

Efficacy of Tutoring Modes in enhancing the Development of Study Skills among Students at The Open University of Tanzania

Janeth O. Jonas

janeth.jonas@out.ac.tz

The Open University of Tanzania

&

Michael W. Ng'umbi

Institute of Adult Education

ABSTRACT

Studying in Open and Distance Learning (ODL) setting is challenging as students tend to encounter a number of challenges, as a result of the nature of the environment in which teaching and learning is set-up. However, literature reveals that provision of healthy tutoring support which enhances the development of study skills tends to address most of the encountered challenges. This is because when students in educational setting, ODL in particular, are adequately equipped with study skills, they become self-directed, independent and autonomous; the aspects which are essential for successful learning in ODL context. This study, therefore, sought to explore the efficacy of tutoring support provided via different tutoring modes, in enhancing the development of essential study skills among students at the Open University of Tanzania. The study employed survey research design to gather data from 270 undergraduate students from eight regional centres through a closed-up questionnaire. Composite and correlation analyses were employed to analyse data. The findings revealed that the available tutoring modes had limited ability to enhance the development of essential study skills among students. This observation came as a result of low mean scores that most of the items rated; indicating students' disagreement to have been assisted to acquire essential study skills. The study recommended that serious measures need to be realised at OUT, in order to ensure that the available tutoring modes meet their goal by equipping students with essential study skills for successful learning.

Keywords: *Open and Distance Learning, Study skills, Student Support Services, Tutoring, Tutoring Modes*

INTRODUCTION

Development of essential study skills among students in Open and Distance Learning (ODL) context is paramount. This is attributed to the nature of studying in ODL setting that this mode of instructional delivery is encountered with a number of challenges. Studies indicate that students studying in ODL context are physically separated in time and/or space from their tutors, peers and the institutions in general; and that this separation tends to create a psychological gap called 'transactional distance', which causes negative implications to learners' learning process (More, 1993; Tait, 2003). Dzakiria et al (2013) for instance, claimed that students studying at a distance tend to lose motivation to study due to lack of interpersonal interaction with their tutors and peers. Moreover, it has been identified that another source of challenges that students encounter in ODL context is associated with learners' diversified profile that they are adults with multiple roles and responsibilities; this situation makes them fail to accommodate studies with their daily routines (Dzakiria et al, 2013). Stressing on the issue of diversification of students' profiles, Musingafi et al (2015), affirmed that the challenges related to job and home responsibilities, which are termed as situational challenges, tend to reduce students' time for study.

Literature further highlighted that students' limited experience with ODL setting is marked as another source of challenges, as most learners in ODL system are products of conventional system, and thus, it becomes difficult for them to easily adjust in ODL setting (Dzakiria et al, 2013; Musingafi et al., 2015; Zawacki-Richter et al., 2011). Literature argue that the identified sources of challenges that students encounter while studying in ODL system, have negative implications to learners' learning, as they lead to lack of collective affiliation and collegiality among learners, sense of isolation and boredom. In turn, these cause students to feel lonely and lost, without knowing what and how to learn effectively (Dzakiria et al, 2013; O'Rourke, 2003). If not properly addressed, these challenges result into decreased level of motivation, attrition, dropout, decreased graduation rate as well as poor academic performance (Ntuli, 2016; O'Rourke, 2003; Simond, 2008). All the identified challenges need to be adequately addressed so as to make students' learning smooth, comfortable and interesting. However, it has been a belief of ODL practitioners world-wide that adequate provision of tutoring services via different tutoring modes tends to enhance the development of study skills; which, in turn, tend to address the challenges which students encounter in their study life. Literature

reveals that adequate acquisition of study skills such as time management, self-directedness, reading and concentration, note-taking skills, to mention just a few, among students, particularly the newly enrolled students in ODL system; tends to assist in adapting themselves into the said learning setting (Al-Oraini & Kaur, 2007; Ogina & Mampane, 2015). Equipping students with essential study skills tends to enable them to easily cope with varying learning situations as these skills create a warm and supportive learning environment. For instance, Al-Oraini and Kaur (2007) asserted that study skills are essential for students in ODL setting as they assist them develop independence and self-directedness behaviour. While, on the other hand Hedin and Kann (2019) claimed that if students are well-equipped with a broad spectrum of study skills, learning becomes positively affected; as these study skills can enable students to adapt the way they learn in different situations. Literature went even further to explaining the modes in which these tutoring supports which aim at enhancing the development of study skills are provided. For instance, Jelfs, Nathan and Barrett (2006) recommended on the blended means of equipping newly enrolled OUUK students with necessary study skills; whereby practitioners prepared toolkits, and employed both paper-based and online tutoring.

On the other hand, Lukkarinen and Koivukangas (2018) argued that at Aalto University, education practitioners are responsible for offering different types of tutoring in the form of guidance to first-year students, as they are related to the students' subsequent academic performance. Literature adds that educators aim at ensuring that students are equipped with sufficient skills necessary for their university studies; and these are provided through extensive orientation tutoring. The Open University of Tanzania (OUT), like any other ODL institutions world-wide is not free from the challenges that students encounter in their studies. Studies conducted over-time indicated that students at OUT face a number of challenges, including students' complaint to have insufficient time for self-studying, as they are occupied with other family and social roles and responsibilities; students' low commitment to their studies (Bitegeko & Swai, 2012; Lukwekwe, 2015; Rwejuna, 2013); inadequate guidance on how to study in ODL mode; as well as difficulties in access and use of ICT (Mkuchu, 2008; Lukwekwe, 2015). These challenges result into students' sense of loneliness and boredom, as well of lack of belonging; which in turn, lead to dropout, attrition, low completion rate, late graduation and many others (Rwejuna, 2013). There are a number of measures that OUT has been taking to address the challenges that are encountering students in their learning. For

instance, the Rolling Strategic Plan documents that are constantly being prepared by the institution, establish that OUT ought to ensure constant provision of tutoring services, such as face-to-face, orientation sessions, and others, in order to enhance favorable students' learning environment (OUT, 2004; OUT, 2013). Similarly, the Quality Assurance Policy and Procedures, established in 2016, stressed that OUT ought to support students via various tutoring modes, including orientation sessions, face-to-face sessions, tutorial sessions and library services (OUT, 2016). This has also been supported by the University students' affairs policy which stated that "...for students to be able to pursue academic programmes successfully, it is important that they master study skills that support smooth learning...". Such skills include, time management, how to write assignments and answer question (OUT, 2009).

Apart from all the measures and policy statements stipulated by OUT, and the empirical studies conducted on this area, literature confirmed that the extent of the problems experienced by students was still widening-up, to the extent that students tended to look for private tutoring (Kabage, 2015). Not only that, students even argued that they desire for learning preferences which are friendly (Nyandara, 2018). Since the reviewed literature at OUT showed little empirical evidence that the available tutoring support provided via different tutoring modes enhance the development of study skills among students. Moreover, since the reviewed literature world-wide supported that when students are adequately equipped with study skills, they tend to be self-directed, autonomous and independent learners, ready to take responsibilities of their own learning; and hence, address the common challenges encountering them in their learning life; this study sought to fill the gap. Having seen a number of challenges that students at OUT encounter; and the evidence that these challenges are addressed when students are adequately equipped with study skill; this study aimed at exploring the extent to which the present tutoring modes available at OUT enhance the development of study skills among learners. This article intended to answer the following question: To what extent do the present tutoring modes enhance the development of necessary study skills among students at the Open University of Tanzania?"

Theoretical Framework

This study was guided by two theoretical underpinnings, namely, Social Constructivism and Transactional Distance Theories.

Social Constructivism Theory was developed in 1978, based on the idea of a Russian psychologist, Lev Vygotsky. The theory emphasises on the power of socio-cultural interactions in helping learners to construct knowledge. Vygotsky came up with the concept which was later on being expanded as pattern of 'Zone of Proximal Development' (ZPD); which asserts that learners act first on what they can do on their own, and later on, they progress their learning with the assistance from mentors, who might be parents, teachers or peers (social interaction). The support which, is given to students by teachers and peers, in the form of social interactions tend to create conducive learning environment to students, which in turn, enhance personal critical thinking and reflective behaviour among students. The theory was considered necessary to guide this study because it focuses on scaffolding which aims at creating favourable learning environment; which is also similar to the focus of the current study, i.e. development of study skills among students for future success in ODL setting where they almost learn alone.

Transactional Development Theory (TDT) was developed by Moore in 1993; with the focus that, it is not only the physical separation that obstructs interactions between tutors and learners, rather it is how the learning process is pedagogically designed and arranged in order to provide room for adequate interactions. Moore came up with three variables which are essential as far as instructional designing in ODL context is concerned, namely, structure, dialogue and learner autonomy. The interrelationship of these variables implies that if there is lesser amount of dialogue in an instructional material, learning becomes more structured and rigid, and hence low amount of students' autonomy and self-directedness in their learning process; which affects their academic achievement. Moore's theory is relevant to this study because it stresses on the significance of interaction and interactivity in ODL environment, which is key to academic achievement. The study stressed on the role of appropriate tutoring modes in enhancing the development of study skills which tend to bridge the gap left by instructional materials.

Research Methodology

The study adopted survey research design to gather data from 270 undergraduate students in eight regions, namely, Dodoma, Iringa, Katavi, Kinondoni, Manyara, Mara, Mtwara and Tabora; using closed-up questionnaire. Undergraduate students were considered eligible for the study because in most cases they are the core beneficiaries of tutoring services at OUT; particularly in

terms of their number compared to other categories enrolled at the institution (Facts and Figures, 2018/19). The questionnaire had nine variables which in our case were the expected study skills to be developed among students as a result of tutoring support provided via different tutoring modes. They included self-directedness, time management, reading and concentration, note-taking, study groups, learning styles, revision, examination writing as well as organisational skills. These variables had several items each, ranging from three to seven items as indicated in Table 1 and Table 2. The variables were measured by 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Collected data were subjected to analysis process using SPSS software version 22.0 (IBM, 2013). Composite and correlation analyses were employed to analyse these data.

Findings and Discussion

The findings from this study have showed varied outcomes as a result of diverse mean score rates as displayed in Table 1 and Table 2; with a number of items in different variables scoring low mean score; undecided items; with very few items scoring high mean scores.

Table 1 Students’ Views on the Ability of Tutoring Modes in enhancing Study Skills

Variable	Items	N	Mi n	Max	Mea n	Std. Dev.
Variable A:	Ability to diagnose learning needs	270	1	5	3.51	1.306
Self-Directe dness Skills	Ability to set own goals	270	1	5	2.13	1.310
	Adherence to pre-determined goals	270	1	5	2.81	1.344
	Take comprehensive view of study tasks	270	1	5	2.87	1.279
	Prioritise Tasks	270	1	5	2.73	1.375
Variable B:	Ability to set deadlines for various tasks	270	1	5	2.42	1.311
Time Manageme nt Skills	Ability to accommodate studies and routines	270	1	5	2.28	1.212
	Ability to prepare everyday study schedule	270	1	5	2.36	1.393
	Awareness of using Appointment Book	270	1	5	3.30	1.391
Variable C:	Ability to separate course materials from others	270	1	5	2.89	1.353
Organisatio nal Skills	Recording major events in an orderly	270	1	5	2.37	1.340

	form							
	Ability to break materials into manageable parts	270	1	5	3.00	1.394		
	Ability to organise facts into a systematic manner	270	1	5	1.79	.898		
	Ability to use guiding questions to better organize the materials	270	1	5	1.84	.928		
Variable D:	Awareness of different reading skills	270	1	5	2.23	1.077		
Reading and Concentration Skills	Ability to select relevant reading techniques	270	1	5	3.26	1.324		
	Ability to vary learning activities within set time	270	1	5	2.31	1.176		
	Ability to formulate questions out of texts read	270	1	5	2.51	1.237		
	Ability to synthesize the read materials	270	1	5	2.19	1.122		
Variable E:	Ability to identify different note-taking techniques	270	1	5	2.29	1.252		
Note-taking Skills	Ability to select an appropriate note-taking technique	270	1	5	2.28	1.253		
	Capability to formulate questions out of read texts	270	1	5	3.25	1.337		
	Ability to note down important points in a proper manner while studying	270	1	5	2.09	1.193		
Variable F:	Awareness of the significance of participating in study groups	270	1	5	3.86	1.274		
Study Group Skills	Ability to appropriately participate in study groups	270	1	5	2.18	1.200		
	Knowledge of the rules governing study groups formulation	270	1	5	2.96	1.269		
Variable G:	Awareness of different learning styles	270	1	5	3.57	1.358		
Learning Styles	Ability to identify their own learning style(s)	270	1	5	2.85	1.474		
	Ability to adhere to rules governing their learning style(s)	270	1	5	2.40	1.161		
Variable H:	Significance of regular preparation for examinations	270	1	5	3.84	1.393		
Revision Skills	Important things to be doing during	270	1	5	2.16	1.366		

	regular preparations for exams						
	Considering exams positively	270	1	5	2.92	1.390	
Variable I:	Understanding of Exam Key words in	270	1	5	2.85	1.422	
Examinatio	essay QNS						
n Writing	Significance of reading exam	270	1	5	3.88	1.365	
Skills	instructions before attempting QNS						
	Identifying the Focus of the essay	270	1	12	2.86	1.488	
	question						
	Planning answers before attempting	270	1	13	2.36	1.469	
	questions						
	Ability to write good essays	270	1	5	2.24	1.347	
	Ability to correlate points, evidence and	270	1	5	2.69	1.279	
	examples						
	Ability to organise discussions in essay	270	1	5	2.15	1.277	
	writing						

Source: Field data (2019).

Tables 1 presents students' views on the findings derived from the study on the efficacy of the available tutoring modes in enhancing the development of study skills among students at OUT. In this study nine variables were involved. The overall results from data analysis showed low mean scores in a number of items for most of the variables; with very few items scoring high mean scores. For instance, the findings related to self-directedness skills showed highest mean score on the item that students had ability to diagnose their own learning needs (Table 1: variable A: item 1). This observation might have been attributed to the fact that most of the students studying in ODL institutions are adults who are intrinsically-motivated; and who whenever they decide to go for studies, they already know what they want (Kapur, 2015; Rodrigues, 2012).

Moreover, the findings indicated that students were aware of the significance of participating in study groups, as determined by the highest mean score rated in this variable (Table 1: variable F: item 1). This observation might have been associated with the fact that most of adults prefer to work in groups, as according to them, they get opportunities to share their understanding and experiences (Bukaliya & Mubika, 2015). Furthermore, students admitted to have been aware of the significance of doing regular preparations for examinations; as well as reading examination instructions before starting to attempt

examination questions (Table 1: variable H, item 1 and variable I: item 2). This might have been attributed by the fact that students are always used to being provided to instructions in every examination they encounter; and their experience that whenever they adhere to those examinations they successfully attain their academic goals (Sowell, 2017). On the other hand, results indicated low mean scores on a number of items in most of the variables involved in the study. For instance, results from data analysis on self-directedness skills indicated lowest mean score on the item that students were unable to set their own learning goals (Table 1: variable A: item 2). According to Chametzky (2014), favourable learning environment needs to be realised, for students to acquire relevant knowledge, including knowing the direction of their learning, determined by the goals set. This observation is contrary from what was discovered by Dotson (2016) who affirmed that students ought to acquire sufficient knowledge on goal setting before they proceed with their studies.

Results further revealed low mean score on the item that students were unable to accommodate their daily study activities around their everyday routines; while undecided mean score was recorded on students' ability to use 'appointment book' in their daily activities (Table 1: variable B: item 2 & 4 respectively). These results could have been contributed by inadequate guidance and orientation to time management skills as reported by Lukwekwe (2015). The findings are in line with what was reported by Onuka (2012) that students lacked time management skills, and hence, that situation affected their abilities to effectively adjust in their learning. Regarding organisational skills, results indicated low mean score on students' ability to organise facts into a systematic manner (Table 1: variable C: item 4). These findings are contrary to what were observed by Agranovich et al (2019), who together with his associates discovered that when students are equipped with organisational skills, they are able to systematically plan their work, and thus, effectively achieve their learning goals. Assessment of reading and concentration skills were also involved in the study; and the lowest mean score indicated that students had limited ability to synthesise the read materials (Table 1: variable D: item 5). These findings are contrary to what was reported by Küçükoğlu (2013), who identified that after provision of adequate tutoring support, there was great improvement in students' reading capabilities. In assessing the acquisition of note-taking skills among students, the lowest mean score was reported on students' inability to note down important points while studying (Table 1: Variable E: item 5). This is in line with what was observed by Kiewra, Colliot

and Lu (2018); and Jiwane (2019), who affirmed that that before equipping students with necessary study skills, most university students were unable to record approximate amount of notes read. The study also looked at student's ability to convene study groups, where the lowest mean score showed that students had limited ability to appropriately participate in study groups (Table 2: variable F: item 2). This observation is in line with the study by Bukaliya and Mubika (2015) at the Zimbabwe Open University that students preferred to work in groups, rather than working alone, because they understood the contribution that study groups play. Concerning knowledge of one's learning styles; the lowest mean score indicated that students had limited ability to adhere to their own learning styles (Table 2: variable G: item 3). This observation is in line with what was observed by Çakıroğlu (2014) that there ought to be appropriate means of designing and delivering effective way of equipping students with knowledge of their learning styles. This has also been supported by Awla (2014) who asserted that knowledge of learning styles play an important role in the lives of learners, as when students recognise their own learning style, they will be able to integrate them into their learning process.

Regarding assessment of revision skills, the lowest mean score indicated that students were not aware of the important things to be doing within a given time before examinations (Table 2: variable H: item 2). This observation is in line with what was found out by Can (2017), who identified that Turkish student teachers were to a great extent transformed and acquired higher degree of knowledge on the revision process after being exposed to special tutoring programme. The findings further identified that majority of students had limited ability to organise essays in a proper manner while writing (Table 2: variable I: item 7). This observation is in line with what was observed by Ariyanti and Fitriana (2017), who found out that students faced many challenges related to essay writing skills. Ariana (2010) also came up with similar results that great attention need to be paid to helping students to become better in their writings, in order for them to become creative and competent in their academic achievement.

Conclusion

From the study, it has been observed that the available tutoring provisions via different tutoring modes at OUT have limited ability to enhance the development of study skills among students. This observation came as a result of low mean scores that most of the items in the involved variables rated;

indicating students' disagreement to have been assisted to acquire essential study skills. As a result, literature has reported a number of challenges that students encounter, such as isolation, boredom, dropout, attrition and low graduation rates; which could have been addressed by adequate realisation of tutoring support. The study recommended that OUT practitioners ought to ensure that provision of tutoring services aim at equipping students with necessary study skills for smooth adjust into the learning environment.

REFERENCES

- Agranovich, Y., Amirova, A., Ageyeva, L., Lebedeva, L. Aldibekova, S. & Uaidullakzy, E. (2019). The Formation of Self-Organizational Skills of Student's Academic Activity on the Basis of 'Time Management' Technology. *International Journal of Emerging Technologies in Learning (iJET)*; 14(22), 95-110.
- Al-Oraini, S. and Kaur, A. (2007). Learning Skills for Distance Learners: Providing 21st Century Learning Support. The 21st AAOU Annual Conference, 21-31 October, 2017. Kuala Lumpur. Empowering Asia through Partnership in Open and Distance Education.
- Ariana, S. M. (2010). *Some Thoughts on Writing Skills*. University of Oradea; Cod JEL lucrare; 29(8), 134-140.
- Ariyanti, A. & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158, 111-121.
- Awla, H. A. (2014). *Learning styles and their relation to teaching styles*. *International Journal of Language and Linguistics*; 2(3); 241-245. (<http://www.sciencepublishinggroup.com/j/ijll>), doi: 10.11648/j.ijll.20140203.23
- Bitegeko, R. M. & Swai, E. V. (2012). Prospects and Challenges at the Open University of Tanzania: Experience from the Field. *Journal of Issues and Practice in Education*; 4(2), 23-35.
- Bukaliya, R. & K. Mubika, A. K. (2015). The study group learning strategy in open and distance learning: students' perspectives. *International Journal of Research in Humanities and Social Studies*, 2,(5),43-51 ISSN 2394-6288 (Print) & ISSN 2394-6296 (Online).
- Çakıroğlu, Ü. (2014). Analyzing the effect of learning styles and study habits of distance learners on learning performances: A case of an introductory programming course. *The International Review of Research in Open and*

- Distance Learning (IRRODL)*; 15, (4), 161-184.
- Can, R. (2017). Analysis of written expression revision skills of the students in faculty of education. *Educational Research and Reviews*, 12(5), 267-271. DOI: 10.5897/ERR2016.3120 Article Number: 1188D9D63048.
- Chametzky, B. (2014). *Andragogy and engagement in online learning: tenets and solutions*. *Creative Education*, 5, 813-821. <http://dx.doi.org/10.4236/ce.2014.510095>
- Dotson, R. (2016). Goal Setting to Increase Student Academic Performance. *Journal of School Administration Research and Development*. 1(1), 44-46. <https://files.eric.ed.gov/fulltext/EJ1158116.pdf>
- Dzakiria, H., Kasim, A., Mohamed, A. H. & Christopher, A. A. (2013). Effective Learning Interaction as a Prerequisite to Successful Open Distance Learning (ODL): A Case study of Learners in the Northern State of Kedah and Perlis, Malaysia. *Turkish Online Journal of Distance Education Turkish Online Journal of Distance Education-TOJDE*; 14(1) (10), 111-125.
- Hedin, B. and Kann, V. (2019). *Improving Study Skills by Combining a Study Skill Module and Repeated Reflection Seminars*. *Education Research International Volume 2019, Article ID 9739854, 8 pages*. <https://doi.org/10.1155/2019/9739854>
- Jelfs, A., Nathan, R. & Barrett, C. (2006). Scaffolding students: suggestions on how to equip students with the necessary study skills for studying in a blended learning environment. *Journal of Educational Media*; 29(2), 85-96.
- Jiwane, A. (2019). Enhancing the Retention of Lectured-Information for Higher Education Students through Note-Taking Skills. *International Journal of Engineering and Management Research*; 9(5), 80-92. www.ijemr.net <https://doi.org/10.31033/ijemr.9.5.13>
- Kabage, J. (2015). Private Tutoring and Distance Learning Process at the Open University of Tanzania. A Dissertation Submitted in Partial Fulfillment of the Degree of Master of Education in Open and Distance Learning of the Open University of Tanzania. Unpublished
- Kapur, S. (2015). *Andragogy: The adult learning theory*. *Indiana Journal of Adult Education*. 76. (2), 50-60.
- Kiewra, K. A., Colliot, T. and Lu, J. (2018). Note this: How to improve student note taking. *Educational Psychology Review*, 28(2), 377-384.
- Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. New York, N.Y: Cambridge, The Adult Education Company.

- Küçükoğlu, H. (2013). *Improving reading skills through effective reading strategies. Akdeniz Language Studies Conference. Procedia - Social and Behavioral Sciences, 709 – 714. doi: 10.1016/j.sbspro.2013.01.113*
- Lukkarinen, A. and Koivukangas, P. (2018). Relationship between student guidance and academic achievement. 4th International Conference on Higher Education Advances (HEAd') Universitat Politècnica de València, València. DOI: <http://dx.doi.org/10.4995/HEAd18.2018.8180>
- Lukwekwe, S. A. (2015). Factors Affecting Students' Performance in Open and Distance Learning: A Case Study of Kinondoni Regional Centre. A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Education in Open and Distance Learning (MED-ODL) of the Open University of Tanzania. Unpublished.
- Mkuchu, S. V. G. (2008). Opportunities and Challenges of using ODL in Training secondary School Licensed Teachers for Education Programmes: Experiences from the Open University of Tanzania. Common Wealth of Learning. <http://oasis.col.org/handle/11599/3525>
- Moore, M. G. (1993). Theory of Transactional Distance. In D. Keegan, (Ed.), *Theoretical principles of distance education*. New York: Routledge
- Musingafi, M. C. C., Mapuranga, B., Chiwanza, K. & Zebron, S. (2015). *Challenges for Open and Distance learning (ODL) Students: Experiences from Students of the Zimbabwe Open University*. Journal of Education and Practice; Vol.6, No.18, 2015. www.iiste.org
- Nihuka, K. A. (2013). Student Support at the Open University of Tanzania (OUT) for the Past 20 Years. *Journal of the Open University of Tanzania Volume 14(1)*.
- Ntuli, C. H. S. (2016). Tutors' perceptions of effective facilitation through the use of an integrated tutor model (ITM) in an open and distance learning (ODL) environment. Dissertation submitted in accordance with the requirements for the degree of Master of Education at the University of South Africa (UNISA).
- Nyandara, Z, I. (2018). Students Preferred Pedagogies and Perceived Learning among Education Majors in Distance Education in Tanzania. A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (Curriculum and Pedagogy), School of Education, Northeast Normal University, China.
- Onuka, A. O. U. (2012). Distance Learners' Time Management and Learning Effectiveness. University of Ibadan, Pp. 77 - 88. <https://www>.

[researchgate.net/publication/221928056](https://www.researchgate.net/publication/221928056)

- Ogina, T. A. and Mampane, S. T. (2015). *Experiences of tutorial sessions as learning support for distance education students. ResearchGate: Unisa Press ISSN 0256-8853 Progressio 35 (1) 2013 101–116.*
- O'Rourke, J. (2003). *Tutoring in Open and Distance Learning: A Handbook for Tutors. Commonwealth of Learning.* <http://www.col.org>.
- Rodrigues, K. J. (2012). *It Does Matter How We Teach Math? Journal of Adult Education 41, (1), 29-33.*
- Rwejuna, Z. R. (2013). *Factors Affecting Completion Rates at the Open University of Tanzania. A Thesis Submitted in Fulfillment of the Requirements for the Degree of Doctor of Philosophy of the Open University of Tanzania. Unpublished.*
- Simond, M. (2008). *Issues and Challenges in Open and Distance Learning. Article Source: http://EzineArticles.com/?expert=Mathew_Simond*
- Sowell, J. (2017). *Good instruction-giving in the second-language classroom. english teaching forum; pp. 10-19. American english. state.gov /English - teaching-forum.*
- Tait, A. (2003). *Rethinking Learner Support in the Open University UK: A Case Study [Online]. Available: <http://www.c3l.unioldenburg.de /cde/support /readings /tait02.pdf>*
- The OUT (2016). *Quality Assurance and Control Policy and Operational Procedures. The Open University of Tanzania*
- The OUT (2013). *Rolling Strategic Plan 2013/14 – 2018/19. The Open University of Tanzania*
- The OUT (2009). *Students Affairs Policy and Operational Procedures. The Open University of Tanzania*
- The OUT (2004). *Rolling Strategic Plan 2004/05 – 2008/09. The Open University of Tanzania*
- Zawacki-Richter, O., Hanft, A. & Baecker, E. (2011). *Validation of Competencies in Portfolios: A Qualitative Analysis. International Review of Research in Open and Distance 12(1) 42-60*