervisors. During focus group discussion at Tanga regional centre, the discussants were asked on the use of OERs to contribute to timely completion of studies; they were not happy about OERs first of all they said that:

The University wants to drag students to use of technology while they do not know, so they needed training. The use of OERs will be useful for urban based students but not practical for rural based students. Did the university conduct research before this decision of using CDs to all students of OUT? After all, it is difficult to get services in rural places because no power. All students of OUT needing internet living in Handeni and Kilindi districts have to travel to Korogwe (more than 200 km) for internet services. Is this what you planned for us?

Respondent seven had criticized the facilitation of the OUT in supporting students to access the use of OERs in their learning and said that:

The Open University of Tanzania needs to provide laptops at affordable price. A laptop costing Tshs. 350,000 or Tshs. 450,000 is expensive to students who are fresh from school and unemployed. If we can provide these laptops at the affordable price the laptops can assist students to access learning materials and supplement the few available study materials.

Students/discussants at Mwanza regional centre wondered how rural students could learn using CDs, Internet, e-Journals, e-books and use of moodle while in rural areas there is no network as well as power problem. They expressed their concern as follows:

A student who lives in Mwanza-Lamadi area which is peripheral located and one has to travel more than 130 kilometers from Mwanza and the area has no electricity and connectivity thus difficult for students from that area to depend on OERs for their learning; the prints will continue to facilitate such students. Another example in which OERs may find difficult to apply is for students living in Nansio, where the power is unreliable and connectivity is not available. For both places, even with moderns, the use of OERs is unfriendly.

The discussant however confessed that the use of wide range of OERs for learning is applicable for urban based students. The discussants said that:

In urban there are cafes, modern function well and there is power. Students can download the materials they need, put in their flash for re-use in their own learning. Using internet (Google) assist to search difficult words used in law study materials (Latin words). Res Ipsa Loquitor.

Discussions

OERs Improving Completion Rates at OUT

The interview data indicated that students valued the use of Open Educational Resources for example moodle, internet, CDs, lecture notes, e-journals and e-books, plus use of cellular phones to assist their learning. The interview revealed that students who missed some concepts in the

OUT study materials, successfully used internet and cellular phones to download and use such information for their learning. For example, students used cellular phones to study Physics (Electronics I and II), Latin terminologies used in Law course e.g., *ipsa laquitor*, and Kiswahili references, Introduction to Computer Graphics and Networking Design and Administration (BSc ICT courses), Extradition concept in international law and remote sensing and quantitative methods in Geography, Economics of education, and human right education, etc. Further, the interview yielded results which indicated that some postgraduate students who used internet properly and various search engines like Google were able to get free course materials which helped them to complete their coursework part as well as organizing the challenging part of writing standard OUT dissertations. Some Masters students in education have not completed this section and they bear registration numbers of 2002 and 2003.

The second part of OERs interview / FGD findings involved students and even staff who are not ready to accept the Open Educational Resources as effective and efficient means of supporting learning as recommended by Mushi (2006) and Agyemang (2010). These are taking time to believe that students can learn using the Open Educational Resources; that it can help them to learn and complete studies at OUT. Another group under this category is the group of respondents who thinks that students are ready, but they need training so as to adapt to this philosophy of accessing free materials from internet. But there are also those who think that, the adoption of OERs policies as a mechanism to control shortage of study materials at OUT should not be taken abruptly; but it should be gradual and should allow both media to be taken concurrently, i.e., soft and hard prints. But there are also those who criticized the OUT for not considering the situation of rural based students on issues of connectivity, electricity and skills, which are still a stumbling block towards supporting ODL learners to access OERs for their learning.

The mixed findings under FGD on the potentialities of open educational resources in improving completion of studies give further insights on some factors that need to be known to both students and the institution. It seems in the past, once students enrolled at OUT, they were assured hundred percent of the study materials supply, but considering the high costs of printing study materials and the declining government support to universities (OUT gets less than one billion per year); a big university like OUT cannot afford any more production of mass study materials for students learning. This problem is also documented in DVC (A)'s correspondence sent to students explaining that the OUT has changed its study materials policy from hard copies to electronic sources. That tuition fees paid by students were not enough to meet the costs of production of these study materials. While the university is concerned about the costs of production of study materials and overwhelmed with financial burden; the students on the other hand are also upset that the university has caused a lot of inconveniences because they cannot purchase laptops or effectively use their phones to download materials.

The adoption of OERs at the university is seen as an important step that can assist the university to cut cost of study materials production as well as assisting students to learn with ease and more efficiently. For example, a student can just collect the CDs of the required courses and be able to use them at home or anywhere provided he/she has a computer and there is electric power. This way would not force students to wait to print study materials for so long which used to be transported from the headquarters to the regions which have been delaying students to register courses. Likewise a student who is studying a Masters programme can access the e-theses, e-journals, e-books and other notes at no cost and be able to get the required knowledge for the subjects one is studying. Furthermore, a student can enter into moodle and find the required

notes and study easily and once one gets a problem can post questions to the instructor for responses. One can use key words to enter in the Google and search for various knowledge areas: Laws, e.g., the Labour Relations Act of 2004 -Tanzania, or Marriage Act of 1971-Tanzania. The other interesting issue raised by these findings is the group of students who showed interest to use OERs while they are not skilled. They requested the OUT to assist them to access the OERs (lecture notes, moodle, CDs, e-journals, e-books). Furthermore, there is a group of students who were willing to use the OERs but due to their remote locations, the effective exploitation of OERs in assisting completion is difficult to realize. Generally, the findings have given insights that for those who are able to use OERs they have enjoyed electronic learning and they have not delayed to complete studies because of lack of study sources.

Implications of the Findings

These observations therefore call for the university to increase its investments towards capacity building in the use of OERs for staff and students. The kind of investment suggested is students' training on the use of moodle. While for tutors is training them on how to upload their courses in moodle and to respond to student queries in a timely manner. The second facilitation is to link orientation programmes with the use of OERs and training should be comprehensive and sustainable. Another aspect that would require substantive investments from the side of the university is finalizing construction of computer labs for OUT students in the remaining regions and installing high speed wireless computer connections. University subscription into companies which have good e-journals and e-books would help postgraduate and undergraduate students to access the relevant course materials that are not covered under OERs services. This in turn, would allow even OUT academicians to prepare their materials and contribute to the learning communities as advocated by (Tinto, 2009, Mushi, 2011). The challenge is posed to tutors that why should an OUT student go to ask for a password for accessing OERs in Physics from UDSM while OUT has Physics lecturers? This question raises the need for OUT lecturers starting developing their OERs (lecture notes) for students to use where they are registered.

While OERs postulated by Flora Hewlett Foundation (2008), Magreth et al (2012), UNESCO, 2005, and COL seem to be the solution for sharing knowledge across the world and across the barriers of accessing education by removing licenses; the underdeveloped areas in rural places will remain uncovered until alternative means of assisting them like use of solar computer and solar energy are applied; and willingness of ICT investments in rural areas (Mushi, 2006, Agyemang, 2010, Gidado et al., 2011). This assertion is mirrored by (Atkins, 2007) that the use of OERs is embodied in the aspect of sharing and re-uses knowledge and increase education access. However, the functionality of the OERs is limited by the lack of power in the rural places and many of these are forced to use generators or batteries that can cause damage to the digital equipment. Singano (2015) holds that it is only 20 percent of the Tanzanians that are accessing the electricity services; and the costs of the installation are higher. Then, dreams of many rural based students of OUT will not be achieved in using effectively their smart phones for downloading the open educational resources for their learning. Since OUT and Tanzania in particular is part of the developing countries, it cannot be excluded from this challenge, so the university is called to address this problem as it transitionally adopts OERs as a major alternative media in its ODL delivery. This teaches lessons to OUT to find out alternatives strategies to continue serving its students in rural areas by supplying a few hard copies to study groups and extending the OUTSO laptops project plans (normal current) to solar power laptops for the rural OUT students.

Conclusion

OERs reflect the need of students to exploit technology and to access free materials for effective learning to completion (Mushi, 2006, Olakulehin, 2010: UNESCO, 2002, and OERs Africa, 2010). The data from the study adds another small contribution but a significant one in changing the mindset of scholars that completion will depend solely on three variables which are academic, social and work environments as postulated by (Tinto, 1975; and Kember, 1998). It is evident now, with the support of data obtained and ensuing discussions that ODL learners at OUT can be retained to complete their university education if they are as well technologically integrated in the OERs because they help them to study effectively and efficiently. Imagine how a postgraduate student at Masters or a PhD can study under ODL without OERs? Imagine when the OUT will totally abandon the prints; what will be the future media? Will the university intending to increase access to education through innovations Bhalalusesa (1998), continue to use prints (Mcharazo, 1999), be able to meet the costs of prints for the growing demand of students enrolled at OUT? Where will the university get such funds for printing such study materials? So, it is evident that the OERs are pivotal to OUT for the efficient education provision among OUT students to complete their studies in time.

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The Role of ODL in Reproductive Health Education: A way Towards Reducing Pregnancy to Students

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Abstract: *In spite of liberal environment of our society, there remains reticence to talk about sexuality in natural way, especially around children. Parents or teachers without bad intention have either introduce erroneous facts or warning when asked about sexuality matters. As a result false information is spread, and the parents, (society) are satisfied because they have been able to avoid it altogether. This research was conducted to determine the role of Reproductive Health Education (RHE) in reducing pregnancy rate among adolescent school girls in Bagamoyo District. The sample included 80 adolescent girls in secondary schools, 10 teachers and 10 parents. Majority of adolescent students reported to become aware of puberty and biological changes in their bodies when they have already attain menarche, about 10% of adolescent between 10-13 years were not aware until when they menstruation. About 60% of parents reported not to discuss with their daughter on sexual matters; although there are some topics of RH in biology syllabus, the topics were either partially covered or not taught at all. Almost all teachers 100% did not cover the topics of RH in the syllabus while majority (80%) report to have used lecture methods. It is recommended that RHE should be made a compulsory subject together with teachers training on provision of RHE and mobilization of parents towards home RHE. ODL can be used as proper option to reach majority of adolescent and parent on this critical aspect of RH. To overcome the physical distance and build in interaction, the provider may try to use the two way potential of, for example, mailed assignment marking, emails, telephone, tele- and video-conferencing, call-in radio or TV, as well as prerecorded video or audio materials.*

Introduction

RHE can be described as a process of providing information, skills and services that enable a person adopt safe sexual behavior including abstinence. Although people of all age group can benefits from RHE, this paper focuses to RHE among adolescent. Human being reach sexual maturity before they develop mental, emotional and social skills needed to appreciate the consequences of their sexual activity (Fee and Youssef, 1993, Kirby, 2007). Researches confirm that many adolescent participate in risk sexual activities at early ages. The influence of biological factors has been associated with sexual maturity, earlier dating and earlier intercourse (Cubis, *et al.*, 1989). However the determinants of sexual behavior are complex and include biological, psychological as well as social and cultural norms all influence the timing of sexual initiation and subsequent sexual behavior. Majority of children attending school are engaged in early sexual activities before the age of 15 years. A study conducted in Mwanza on standard seven primary school leavers indicated that over 75 percent of girls had experienced sexual activity (Mgalla, *et al.*, 1998).

Tanzania Demographic and Health Survey TDHS, (1999), show that by the time adolescent girls reach 17 years, 25% have already begun child bearing. Thirdly, one of the consequences of sexual involvements for adolescent girls is early pregnancy. For example for 2008/2009, drop

outs in secondary schools in Tanzania amounted to 48,217 of which truancy and pregnancy accounted for 79% (BEST, 2009). The most recent data shows that drop out due to pregnancy in secondary schools have increased from 4941 in 2009 to 5775 in 2010. (BEST, 2009 & 2010). Finally, adolescence is a stage in youths' lives where many are in their most impressionist years when behavior and character traits have not been fully formed. Therefore, RHE during adolescent is likely to foster positive attitude and health behavior in adult years.

Reproductive Health Education in Schools

Reproductive Health education (RHE) is one of the important and widespread ways to help adolescents improve their reproductive health. However, sex education is not widespread in Tanzanian schools and pregnancy is the leading cause of girls dropping out of school. Since 2006, the objectives were to increase the availability of Adolescent Sexual Reproductive Health (ASRH), including HIV/AIDS education, information and services to in-school adolescents. RHE is already integrated into syllabus of selected host subjects namely Biology, Home Economics and Civics in secondary schools (URT, 2005).

However, according to (Smith, *et al*, 2006), teachers' training has been identified in many countries as fundamental barrier to the delivery of quality RH in schools. School personnel who teach RHE often do not have medical training and therefore less knowledgeable about health consequences of sexual activity. Also, schools are inadequately equipped to meet the needs of the adolescents (Mahajan, 2004). Despite the claim by Ministry of Education & Vocational Training that teachers are well informed and equipped to provide RHE and HIV/AIDS education, some major challenges exist such as lack of resources and existence of misleading cultural taboos. Therefore, without consistent and clear message on RHE, students miss out the vital information that may help them to make right choices about when to have sex and how to protect themselves from unintended pregnancies and STIs.

Reproductive Health Education at Home

Traditionally, in many societies the family and the immediate community are responsible in the provision of information and guidance about sex and sexuality. The provision of such education used to be formalized as part of initiation into adult roles. In Tanzania, provision of information about sex through the family has been more informal. In some societies, open discussions between parents and children on sex is culturally regarded as an act against norms and values of that society hence, may be very rare.

Rituals which are associated with the transition from childhood to adulthood have been documented in Kenya by (Jaccad and Dittus, *et al.*, 1993) with increasing globalization and urbanization most of these rituals are outdated and have lost their significance. In Zimbabwe, traditional channels of communication about sex and marriage have reported lessened in its importance because of social and economic factors (Runganga, *et al.*, 1998).

Nowadays, many children in both urban and rural areas are raised by some family members or guardians because their parents moved to cities in search of employment. Such children may easily be subjected to conflicting information about sexual behavior. In some cases, with the prevailing financial constraints, some children are left under the care of other family siblings without consistent adult supervision. While RH would ideally be provided by parents, many lack the necessary knowledge and are not at ease with sexuality. Therefore the need to be provided in schools, this could help adolescent to have better awareness about sexuality and could help

promote healthy and informed attitude, without RHE adolescent will learn about sex in porn movies which give distorted view of sex and human relationship.

Advantages of Reproductive Health Education

Prevents the spread of sexual diseases, prevent unintended pregnancy, by preventing unintended pregnancy it prevents abortion, learning to form responsible views on own sexual behavior and encourage resistance to group pressure to engage in unwanted sexual activity.

Purpose of the Study

This study was designed to examine the role of RHE in reducing pregnancy among adolescent girls. Specifically, the study intended to find out whether adolescent students have knowledge regarding puberty and reproductive health. The study was guided by the following questions.

1. When do adolescent girls know about puberty and biological changes of their bodies?
2. How adequate are the strategies used to provide RHE to adolescent girls in secondary schools?
3. How sufficient are curriculum contents on RHE for secondary schools

Research Methodology

The research design for the study was descriptive cross sectional design. The design was chosen on the basis that it allows collection of data from different groups of respondents at a single point in one time (Bailey, 1998).

The sample of the study consisted of 80 female students, 10 teachers and 10 parents of adolescent girls in Bagamoyo. Simple random sampling was used to select the students and purposive sampling was used to select both the parents and teachers.

Instruments for data collection included questionnaire, interview schedules and Focus Group Discussions (FGD). Analysis of the data gathered was done using simple percentages and frequencies and also presented in tables and figures.

Results and Discussion

Awareness of Puberty Biological Changes in Their Bodies

The study revealed that 47.7% of all respondents were aware about puberty and biological changes of their bodies before their first menstruation experience (Table 1). Also, 52.3% of the respondents became aware about puberty and biological changes of their bodies after experiencing menarche.

Table 1: Adolescent's Awareness on Puberty and Biological Changes N = 80

When did you know about biological changes in your body?		% per Classes Level				Total
		Form 1	Form 2	Form 3	Form 4	
Before Experiencing Menstruation	14-16 years	18.8	10.0	6.2	1.3	47.7
	17-19 years	1.3	5.0	3.8	1.3	
After experiencing menstruation	10-13 years	1.3	3.8	0.0	0.0	52.3
	14-16 years	3.8	12.5	7.5	1.3	
	17-19 years	0	1.3	17.5	3.8	

Majority of students come to know about changes in their bodies after experience first menarche (52.3%) this shows that, families were not able to serve as first source of information on sexual

and RH to their children. Most parents waited for their children to mature and then explain to them about changes in their bodies. In an interview, almost all mothers were of the opinion that girls should be taught about their menstruations only after attaining menarche and those who know about menstruation before is probably through their peers, own findings, or sometimes through teachers during schooling. This is evident as shown in Table 1, where at the age range 17 – 19 years, only 22.6% of the interviewed girls explained to have become aware of menstrual circle after experiencing it.

Many parents either lack knowledge about sexual matters or are afraid to discuss it with their children due to cultural beliefs and norms of their societies. The study found out although there may be a dialogue between parents and children regarding reproductive health, it is often limited to intimidation and warnings without clear explanations. Probably this could be a reason of having approximately equal number of respondents i.e. between 36.3 and 25.1 at the age range between 14 and 16 years who were aware before and unaware about menarche respectively. This shows that many parents wait until a girl is at a certain age, like over 14 years in order to discuss sex issues. However, parents should realize that some girls may start menstrual periods as early as at the age of nine or ten while others can start at late age as old as sixteen. Scientists argue that the age at which different girls start menstrual periods varies based on many facts including inheritance, the type of food they eat, activities they perform, climate etc. It is for this reason that 5.1% of the respondents between 10 and 13 years in this study were not aware until when they experienced menarche.

Most of girls that were interviewed, explained that menstruation is regarded as a taboo even within their own families, hence, describing a ‘culture of silence’ to menstrual circle. In addition, they feel uncomfortable about sex and menstruation issues with their mothers and certainly not with their fathers and male relatives. So, being unable to discuss their experiences and having limited information make menstruation as a shameful matter and hide their status and is consequently ignored in society.

The finding is in line with that of (Ku, *et al.*, 1992), in USA, which shows that only 33% of mothers had talked to their adolescent daughters on RH and not quite a half had discussed menstruation and sexual adulthood. The above data proves that there is lack of appropriate information which is compounded by the incidence of some society’s myths and beliefs. In view of this, girls’ practical needs related to managing menstruation are often not appreciated and also not appropriately addressed

Parent Provision of RHE to Their Children

The interview carried out with 10 parents was to find out if parents provide RHE at home (Table 2). The study revealed that 60% of the interviewed parents did not know what sex issues and how to discuss with their children. So, parents just tell their children that they will get pregnant if they couple with men but are not explaining to them on how pregnancy occurs. Parents reported that this information can be obtained from their elder sisters or from schools.

Table 2: Provision of RHE to Children

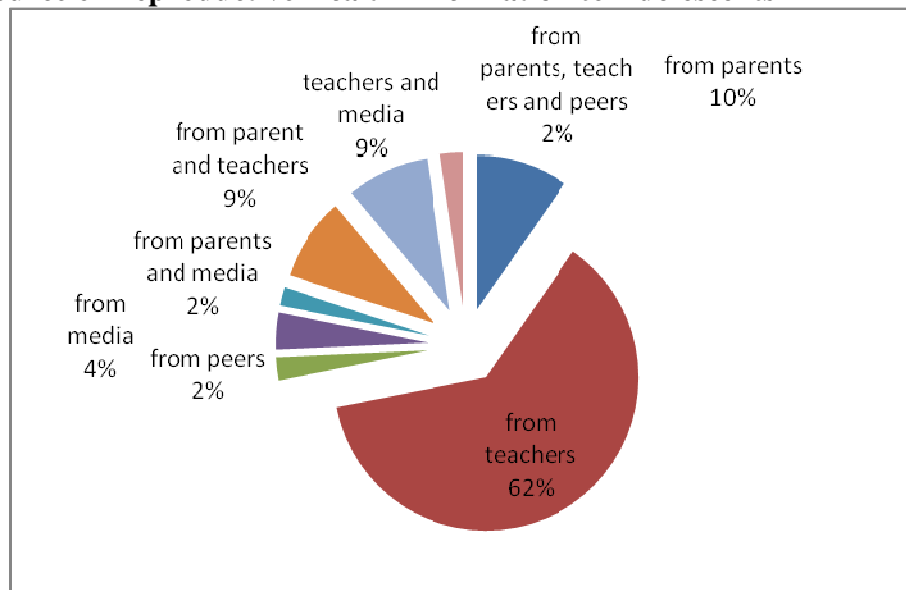
s/n	Responses	Frequency	Percentage
1.	Yes	4	40
2.	No	6	60
TOTAL		10	100

Table 2 also shows that 40% of the respondents talked to their daughters about changes in their bodies. In general, parents indicated that they had not discussed RH in detail especially to children before puberty. Although many parents would like to have a role in the provision of RHE to their children, few of them are actively discussing with their children some topics on sexual health. It is important to look closely at the reasons why parents are not engaging in such discussions. The reasons which comprise of barriers like inadequate knowledge, personal discomfort or anxiety may keep parents from having open discussions with their children about sexual health. Unfortunately this does not take away the fact that their children are still sexually active, and in choosing to remain silent about sexuality issues with their daughters, parents put them at great risk of early pregnancies and/or infection of HIV/AIDS. Kumar, (1993), reported that talking about sexual matters with adolescents in many developing countries is a taboo. Recent studies in Sub-Sahara by (Kumi-Kyeme, *et al.*, 2007), found that adolescents who live or talk with their parents about sex matters have lower likelihood of being sexually active.

Source of Reproductive Health Information to Adolescents

The study also reported that majority of respondents 52 (64%) obtained much of the RH information from teachers, 8 (10%) from parents, 7 (9%) from both parents and teachers and 7 (9%) from teachers and media as seen in Fig. 1

Figure 1: Source of Reproductive Health Information to Adolescents



Adolescent girls that were involved in this study felt that teachers could provide the required appropriate RHE as they do in other subjects that they teach. The interviews which were administered with the selected parents indicated that sometimes some of the school teachers usually offer information about RHE to young girls of standard six and seven. This is probably when girls get their first contact with the term “menstruation”. As for parents, the major short fall recognized from the FGDs was that most adolescent students discovered that many parents have no current or proper knowledge on RHE and that in most cases they are not friendly to them because asking issues on sexuality means that one has an experience or is actually practicing. During FGDs, one young teenager girl stated categorically that when she saw her first menarche her mother told her this:

“..... If you play around with boys, you will get pregnant, and when my mother hears that any of my schoolmate or somebody I know is pregnant, she will tell me, have you heard it? If you want go and get pregnant.”

The statement proves the previous claim which says that many parents do not provide reliable facts on RHE to their children but rather they just give them strong warnings as threats. It has been observed that adolescents learn the consequences of pre-marital sex amidst warning to keep away from the opposite sex as delivered from their parents and in particular from mothers. Mothers warn their daughters to avoid pre-marital sex and unwanted pregnancies because of the shame that is brought not only to the girl but also to her entire family.

Asuini, *et al.*, (1996) found that adolescents very rarely identify their parents as primary source of RH information. Furthermore, data by (Byers *et al.*, 2001), shows that many students reported that their parents have not provided them with RHE.

Curriculum and Reproductive Health

Almost all respondents argued that they have learnt some matters on RH in Biology subject. Analysis was done to find out if the topics of RH in Biology have been covered. The findings revealed that majority of respondents 27 (34%) mentioned personal hygiene and STIs were taught, 9 (11.3%) reproductive system and organs, 6 (7.6%) STIs, reproductive system and gamete formation, 5 (6.3%) STIs and HIV/AIDS, 4 (5%) personal hygiene and child care, 4 (5%) personal hygiene, STIs and reproductive system, 3 (3.8%) personal hygiene and good manners and finally 22 (28%) pointed out personal hygiene, STIs, reproductive and family planning (Table 3). However, the findings showed that most of the topics were not covered as intended and the FGDs showed that teachers skipped some sub topic

Table 3: RH Topics Included in Secondary School Curriculum

RH Topics	Frequency	Percent
personal hygiene and good manners	3	3.8
S.T.I, reproductive system and gamete formation	6	7.6
Personal hygiene and S.T.Is	27	34
personal hygiene, S.T.Is reproductive and family planning	22	28
personal hygiene and child care	4	5
S.T.I and H.I.V/AIDS	5	6.3
Reproductive system and organs	9	11.3
personal hygiene, S.T.Is and reproductive system	4	5
Total	80	100.0

The study discovered that there was practically no provision of appropriate sex education in secondary schools. This was caused by either lack of teachers, or sometimes teachers being uncomfortable to teach RH or low knowledge of the teacher's. However, respondents seem to be aware of the fact that HIV infection, pregnancy and sexual relationships can disrupt school education. Additionally, it was found out that the major reproductive health needs of respondents were basic correct information on how to: maintain healthy friendship with boys without sex, prevent HIV/AIDS infection and other STIs, control sexual desire, identify signs of pregnancy,

refuse sex and information on different methods of pregnancy prevention and where to go when in need of help.

In the FGD, respondents indicated that if sex education is delivered, taught and inculcated by teachers who lack proper training in insightful issues this can result into inappropriate curiosity among students. Majority of teachers who were interviewed shows that either they are graduates of Open University or they are still studying. When they were asked why they join this university they indicated.

“OUT allows flexible learning environment leading to protracted periods of course completion”

Majority of them indicated most of RH knowledge they have today is after learned from the University knowledge. Therefore, they prefer to have short courses or fliers which will help them to teach the RH with confidence.

Coverage of the Reproductive Health Topics and Teaching Methods

Ten questionnaires were administered to teachers, and the data shows that all the respondents have not covered all topics on RH in Biology syllabus. The foremost reason given by teachers for failure to cover RH Topics in Biology was time constraint as they urge that they rush in order to finish the syllabus. However, the researcher has observed that in some instances, teachers resort to provide notes to students, or skipped these topics deliberately and rush to other topics which they are conversant and hence comfortable to teach. As for teaching method used of 80% of the teachers mentioned to use lecture method and that no one has invited some expert or medical personnel to clarify students' misconceptions on RHE. It is well known that effective execution of RHE can result to sexual behavioral changes among adolescent girls. If teachers are not conversant with RHI topics, they could invite knowledgeable personnel to give a clear elaboration of the subject matter to the students. Here the findings indicate that RH lessons should be interactive and include various lively teaching methods such as stories, quizzes, riddles, debates, and discussions. Together with application of these methods, it is important for the teachers to take into consideration the age of the students and provide detailed information.

The Extent Teachers are in Favor of Imparting RHE Knowledge

In this part the questionnaires which were administered to 10 teachers (Fig 2) shows that 60% were in favor of imparting RHE to adolescent girls is medium, (not much information), 30% higher (full information) and 10% lower.

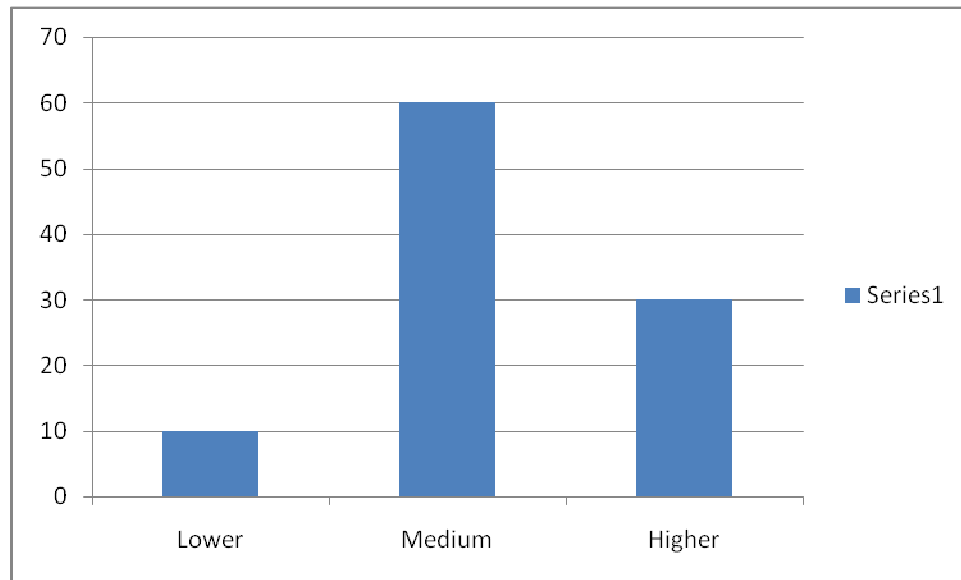


Fig: 2 Extents of Teachers in Favor of Imparting RHE Knowledge

As elaborated earlier, researcher see that even teachers do not provide detailed information on RH because they had not attended any training on how to teach RH. During the interviews, respondents indicated that they accessed some sexual and RHI from teachers and schools or informal from friends and media. Considerably, teachers indicated that they had not attended any formal RHE program in schools, workshops or seminars.

Adequacy of Teaching Facilities

The study shows that 9 (90%) respondents claim teaching facilities were inadequate, while 1(10%) responded negatively. The findings in line with (Plumber, 2007), reports that schools are inadequately equipped little attention have been paid to adolescent RH hence, insufficient resources have been allocated. Adolescent RHE requires adequate human and financial resources.

Discussion and Recommendation

Majority of respondents in the study showed that adolescent girls receive inadequate information and sometime it come to them very late. Research shows that ages at which girls attain menarche have been recorded to decrease to 9 years of age. The parent who waits for her daughter to turn 12 or 14 years will probably be late. While RHE would ideally provided by parents, many lack the necessary knowledge and skills on certain issues such as problems of teen-age pregnancy, sexual maturity and mostly afraid that teaching them about sexuality will lead to experimentation or set negative example at home, thus need to be provided in schools. Such education would be effective if it is incorporated in a broad education program. The conviction of almost all the subjects of the study that RHE will help students avoid unintended pregnancy is a confirmation of the opinion of scholars on the advantages of sex education in schools. The above agreed with (Engwe 1985), (Rosen, Murray and Moreland 2004), on their view to the immediate advantaged that are of important towards the students' education. Findings also revealed that adolescent receive much information from school (teachers and peers) rather than from home. The findings agreed with that of (Ku, *et al.*, 1992) in USA, which found that parents were not doing good job, in educating adolescents, they found that only one-third of 449 mothers had talked with their adolescent daughter about birth control. Not quite one-half had discussed sexual maturity with their daughters. Adolescent on their part feel embarrassed to approach parents for any

information concerning sexual lives, because they normally been cut off to ask more questions and been asked why they want to know all those things while they are still in school, as a results they explore their own avenues, which to their estimation provide credible answers to their questions.

Parents and majority of students who participated in the study were in the opinion that teachers in schools, although not better trained to carry out RHE assignment are in good position to inform students. Even though RHE is not taught as a subject in our secondary and Primary schools, certain aspect of it are taught in Biology subject. Hence students are likely to derive benefits when the subject is taught completely. It was recommended that training and re-training of specialized skillful personnel for teaching RH. The RHE should be made a compulsory subject and mobilization of parents towards home RHE.

Conclusion

Respondent have indicated through this study that RHE not only can reduce pregnancy to adolescent girls, but also it will reduce illegal abortion and truancy and hence increase completion rate to girls as they will be properly informed about human sexuality. However, the RHE in most secondary schools in Tanzania is not well provided, this situation may change in the light of growing researches. Provision of RHE will empower tomorrow's women and potential mothers. It will further make pregnancy special and safe. We need to reach the majority of girls, parents and guardians to teach them about RH. The only option is by using ODL system. The Open and distance education is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance,

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