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Editorial board

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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.

Editorial

JIPE Vol.9 (1) of June, 2017 is a special release for peer reviewed papers presented during DEATA International Conference held at the University of Dodoma (UDOM) in March, 2017. It is comprised of 7 papers mainly focusing in the fields of parents' involvement in teaching and learning process; online learning experience at the OUT; engaging disability learners in technical, vocational and entrepreneurship education and women participation in Open and Distance learning. Other aspects addressed in this release are: students' awareness on the blended mode of teaching and learning; motivation and quality community education; teachers' professional malpractices and computer assisted concept mapping on academic achievement of students with hearing impairments. Other fields include reaching the unreached through moodle learning platform; distance learners support through ICT training and challenges of ICT integration among distance learners. It is the expectation of the Chief Editor that readers of this volume will gain much knowledge and understanding about education process during the epoch of ICT transformation, the time when one cannot separate between ICT and the teaching and learning processes.

Dr. Evaristo Andreas Mtitu

CHIEF EDITOR

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The Influence of Parents on Students' Academic Performance in Tanzania: The case of Ilala Public Primary Schools

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Abstract

This study investigated the way parents' participation in school activities influence students' academic performance in public primary schools of Ilala district in Dar es Salaam region. It also sought opinions of parents on how to improve students' academic performance. The study involved purposive and stratified simple random sampling procedures to obtain a sample of 53 participants. Data were collected through interviews, questionnaire and documents reviews. The findings show that the ways to achieve high performance of students include increasing the number of qualified teachers, building hostels for students staying far from schools and providing adequate learning materials to students. The study reports that the influence of parents to the schooling of their children is to pay contributions, to offer guidance and counselling, to check the academic progress and to provide learning materials for their children. The results reveal that parents were not involved in various school activities because of their low awareness among themselves, daily activities and being ignored by school administration. This study recommends that the government and other education stakeholders should employ qualified teachers and improve facilities in school environment, and ensure good working conditions for teachers to enhance effective teaching.

Key words: Primary education, student success, teacher participation, academic performance, parents' involvement, Tanzania

Introduction

Education is an important asset that raises peoples' aspiration to increase their ability in social, economic and cultural performance. It

raises people and individuals level of awareness of their environment and equips them with the necessary skills and ideology in addressing problems encountered in life. Parents are important in the schooling and academic performance of children. In developing world including Tanzania, parents still have the belief that services provided to children are insignificant to support them in school learning. Although there are some efforts made by teachers to increase student's performance it seems parents have not sufficiently played their role to children because of their low participation in the teaching and learning process of their children (TADREG, 1993).

Literature

Epistein's (1995) and Bloom's (1985) theories explain community engagement in child learning. The former explains partnership between families and community and parents in their children on learning, the later addresses important variables related to the partnership between parents and schools towards children learning environment. The synergy of models was expected to enhance complementarities of understanding concepts, variables and procedures to the solution of the studied phenomenon in this study.

According to Epistein's (1995) theory of overlapping spheres of influence, there are three major atmospheres where students learn and grow. These spheres are; the family, the school and community. Schools, families and community do some practices independently. There are some, which collaborate to influence children learning and development. Epistein's (1995) theory locates students at the centre of learning. The inarguable facts are that students are the main actor in their education, development and success in school. However, parents and school cannot simply produce successful students. Rather, partnership activities might be engaged in guiding and motivating students for their own success. The assumption is that, if children feel cared for on learning to read, write, calculate and learn

other skills or talents, they tend to remain in schools for learning (Epistein, 1995). Connecting Epistein's (1995) theory to the study regarding the partnership between parents and primary schools in Ilala district in influencing the education of the pupils, parents as family leaders, have a significant role to play in engaging, guiding, encouraging and motivating pupils to work hard in learning. The engagement of parents in their children learning is the crucial factor for children's success at school. In reality, a family has a significant influence on the achievement and future prospects of children than the school (Adams, 2006). Therefore, cooperation between parents and students are inevitable for them to succeed in learning.

Equally important, Bloom's (1985) model consists of three variables; predictor, mediating and performance to which predictor and mediating variables significantly influence student's academic performance. Figure 1 illustrates the relationship between variables.
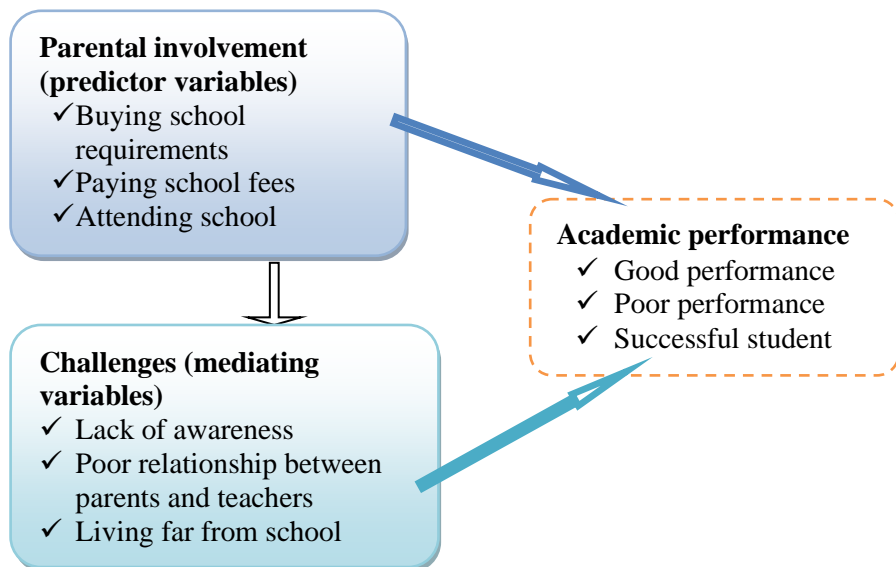

Figure 1: **Relationship of academic performance variables**
Source: A modified Bloom's (1985) framework

This study assumed that Bloom (1985) framework is of great importance to explain issues related to challenges, parental involvement and children's performance in schools. For instance, if parents involve in paying school fees, buying school requirements, making good environment for children in studying and attending school, meeting to know progress of their children, students could perform better in their studies. However, if there is poor relationship between teachers and parents, parents are not aware of their responsibility to their children, may lead to poor academic performance. Parents should be educated to cooperate with the child in education. Parents' socio-economic factors should help them to contribute in education and academic performance of their children. For instance, home environments help students to perform better when parents prepare library resources for children.

Connecting the models in practice, literature (from within and outside Tanzania) related to parents' influences on students' academic performance in schools have been reviewed (Komba, 2007; Krashen, 2005; Marzano, 2003; Ornstein, 1995; Ndibalema, 2012; TADREG, 1993). Krashen (2005) studied students whose parents were educated and found that they scored higher on standardized test than those whose parents were not educated. School authorities can provide counselling and guidance to parents for creating positive home environment to enhance students' quality of work (Marzano, 2003). Studies show that high achievers come from highly educated homes than low educated ones. This is because educated parents are interested in their children's academic performance and decided to cooperate with educational administrators to enhance commitment of children in their studies (Good & Brophy, 1997). As the Bloom's model explains, educated parents could communicate effectively with their children regarding school activities or the information taught at school, for example by checking homework, communicating about school and reading with children. Furthermore, Ornstein (1995) indicates that children have an advantage in school when their parents support, participate and communicate with teachers, especially on their progress. Besides school programs, schools need

much of the parent's decision making. Parents are able to advice and determine the real curriculum, which is appropriate to various levels in school. Parents are likely to know difficulties faced by students at school environment, which might have resulted from home and see how to solve them for the students' benefits, if at all, there is good parent-teacher- relationship as it was explained in Epistein's model. Ornstein (1995) observes that home environment, school and community links make the school subjects more meaningful for students. The existence of such relationship and links create supportive school environment for students' academic progress.

In addition, Danesty (2000) shows that when parents support their children through motivation, they contribute to their academic performance in schools. Depending on the situation, intrinsic or extrinsic motivation supports children to learn. Intrinsic motivation arises when children learn themselves according to the nature of subjects (simple to learn and apply in life or it has links with other subjects). However, children develop extrinsic motivation if they anticipate accruing a particular reward - in form of praising words and physical objects - due to their high academic performance. Educational psychologists (Fredrick Frobel and Maria Montessori) have indicated it that extrinsic motivation plays an important role in the learning process compared to intrinsic motivation (Danesty, 2000). Such motivational studies suggest that motivation is an inevitable support in enhancing the academic performance of students and the quality of learning process, as the Bloom's model explains.

Studies in Tanzania reveal a number of challenges regarding the contribution of parents on academic progress of their children in primary schools (Komba, 2007; Ndibalema, 2012 and Tanzania Development Research Group - TADREG, 1993). According to Ndibalema (2012), poverty among parents sometimes leads to dropout of children from the formal schooling. As it was noted in this study, parents forced their children (girls) into marriages to accrue wealth (cows) through dowry. Sometimes children were sent to town in search for   jobs to work as housemaids, barmaids or as street

beggars, to make their families earn income for survival. Correspondingly, Daven (2008) studied the causes for girl's low participation and performance in primary school compared to boys. It was revealed that high cost of schooling eliminated female students from the enrolment process on gender basis as Epistein's model explains. Parents preferred to enrol boys the tendency, which was highly valued in the community than enrolling girls.

According to Chimombo (1999; 2005), parents incurred other direct costs for example activity fee, uniform, stationeries, transport, lunch, and expenses for boarding which excluded most of poor children from schooling. However, rural parents had a belief that those contributions had little returns to them, except the school and district educational authorities (TADREG, 1993). As both models explain, parents' belief appeared to highlight the existence of moral misconduct among government leaders and public servants, which prevail in most developing countries context (Epistein, 1995 and Bloom, 1985).

Nevertheless, Komba (2007) documented that school makes learners meet their objectives through meetings between parents and teachers. School's organized events including the parent open day and teacher interactions are used to bring key stakeholders (parent, teacher and children) to any school. A subject teacher spent two or three hours with the parents to discuss about children's academic performance, discipline and participation. As the Bloom's model (1985) explains, these ways involve parents in the social and emotional development of their children. The literature suggest that poor performance of primary school students is due to reasons, which are based on parents' beliefs and expectations towards the education of their children in Tanzania (Chimombo, 2005; Komba, 2007; Ndibalema, 2012). Parents had a belief that services provided to their children were insignificant to motivate student learning in schools. The present study examined the extent to which parents involved in schooling and later performance of their children in primary schools.

Specifically, it addressed the following objectives, to examine how parents' participation influences students' academic performance in primary schools; and to find out opinions of parents on how to improve students' academic performance. The present study addressed the following research questions:

a) How parents' engagement in school related activities affect students' academic performance?

b) What are the opinions/suggestions of parents in improving students' academic performance in primary schools?

Methodology

The study used quantitative and qualitative approaches with a cross-sectional survey design to investigate the influence of parents on students' academic performance in primary schools of Ilala district in Dar es Salaam region. The design was found suitable because the respondents of this study had different demographic characteristics, such as residence and age. Secondly, the study investigated the influence of parents on student academic performance in primary schools. Such information could best be collected using cross-sectional survey design (Cohen, Manion & Marrison, 2007). Qualitative approaches were used because they allowed getting data that could not be experimentally examined. The researcher was able to obtain and interpret meaning and experiences of information from respondents in their natural setting. It allowed room for flexibility due to verbal explanations and provided an opportunity for modification and changes in the field. The study used a sample of 53 respondents including 30 primary school students, 12 teachers, 3 heads of schools from three primary school and 9 parents. The study used purposive sampling to obtain teachers and parents. Students were obtained through systematic random sampling technique where by 20 standard six students were selected from two primary schools (Maboto and Kunguni) and 10 standard seven students from Mzani *(names are not real)*. Teachers were selected through stratified simple random sampling technique in which male and female teachers were

considered. The list of teachers obtained from the heads of each sampled primary school was used to select teachers who volunteered participation in the study. Purposive sampling was applied to heads of schools by virtue of position and parents who live nearby schools.

The study collected data through interviews, questionnaire and documents reviews. In this study, semi-structured interview was used. The use of interview enabled the researcher to collect information regarding individual experience, knowledge and feelings regarding the problem under investigation (Best & Khan, 2006). Kothari (2004) maintains that interview help to obtain more information in great depth and it allows flexibility as there is an opportunity to restructure questions. Semi-structured questions were asked to teachers and head teachers to identify the teaching materials used by teachers in teaching and learning process, to explore their perception on the teachers, teachers' attendance in classroom and to assess the effectiveness of teacher - student interactions. Moreover, they were used to demonstrate academic performance of students in primary schools, how teachers guide and counsel the students and the ways parents were involved to enhance student's performance.

Questionnaires were used to gather data from students through open and close-ended questions on their academic performance. Same method was used to gather information from teachers on how students performed and their ways of interactions in classroom during teaching and learning process. Moreover, the method helped to gather information from parents on how they provided learning materials to their students, and challenges faced these parents in participating in primary school activities as well as their opinions on how to improve students' academic performance. According to Best and Kahn (2006), documentary review is a method for data collection, which involves deriving information by studying written documents. The researcher reviewed documents such as schemes of work with emphasis on teaching and learning materials, teaching activities, teaching aids and references. Above that, information related to

instructional objective and specific objectives were reviewed from lesson plans. The researcher analysed subject syllabi, teachers' guide, inspection reports, official statistics, school timetable, educational circulars and textbooks. These documents were analysed to determine whether they accommodated the required competencies for students in primary schools. In this study, both qualitative and quantitative methods were used in analyzing data. Data from the questionnaire were quantified in terms of numbers, frequencies, percentages, tables, figures and word descriptions. Data collected through interview were processed qualitatively through content analysis, coding, categorizing and reporting quotes from the respondents. Thereafter, views and opinions were interpreted and concluded to determine the influence of parents on students' academic performance in primary schools.

Findings

The study addressed three objectives which examined how parents' participation in school activities influenced students' academic performance in primary schools, gathered opinions of parents on how to improve students' academic performance, and reasons for poor involvement of some parents in primary school activities. Preliminary results indicated 100% of the survey were completed and returned from respondents.

The influence of parents on students' academic performance

The study presents findings related to how parents influenced academic performance of students. The responses of 29 (96.6%) students out of 30 (100%) agreed that parents contributed to the running of primary schools' activities through paying school fees. 93.3% (28) out of 30 students indicated that parents played their role in providing learning materials, guidance and counselling services to their children in primary schools. Moreover, 83% (25) of students' responses revealed that parents provide motivation and encouragement to students while 70% (21) of 30 students showed that

parents attend various meetings to discuss plans and challenges in primary schools. Response of 12 teachers on the influence of parent on students' academic performance in primary schools revealed that the duties of parents included paying of school fees and providing learning materials to their children. In addition, 11 (91.6 %) teachers indicated that parents played their role in the construction of school classrooms in term of material support and financial contribution as well as guidance and counselling to their children in schools. Concerning responses from the parents, 5 respondents agreed that parents contributed in running primary schools through paying school fees, and 3 respondents showed that parents bought books and other learning materials for schools. Moreover, 1 respondent indicated that parents cooperated with school teachers and none of them offered advice to the children in schools.

Reasons for poor parents' participation in school activities

The study reports students' responses regarding challenges or reasons, which led to poor participation by some parents in primary school activities. 27 (90%) responses of students revealed that parents were not involved in various school activities because of lack of awareness among them. In addition, 23 (76.6%) responses identified that parents were occupied with daily activities, which limited their participation in school activities. It was noted that 20 (66.6%) responses agreed that parents felt ignored by school administration in decision making and14 (46.6%) showed that parents were not notified on various school activities. In the same vein, the study reports the results regarding teachers' responses on challenges, which discouraged some parents from participating in school activities for their children. The reasons indicated included lack of awareness among parents (91.6%) and those parents who were occupied with their daily activities (75%). The study revealed by teachers' responses that some parents lived far away from the school (50%). It was noted from the findings that parents were being ignored by school administration in decision-making (33.3%), which challenged them to participate in school in various school activities. In their responses,

parents indicated poor relationship between teachers and parents (5), being occupied with daily activities leading to poor attendance to the school activities (2) and the travelling distance from home to school places (1). These were their main challenges. Some parents claimed to have little information on primary school activities. Thus, the findings reveal that the challenges for parents and that of teachers differed depending on their duties and responsibilities.

Parents' perceptions in improving academic performance of children in schools

The study reports views of parents on how to improve children academic performance. Findings suggested the following issues to improve children's academic performance in primary school: The idea of building enough hostels especially for Kunguni and Maboto schools was supported by (44.4%) of the parents' respondents. As for providing students' academic needs, it was supported by 22.2% of respondents. The idea of employing new qualified teachers was supported by 22.2% of the parents' respondents. Moreover, parent noted that to improve a child's academic performance and parents should be checking students' progress regularly; this was supported by 11.1% by of parents' respondents.

Discussion of findings

Parents played a significant role in schools as proponents and initiators of Maboto, Kunguni and Mzani primary schools. They built these schools on their own efforts after being encouraged by the government to do so. Parents support these schools through contributions. Moreover, most of the parents are involved in promoting students academic progress through provision of learning materials, checking the students' progress frequently and counselling students. Despite how busy they are, some parents work hard to check regularly children's academic progress, buy learning materials and provide them with some pocket money. These results correlate

with that of Chimombo (1999; 2005) that parents incur direct costs for children at school. Moreover, findings indicate that some parents attend various school meetings when the school administration invited them to discuss how these schools could realise children's success (Komba, 2007; Ornstein, 1995). For instance, parents at Maboto primary school indicated that they contributed money and building materials for the construction of classrooms. In addition, some parents were involved in encouraging their students to attend schools daily by waking them early in the morning and they never allowed their students to miss schools without genuine reasons. Thus, parents have a significant role to play in the progress of their children and school when they are educated about their role and responsibilities.

Despite teachers showing their acceptance to involve parents in school progress, a few of them showed negative response in the exercise. This study shows that some parents appeared to be not willing to participate in various school activities because they were not informed concerning their duties in those schools. The results related to Bloom's (1985) views on poor relationship between teachers and parents. As some parents had a belief that it was not their duty to make follow up on students, progress thinking that it was the teacher's responsibility. Others claimed to be occupied with lots of activities thus lacked time to engage in school activities. Parents seemed to be reluctant to take care of their family and look upon children's needs, which made it difficult for them to observe what was going on for their children at schools. Such situation implies that parents had little knowledge regarding the importance of schooling for their children. Moreover, the study shows that parents were not involved in decision-making about school activities and felt that the school had isolated them from children caring responsibilities. These findings corroborate with TADREG (1993) which shows that rural parents developed a belief that services in schools and their contributions had little benefits to their children except to school and government leaders. The distance from the school affected parents'

attendance at schools since they had to incur cost in terms of time and money (Danesty, 2000). It appeared that parents needed either to share these costs with the government or to avoid them completely. This tendency is more observed among rural and non-educated parents than the educated parents in urban areas who were committed to the education of their children (Krashen, 2005).

Based on the findings by this study, it is suggested that, to improve children's academic performance in primary schools the following should be done; (a) construction of hostels, (b) supporting students' academic needs and (c) employing qualified teachers. The study calls for unifying efforts between teachers, students and parents through meetings to plan and discuss school issues on how to support learning of their children in schools (Komba, 2007). Moreover, the study suggests for teachers employed by the government to cooperate with parents in deciding school activities, children's academic progress and discipline management in schools (Komba, 2007). It was suggested in this study that discipline should be one of the fundamentals of students' welfare during school life. Students are to adhere to what they are taught by their parents and teachers.

Conclusions

Briefly, the study examined the influence of parents on student academic performance in primary schools, factors that lead some parents not to participate in various primary schools' activities and assessed the opinions of parents on how to improve children academic performance in primary schools. The study reports that the influence of parents to the schooling of their children is through paying contributions, offering guidance and counselling, checking the academic progress and to providing learning materials for their children. It reveals the reasons why some parents do not participate in various school activities. The reasons include low awareness among parents, daily activities and being ignored by school administration. Lastly, this study suggests ways to achieve good performance of children in primary schools. The study also shows the

ways through which   students' performance can be improved include, increasing the number of qualified teachers, building hostels for students staying far from schools and providing adequate learning material to students.

It can be concluded from this study that, since education is one of the essential tools for economic, culture, social and political development for any society. Parents are responsible to large extent in the performance of students and acquisition of quality education. In many primary schools, performance of students is still poor. This situation is attributed to lack of parents' awareness on the education matters, low government support like providing enough funds and other learning facilities, lack of seriousness among the students themselves including the discipline of the students, poverty and poor participation of parents in decision-making on school development. Therefore, the unified efforts are needed from students, parents, teachers, government and community to lift the academic performance in primary schools. Above all, motivation from parents and government is highly needed for students' academic performance for the betterment of the society, future generation and for the national development.

Recommendations

For improving schools' academic performance, the government should first see the needs to eliminate all obstacles, which discourage teachers and students' morale to work and study hard for better academic performance. Second, the government should provide qualified teachers and educational facilities. Third, the government should build enough houses for the teachers to encourage them to teach effectively. In addition, parents should first, support, encourage and motivate their children to perform better in their studies. Second, they should make sure that students behave accordingly by avoiding such behaviours like smoking and leaving school before concluding classes. Third, to make sure that teachers and school administration

recognize parents as pertinent partners to oversee child's academic development. Lastly, parents should make sure that their children are attending school daily and check frequently their academic progress to raise the performance standards in primary schools. Therefore, there were the needs to assess the influence of parents on students' academic performance in primary schools other than Dar es Salaam region. There was also the need to find out ways of improving academic performance of students at school.

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"I Love You Ooh Moodle" or "How I Hate You"?

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Abstract

The study is an appraisal of employment of language learners at the Open University of Tanzania (OUT) as they register their affirmation or dissidence of MOODLE learning platform. The data were gathered from 78 students via linguistic attitudinal likert scale and a blended questionnaire of closed-in and open-ended items. The main assumption is that speakers of a given language use language to register their endearment or dissidence towards a particular phenomenon be it material or otherwise. At a more practical level, Moodle platform is a new educational innovation at OUT for efficient distance teaching and learning. There is thus a need for appraising its acceptability or the contrary thereof by its users if improvement or efficiency is to be attained. This study seeks to contribute towards that end but from the angle of linguistic analysis of the affective concerns of the learners as they engage in learning using Moodle Platform. The study was guided by Norrick's (1978) expressive speech act theory and as recently applied as a formal-cognitive approach by Guiraud et al. (2011).

Introduction

Language is one of the defining capacities of human species, and its functions have intrigued scholars for many centuries. Language performs many functions such as referential, poetic, expressive and phatic. In expressive function of language, people specifically communicate emotions, choosing words pragmatically as a part of their communicative competence (Piantadosi, *et al*. 2011). Appropriate choice of words makes it possible for others to interpret the message accurately. An expressive emotional speech such as "I love you ooh Moodle" is more likely to be interpreted a positive emotion, while

"how I hate you MOODLE" is more likely to be interpreted as negative emotion. Such speech acts, as Norrick (1978: 279) suggests, express psychological conditions, and it is not beliefs or intentions, which arise to given states of affairs. Norrick (1978) has carried out an early differentiation of expressive speech acts. He defined expressive speech acts as:

> *A state of affairs X perceived as factual and judged to have positive or negative value for some person, the patient, brought about by a person, the agent (who may be identical with the patient) and just in case either the agent or patient role is not filled or both are filled by the same individual, an additional person, the observer (p.283).*

From this, Norrick (loc.cit. 284) creates the schema, where [items] are optional, and /value/ may be positive or negative: (*agent*) */value/ X (patient) (observer*). in which 'value' can stand for a positive or a negative. According to this formula, he compares nine different kinds of expressive illocutionary acts. These are

- *Apologizing*, where an agent-speaker expresses negative feelings towards a patient-addressee to appease them;
- *Thanking*, where the speaker expresses positive feelings to the addressee, who has done a service to the speaker;
- *Congratulating*, where the speaker has observed that the addressee has either benefitted from or carried out a positively valued event;
- *Condoling*, which resembles congratulating, except that the experienced event is negatively valued;
- *Deploring, or censoring*, in which the addressee is criticised for an event which had a negative impact on the speaker or a third person;
- *Lamenting*, where the speaker expresses his or her own misfortune, either at their own or somebody else's doing, the speaker is also the main observer, and
- *Welcoming*, where the speaker expresses positive feelings

    towards the arrival of the addressee

While the list may not be exhaustive in our analysis, we also made subcategories of expressive into positive, negative, and established sub typologies of speech acts for each. This is an interpretive study of expressions, which students employ to communicate their feelings about the MOODLE learning platform at the Open University of Tanzania. The recent institution of MOODLE as the main teaching and learning platform at OUT has indicated the need to urgently appraise its acceptability or the contrary thereof by its users in order to improve its efficiency. The two expressive speeches, "I love you ooh Moodle," and "how I hate you MOODLE" reveal how MOODLE is an emotional issue among the students at OUT. There is no doubt that MOODLE is a learning tool that students consider as of value in their learning endeavour at OUT. This is because it is through the MOODLE that students interact with their colleagues in discussion fora, where they access the materials to read and questions for graded assignments. MOODLE is also used to directly or indirectly interact with course tutors. Thus, their expressive speeches *facilitate their ability to articulate what they do and think about in order to provide a foundation for autonomous action*" (Fasheh, 1990: 26).

Expressive speeches are very important to investigate as they are a window through which we can understand others' inner feelings and emotions and in the specific contexts. People express their feelings expecting that others will understand and act appropriately (Norrick1978). Several educational issues in OUT justified the need for this paper. First, OUT is in the transformation from distance learning to on-line learning using MOODLE as the major learning platform. Thus, understanding the students' emotional expressions is important in making adjustments to suit their needs and interests. Second, this paper aims at increasing the awareness among scholars and researchers about the importance of emotional expressions in research. Especially in higher education, students' emotional expressions are equally crucial input in the decisions that learning

institutions make, where students' views have been largely neglected. As a result, this negligence has costed learning institutions millions of money especially in the current competitive economy, where universities are competing to attract students to enrol in their institutions.

Research Objectives and Questions

This study aimed at appraising the employment of language by users at the Open University of Tanzania (OUT) as they register their affirmation or dissidence of MOODLE learning platform. In this regard, the study focused on the following lines of inquiry:

i. What are the perceptions of language learners about Moodle as a learning platform?
ii. What type of affirmative speech acts are used by language learners at the Open University of Tanzania?

Literature Review
Moodle as a Learning Platform

In his study, Yaman (2010) studied how MODDLE was integrated as a learning platform to support the 4th grade pre-service language teachers' field experience in Taiwan. He interviewed the student teachers on the use of Moodle as a —course supporter process, and the steps used as well as the learning activities that student teachers engaged in. Yaman found that Moodle contributed a lot in enhancing meaningful learning among the users. Further, Yaman found that MOODLE helped the student teachers to be actively involved in sharing each other's field experiences. He suggested that higher learning institutions should use appropriate new learning technologies such as MOODLE to support language learning with the best content possible. Similarly, Boopathiraj and Chellamani (2015) examined the level of satisfaction using the Moodle Learning Management System (LMS) among 30 post graduate student teachers in their Research Methods in Education course offered online. They found that PG Student teachers were very interested in learning

through the MOODLE. They suggested that the university should extend the e-platform for all other courses in teacher education programme. Additionally, Kalogiannakis (2015) studied the use of the Moodle in secondary education in Greece. He interviewed students on their perception of the effectiveness of MOODLE in the submission of written projects, the receipt of relevant feedback, facilitating collaboration, and open discussions. Kalogiannakis found that the students were able to familiarize with the platform and benefit from its incorporation to the educational process. He suggested that MOODLE platform are important tool for learning from the educational and technological point of view.

Affirmative Speech Acts

Although the topic of emotions and their relation to language and language use has not been central in linguistic studies of the past, it has not stayed out of the picture altogether either. For example, Bloom (1993a, 1993b) did research on the question of how language is acquired in the second year of life in relation to the system of affect expression that is already in place at that time. She dedicated in the figure by the arrows directed at cognition, which represent the input from different sources, including emotions.

Carretero *et al*. (2014) explored the presence of expressive speech acts in a corpus of e-forum history logs derived from the online collaborative writing activity of three groups of undergraduate and postgraduate students in a tertiary education setting. The study included qualitative and quantitative analyses, which covered the similarities and differences, found across the sub corpora corresponding to each of the three groups of students involved, in terms of subtypes of expressive and their linguistic realisations. The results suggest that expressives play a crucial role as rapport building devices in the online interaction, smoothing and complementing transactional language. Ronan (2015) surveyed different types of expressive speech acts based on three categories of spoken Irish English of different levels of formality: broadcast discussion, classroom discussion and face-to-face interaction. The data were

extracted from the pragmatically tagged SPICE-Ireland corpus, a member of the International Corpus of English—family of corpora. The aim of the current study was to offer an overview and classification of expressives in the corpus material. Eight distinct subcategories of expressive speech acts are identified in this study. These categories are agreement, disagreement, volition, offering thanks, apologies, exclamations, expressions of sorrow and greetings.

Handayani (2015) described kinds and forms of expressive speech act in *Hannah Montana Session 1*. The data source was utterances, which contain expressive speech acts in the film *Hannah Montana Session 1*. The researcher used observation method and noting technique in collecting the data. In analyzing the data, descriptive qualitative method was used. The research findings show that there were ten kinds of expressive speech acts in *Hannah Montana Session 1*, namely: expressing apology, expressing thanks, expressing sympathy, expressing attitudes, expressing greeting, expressing wishes, expressing joy, expressing pain, expressing likes, and expressing dislikes.

Participants and Methods

The study involved 78 OUT students randomly chosen from their willingness and availability to take part in the study during official visits/consultations to their centres in 2016/17 academic year. This randomization was irrespective of sex, age group, or year of study. The researcher developed an attitudinal inventory of expressive utterances and the students were asked to indicate whether they always, sometimes, rarely or have never used each of those. Some of those utterances were of positive evaluation to Moodle platform while others were negative. Having filled the questionnaire, the respondents gave them to colleagues who acted like research assistants to the researcher of the current study. The responses were posted and run into SPSS software for frequencies of occurrences. The responses were put into thematic categories for analysis.

The Findings

Respondents Profile

The respondents included men and women as indicated in Figure 1.
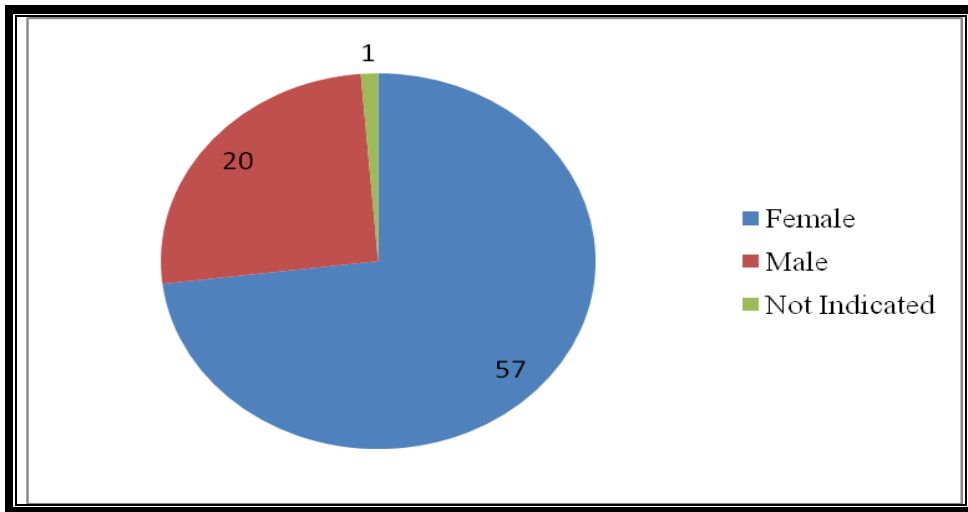
 Figure 1: Respondents' Distribution by Sex

Figure 1 above shows that the majority 57(73%) were females while the rest 20(25.5%). except one (1.3%) who did not indicate his/her sex, were males. In other words, there were more female respondents who were willing and proved cooperative in filling up and returning the questionnaire.

Knowledge of Moodle

We were first interested to find out whether the respondents felt they know the use of moodle platform. Their responses are summarized in Figure 2.
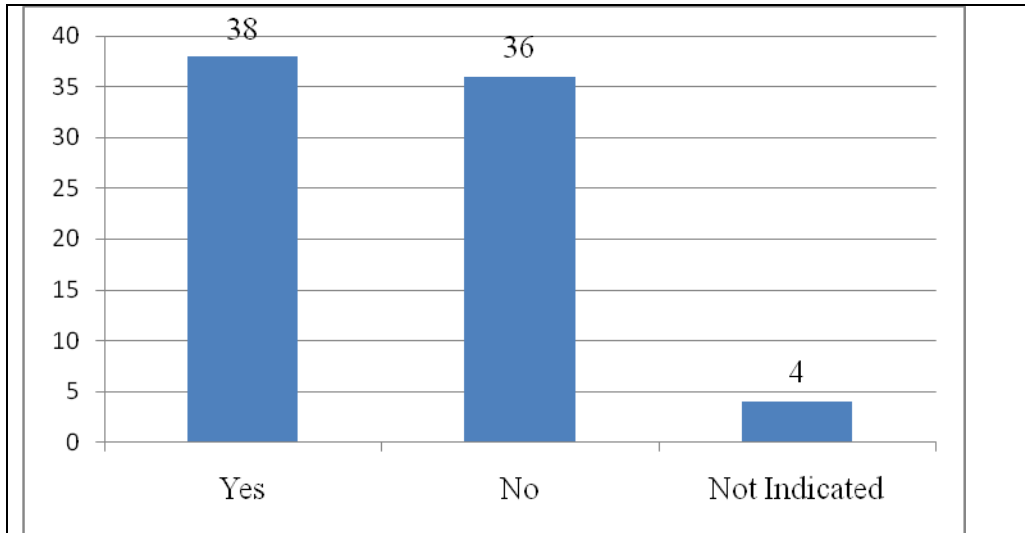
Figure 2: Respondents' Perceived Knowledge of Moodle Platform

As it has been shown in figure 2 above, there was almost equal number between the respondents who felt that they knew the Moodle and those who felt they did not.   In other words, 38 (49%) respondents felt they knew the Moodle while 36 (46%) admitted their ignorance of this educational media. Only 4 (5%) did not indicate their position.

The Respondents' Attitudinal Expressives towards Moodle Platform
These were divided into two categories; one communicating affirmation and another communicating aversion.

Affirmative Expressives

Affirmative expressives refer to a cluster of speech acts that communicates the assertion that something exists or is true; they serve as statements or propositions that are declared true. In other words they serve as confirmation or ratification of the truth or validity of a prior judgment or decision (*www.dictionary .com /browse/ affirmation*). In this study, the respondents were asked to agree and

rate the extent to which they have used a given set of emotive sentences or phrases that were showing their affirmation or positive appraisal of Moodle platform. They were also asked to provide their own additional emotive sentences and/or phrases beyond the list provided. Table 1 summarizes their responses.

Table 1: Respondents' Affirmative Expressives

Expressive	Responses			
	I always say this	I sometimes say this	I rarely say this	I have never said this
I feel lucky that I know how to use it	21 (26.6%)	13 (16.5%)	11 (13.9%)	9 (11.4%)
This is delightful	14(17.7%)	16(20.3%)	19(24.1%)	4(5.1%)
Moodle is eloquent and vivid	21(26.6%)	8(10.1%)	14(17.7%)	9(11.4%)
It is illustrative	20(25.3%)	13(16.5%)	12(15.2%)	8(10.1%)
I can be anywhere and study	16(20.3%)	16(20.3%)	12(15.2%)	11(13.9%)
Ooh how wonderful this technology is	15 (19%)	13(16.5%)	15(19%)	11(13.9%)
I love you my Moodle!	17(21.5%)	16(20.3%)	8(10.1%)	13(16.5%)

According to Table 1, the self-referring outburst expressive 'I love it' dominated all other expressives by 24 (30.4%) and 11 (13.9%) respondents indicating they always used it and they sometimes used it, respectively. The affirmation that the respondents felt lucky to

have known how to use Moodle and in appraising Moodle as eloquent and vivid which was indicated to be 'always' was said by 21 (about 27%) respondents. Even though the former was indicated to be sometimes said by 13(16.5%) unlike the latter, which had only 8 (10.1%) respondents indicating the same. However, some of the affirmative expressives were not as popularly used. The least used in the category was an interjective expressive, '*Ooh how wonderful this technology is'*, which was indicated as being always said by 15 (19%) and sometimes used by 13 (16.5%) respondents. This was followed by those who affirmed its being useful in making learning accessible anywhere by a total of 32 (40.6%) respondents for its being always and sometimes used), then by an expressive that personified Moodle which is '*How I love you Moodle'* (by 33 (41.9%) for its being used always and sometimes. Therefore, generally, one can say Moodle was more affirmed or positively evaluated given the number of respondents who indicated their affirmative responses.

Summary of Affirmative Expressive Sub-typology
We further sub-classified affirmative expressives into four speech acts which are affirming, evoking, thanking and commending, the differing extents of being used is illustrated in Figure 3.
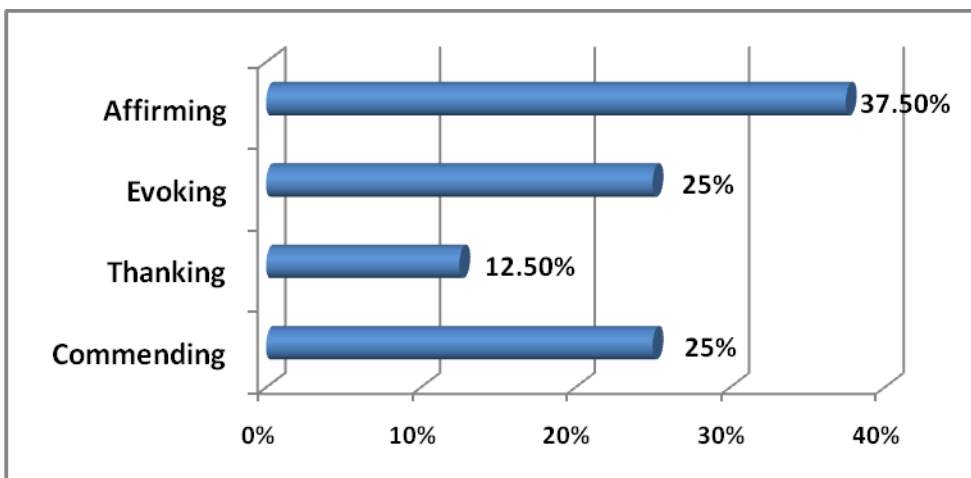
Figure 3: Types of Affirmative Speech Acts as used by the Respondents

Figure 1 above is highly telling of the extent to which the affirmative responses are diverse and how various the magnitudes of use are for each type. The most dominant affirmative speech act subcategory is affirming (used by 37.5%) followed by evoking and commending each of which was used by 25% of respondents. The least used subcategory was thanking, which was used by 12.5% of the respondents who affirmed Moodle platform. Briefly, we can say that there was employment of various forms of affirming Moodle platform so much that we can safely say the affirmation was plural and heterogeneous.

Aversive Expressives
Having explored the respondents who used language of affirmation to register their positive attitude towards Moodle platform, we also found that there were those that used aversive language to register their negative attitude towards Moodle platform. Their responses are summarized in table 2 below.

Table 2: Aversive Utterances towards Moodle

	Responses			
Expressive:	I always say this	I sometimes say this	I rarely say this	i have never said this
This thing is pathetic	1(1.3%)	10 (12.7)	3(3.8%)	9(11.4%)
Why did they have to bring this!	1(1.3%)	2(2.5%)	7(8.9%)	13(16.5%)
This is waste of time	4(5.1%)	4(5.1%)	5(6.3%)	10(12.7%)
Damn it!	4(5.1)	6(7.6%)	4(5.1%)	9(11.4%)
This is an ugly business	7(8.9%)	4(5.1%)	12(15.2%)	0
What a waste of money and time on this!	1(1.3%)	5(6.3%)	4(5.1%)	13(16.5%)

I hate online class discussions!	4(5.1%)	5(6.3%)	4(5.1%)	10(12.7%)
This heartless teacher called Moodle!	5(6.3%)	2(2.5%)	5(6.3%)	11(13.9%)
I regret joining OUT because of Moodle!	2(2.5%)	2(2.5%)	8(10.1%)	11(13.9%)

As indicated earlier on, only a few of the respondents negatively registered their dislike of Moodle. Table 2 above bears testimony to that observation. While the list is as long as the list of the affirmations, the list of aversive responses shows that, the responses are all in single digits for 'I always say this' and 'I sometimes say this' columns. The relatively dominance in this category is a spontaneous outcry '*This thing is pathetic'* which totals 11(14%) if we combine 'I always say this' and 'I sometimes say this', which is very few.

This was also similar in extents with and evaluative outcry, '*This is an ugly business'* which has 11 (combining the 7 (8.9%) and 4(5.1%) respondents who said they always said that and they sometimes said that, respectively) of the respondents with similar results. The least used in this subcategory is a rhetorical question, '*Why did they have to bring this*?' which was responded to by 3 (3.8%) people who indicated to have always and sometimes said it to register their dislike of Moodle platform. *I regret joining OUT because of Moodle*! is a self-blaming aversive remark which ranked second from unpopularity. To this remark, only 4 (5%) either indicated to have always said it or sometimes said it. Overall, few respondents who registered their dislike of Moodle platforms when compared to the others used the affirmative remarks.

Summary of Aversive Expressive Sub-typologies
We were also interested to probe further into what specific speech acts were employed by the respondents to registered their dislike of Moodle. We found three differing magnitudes of use of which are

illustrated in Figure 4 below.
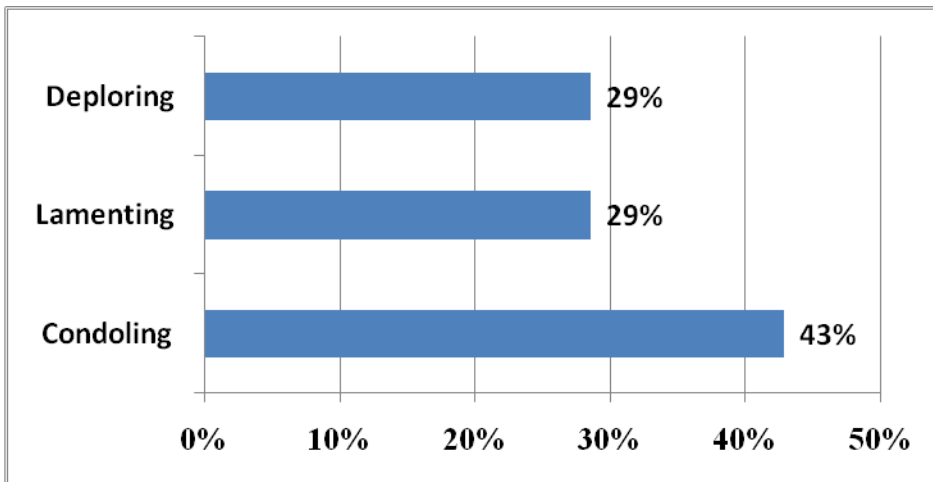
Figure 6: Aversive Speech Acts as Used by the Respondents

As per the findings in Figure 6, condoling predominated with 43% using aversive sentences and clauses to register their dislike of the Moodle. Lamenting and deploring were both second by equal number of respondents (29% each) using them to register their dislike of Moodle platform. Therefore, the variation was rather big between the last two aversive speech acts and the condoling one. Overall, the sub-types of the aversive speech acts are as few as the respondents who used aversive language to evaluate the Moodle negatively.

Conclusion

The findings have revealed that the Moodle users are not unanimous when it comes to accepting/appreciating it. However, the majority used affirmative language showing that they have positive attitude towards the technology. While it could not be empirically established, there is the likelihood that those who admitted to be ignorant of the Moodle were the ones whose evaluative language was aversive while those who indicated that they know how to use the Moodle might be the ones whose remarks were affirmative. From this end, the recommendation proposed to all distance-learning institutions is to

train/orient all stakeholders thoroughly on how moodle platform operates in order to maximize efficiency of the platform but also motivate and encouraged users who will then become ambassadors of the platform and of ODL institutions at large.

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Situational Analysis on the Integration of Disability Issues in Technical Education Vocational and Entrepreneurship Training (TEVET) Institutions Based in Lusaka, Zambia

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Abstract

The integration of disability issues in education and training programmes has recently been a focus of attention for governments, organizations and institutions in the world. The aim of the study was to establish the extent to which disability issues have been integrated in TEVET institutions in Lusaka province in Zambia. Both qualitative and quantitative research methods were used. The researchers visited 23 sites in Lusaka province and collected data using questionnaires, interview guides and focus group discussion schedules from 250 participants. Participants were principals, heads of departments, lecturers and instructors; managers and employers; disabled and abled students drawn from the Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions within the province. Simple random sampling and purposive sampling techniques were applied. Findings reveal that the majority of the participants were in favour of integrating disability issues into the vocational and entrepreneurship training programmes in TEVET institutions. More abled students were enrolled in TEVET institutions than the disabled. Participants expressed ignorance on the existence of the TEVET National policy on the integration of disability issues in TEVET institutions. The training environment and programmes seemed to be suitable for students with mild than those with severe disabilities. Based on the findings, the study recommends that Technical Education, Vocational and Entrepreneurship Authority (TEVETA) in conjunction with other stakeholders, facilitate a national situational analysis. This analysis should focus on the integration of disability issues in TEVET institutions in order to get a national picture of

the extent to which disability issues have been integrated in institutions. This should apply in both rural and urban provinces of Zambia for generating more detailed and useful information for national planning on integration of disability issues in training programmes.

Keywords: TEVET, disability, integration, Disability Issues, Vocation, Entrepreneurship

Introduction

We report the findings of a study on situational analysis on the integration of disability issues in Technical Education Vocational and Entrepreneurship Training (TEVET) Institutions Based in Lusaka, Zambia. As partners in the vocational and entrepreneurship training of students with and without disabilities in Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions, principals, heads of departments, lecturers and instructors; managers and employers; disabled and abled students were targeted. The study was based on the premise that perceptions held by these key stakeholders on vocational and entrepreneurship training of students with and without disabilities, had the potential of influencing the integration of disability issues and training outcomes of such students in the institutions. The term *"disability"* is now used by many disabled people to represent a complex system of social restrictions imposed on people with impairments by a highly discriminatory society. Disability, however, is a concept distinct from any particular medical condition and increasing moving towards the meaning embraced by the International Classification of Functioning, Disability and Health – ICF (Liberty, 1994; WHO, 2001; Austin, 2001). In line with the World Health Organization position, it is a social construct that varies across culture and through time, in the same way as, for example, gender, class or caste. WHO (2001) further goes to observe that the way society is constructed is characterized for example by a particular built environment. It is dominated by attitudes and expectations of the people, which could lead to social restrictions on certain groups,

which deny vulnerable including the disabled, equal opportunities to participate in all areas of life including vocational and entrepreneurship skills (Joyce and Rossen, 2006). This occurs either through conscious discrimination or because society has not adapted to those groups' needs such as the disabled.

Despite important advances at international level, and a sea change in attitudes towards disabled people in some countries, the situation for the vast majority of the world's disabled people however, remains bleak. For instance, the 1987 Mid-Term Evaluation of the United Nations Decade of Disabled Persons (1992) found that, very little progress on the provision of education and vocational training to the disabled had been made throughout the world. This was especially in the least developed countries, where disabled people were doubly disadvantaged by economic and social conditions. It was also reported that the situation of many disabled people may indeed had deteriorated during the last five years. In 1993, the United Nations' report on *Human Rights and Disabled Persons,* by Special Rapporteur Leandro Despuoy, described, in considerable details, the miserable condition of the majority of the world's disabled people as being very poor and most of them living in absolute poverty.

Involvement of persons with disability in vocational and entrepreneurship training programmes however, has increasingly become a major source of concern for both government and policy makers in Zambia. With increasing poverty levels, the problem of vulnerability among disabled groups of the Zambian community in both rural and urban areas, disability is creating immense sufferings among disabled people in the country. Many people with disability do not access vocational and entrepreneurship training for them to acquire skills to help them improve their livelihood. Many issues regarding participation of persons with disability in such training programmes in fact, have emerged and show serious barrier to accessing career opportunities in the society among persons with

disabilities in the country. These have equally posed challenges in the participation of the disabled in Technical Education Vocational and Entrepreneurship Training (TEVET) programmes. These challenges include; insufficient teaching/learning aids and physical infrastructure; stereotyping and stigmatisation of individuals with disabilities with respect to acquisition of skills for independent living (Mandyata *et al.*,2015). Other challenges are; inadequate institutional policies and guidelines that can facilitate creation of a sensitive and responsive training environment to the needs of disabled people and limited career opportunities (Evans, 2008 and Chikopela, 2017).

Realising this problem, the Zambian government, through TEVET policy of 1996, sought to address the problem. It also thought to create a social-economic demand and responsive to national system for vocational skills empowerment and balancing the supply and demand of skilled labour. It also aimed at enhancing productivity and income generation. Vocational skills trainings were seen as a vehicle for the minimisation of social inequalities among people including those with disability in the Zambian society. The government is aware that reduction of inequalities among people can for instance, be enhanced by promoting access to quality vocational skills training of disabled and disadvantaged groups in society. Thus, the Zambian government through the Ministry of Science, Technology and Vocational Training (MSTVT) has introduced reforms. The reforms aimed at improving the technical education, Vocational and Entrepreneurship Training (1996 Policy Document and 1997 Strategy Paper) hence providing a national standing on vocational and entrepreneurship training based on identified problems of individuals, society, training institutions and strategies for implementation respectively (MSTVT, 1996). The majority of persons with disabilities in Zambia however, are not able to realise their potential for full integration into the mainstream of the society because they have little or no access to their fundamental social, political and economic rights. Persons with disabilities face certain limitations in coping with the training environments on equal basis

with able-bodied persons. Most of the programmes that are developed do not take into consideration on their limitations. The exclusion experienced by persons with disabilities is the result of a range of factors. For instance, it is not clear how many disabled persons are enrolled in TEVET institutions and how disability issues are being handled. There are no explicit statistics on the magnitude of disability in Zambia to facilitate reviews and planning of vocational and entrepreneurship training programmes and activities to suit the needs of all students (Kalabula, 2000 and Mandyata, 2015). This is because there has never been a special survey to establish the number of disabled persons and vocational and entrepreneurship skills needed for them in the country.

For planning purposes, the figure used to indicate the extent of disability in Zambia is the WHO estimate of ten percent of the country's population. With the current estimated population standing at 14.5 million (CSO, 2011). Zambia has about 1.4 million persons with disabilities, majority of whom, are unable to access social services including education and training. Because of this situation in their lives, they continue to live in absolute poverty and indeed on the edges of the Zambian society. In 2004 for example, very few persons with disabilities were enrolled in the TEVET system. There were only 973 students with disability out of a total student population of 32, 435 in TEVET institutions throughout the country, accounting for 3% of the total enrolment. Out of 973 students with disabilities, 56 were deaf, 169 were mentally impaired, 693 were physically impaired and 55 were visually impaired (MSTVT, 2004). Basing on these enrolment figures and since there are high levels of unemployment in the country, it can be assumed that the situation is much worse amongst persons with disabilities. This situation of under representation among the disabled can be attributed to a number of factors. Such factors are low skill levels due to inadequate education and training involving persons with disability employers; inaccessible and unfriendly work environments; ignorance and inadequate access to information on available vocational skills training programmes in the

institutions. Furthermore, there is a general lack of understanding of disability as a human right in developing society, which leads to failure to recognise and acknowledge that people with disabilities are citizens and should therefore, enjoy equal rights and responsibilities. In addition, the fact that vocational skills have the potential for improving their livelihood emphasises the need to make the training more accessible to persons with disabilities.

The Government of the Republic of Zambia however, has in the recent past embarked on major reforms to review the Technical Education and Vocational Training (TEVT) in order to make it more responsive to the current vocational and entrepreneurship training demands on the economy. In August 1994, the Minister of Science, Technology and Vocational Training appointed a widely representative national task force to review Government policy on technical education and vocational training. It also recommended the changes that would be necessary for the training system to meet new and emerging challenges in the national economy. It also addressed the needs of special groups such as the disabled and the society in general. The government has made some effort in vocational skills training, to reach out to persons with disabilities. MSTVT for example, runs seven institutions that offer special vocational training for persons with disabilities. However, these efforts are not sufficient because a number of factors such as insufficient suitable programmes; inadequate facilities, insufficient information on available training; negative attitudes towards persons with disabilities; insufficient numbers of trained staff; and the inadequate of guidelines dealing with disability issues in TEVET institutions (MSTVT, 2004) are still limiting access to TEVET training programmes. As a way of increasing access to vocational and entrepreneurship training among the disabled, government appointed a task force to look at the possibility of as much as possible to mainstreaming vocation training of persons with disabilities. The new policy is broadened in three respects. First, it incorporates entrepreneurship development. For this reason, the policy is known as the technical education, vocational

and entrepreneurship training (TEVET) policy. Second, the new policy incorporated all types of technical education and vocational training like nursing, agriculture, community development and engineering. Third, it covers training conducted at all levels in both formal and informal sectors. The policy also focuses on the concept of equity on the provision and equal opportunity to all the people of Zambia, irrespective of race, tribe, gender, physical, mental and sensory conditions, location or financial circumstance. Those living in the rural areas should have the same training opportunities as those who live in the large urban centres. The same applies to those who are economically disadvantaged when compared to the more fortunate. The concept of equity in the provision of vocational training would enable Zambia to maximise the potential of labour within the country, regardless of background.

The most important challenge that technical education, vocational and entrepreneurship training faces in Zambia today is how to adequately prepare Zambian citizens for the ever changing occupational world. When the first policy was formulated in 1969, technical education and vocational training was seen as a continuation of the formal educational system It focused mainly on the training needs of the formal sector as opposed to that of the informal sector. Whereas twenty years ago, technical education and vocational training addressed the needs of a thriving formal sector, the decline in the economy has changed the pattern of the labour market. This development requires changes in the focus of technical education and vocational training. Today, the market is characterised by increased employment in the informal sector. Over seventy percent of the active labour force is engaged in informal sector activities while the growth in the development of the formal sector employment has declined and may continue to decline over the next few years. The new policy observes that the training needs of the informal sector were not being catered for by the existing system. Despite 70% of the active labour force, being engaged in informal sector activities, technical education and vocational training was

aimed at employment in the formal sector yet the existing economic situation is pro-informal sector. The informal sector labour force in fact is characterised by a high participation of youth and women including those with disability, most of whom do not have the educational requirements that would qualify them for the limited places currently offered by the technical education and vocational training system. The format of the training is also unsuited to their needs. There is, therefore, a need to match the supply of skilled manpower and the demand of the labour market. To do this, the 1996 TEVET policy is designed to be highly responsive to the demands of employment patterns in the economy.

Training has been seen as a vehicle for improved productivity. Out of an estimated employable labour force of four million five hundred thousand (4,500,000) people in Zambia, less than half a million (500,000) are employed in the formal sector. It is estimated that more than 80% of the total labour force including those with disabilities has had no access to any kind of appropriate training (CSO, 2011). This is a major contributing factor to the observed trend of falling labour productivity and increasing levels of poverty among Zambian more so the disabled today. In recognition of the declining employment opportunities for the rapidly growing labour force and, in consideration of the increasing number of the population living off and by informal sector activities, the government identified the need to formulate a broader national policy on technical education and vocational training. The aim of the policy was to improve the delivery of skills training to all categories of people including those living with disabilities and link it to the requirements of the economy. Therefore, in order to increase access to vocational skill training among persons with disability, ensure equity, promote equalization of opportunities and improve quality of training all people including person with disability, TEVET started integrating disability issues in its training institutions in Zambia based on the TEVET and Disability policies of 1996. The present study therefore sought to conduct a situation analysis on the integration of disability issues in the

provision of vocational and entrepreneurship training in TEVET institutions in Lusaka district of Lusaka province in Zambia.

Problem

The number and rate at which persons with disabilities have been accessing vocational and entrepreneurship skills continue to be generally an area of concern in Zambia. Despite, the presence of Disability Act of 2012; TEVET training as well as national disability policy of 1996, the number of students with disabilities receiving vocational skills through training is quite insignificant. From the available literature, very few studies have been conducted on issues of disability and vocational training. The very few that are available have focused on other issues including financing of TEVET programmes and less on the integration of special groups such as women and the disable into such programmes. The dilemma we find ourselves in is that, less is known on the extent to which issues of disability have been integrated in regular TEVET training programmes in Zambia. The study therefore was an exploration of the degree to which TEVET institutions have integrated disability issues in their training programmes and activities in Lusaka district in Lusaka province of Zambia.

Objectives

The objectives of the study were:

(i) To ascertain the sensitivity and responsiveness of the TEVET institutions to the integration of disability issues training programmes and activities in line with Disability Act of 2012, National TEVET and disability policies of 1996.

(ii) To recommend appropriate interventions at policy, regulator and training providers' levels, for purpose of strengthening the integration of disability issues in the provision of vocational and entrepreneurship skills to students with and without disabilities.

Literature Review

The issue of integration has raised a debate amongst the specialists and the people in educational administration and vocational training. Some ordinary and specialist teachers are for integration of disability issues in their programmes while others are for exclusion. Most specialist teachers and ordinary teachers however, are against the integration of students in ordinary classes due to limitations in having their learning needs met (Kalabula, 2000, Mandyata, 2015). The attitudes of the ordinary teachers towards children with disabilities are also an issue, which has intensified a debate on whether students with special educational needs should be in ordinary or in 'segregative' schools. The views of principals, heads of department, and lecturers/instructors in TEVET institutions on the issue of integrating disability issues in their programmes may equally be the same as those of teachers and administrators at school level hence, the need to carry out the present study in Zambia.

According to Shea and Bauer (1994), there has not yet been a great deal of research regarding the attitudes of practitioners towards integration in both educational and vocational training institutions in most developing countries. A recent synthesis of research by Scruggs and Mastropieri (1996) which dates back to 1958 indicates that approximately, two thirds of the 10560 general educators surveyed across the years agreed with the concept of integration in the education of students with disabilities in principal but in practice. The general educators' degree of enthusiasm on integration of such students decrease, however, when a concept is personally referenced as "Are you willing to teach students with disabilities in your classroom? (Mandyata, 2002). The majority of educators in the mainstream of education and training do not commit themselves to an integrative approach for various reasons. In fact, support decreases even further when questions address teacher's willingness to make curriculum modifications for identified students. Many educators agree that the idea of integration is good but they seem not to be ready to have students in their classrooms due to their lack of skills

and experience to handle such students, a situation which may be the same with lecturers and administrators in vocational and entrepreneurship institutions.

Evans (2008) in Kirk *et al*. (1996), however, points out that the integration philosophy requires the application of a variety of strategies that can maintain a diverse group of students in the general education environment. These strategies, he claims, must include consultant teacher models, collaborative consultation, collaborative teaching, cooperative professional development and pre-referral consultation. He claims that, it is not enough merely to decree that all exceptional students will be placed in the general education environment. He says if integration has to work, there must be a wide variety of support personnel to help the general education teacher to provide a healthy educational environment for all students. Kirk *et al.* (1996) report that in the study carried out by the Learning Disabilities Association of America (LDA) on the attitudes of people towards integration, the association believes that the regular class is not the appropriate place for many students with learning disabilities.

Moberg (2000) in his study on the development of teacher perceptions in Finland found that Finnish teachers' perception of integrative education is multidimensional and remain still rather negative although the policy of integration has been officially approved and supported since the 70s. He however noted some changes in attitudes towards integration, indicating more willingness among teachers to take students with special educational needs to their classroom than 20 years ago. Kalabula (1991) in his study on the integration of students with visual impairments found that teachers were unwilling to support integrative schooling because of several practical and technical problems. These include, lack of educational resources, inadequate level of information and teaching skills to meet individual needs of all students in ordinary schools. He found that 83% of class teachers had had no training in dealing with the visually handicapped students and therefore they were not experienced

enough to effectively deliver the classroom curriculum to the visually impaired students through the mainstream classrooms. His study however, focused on teachers and pupils in a secondary school setting, yet views of lecturers/instructors and administrators at college level may be quite different hence, the attempt to explore their position on integration of disability issues in vocational training programmes in Lusaka, Zambia.

Manda (2013) found that teachers in the mainstream of colleges of education had inadequate skills for the success of inclusive college programmes. Lecturers lacked skills, methods and strategies to meet the diverse needs of all students in ordinary college classrooms. This agrees with the results of Mandyata (2011) who established in his study that 56.2% of specialist teachers and 75.5% of ordinary teachers felt that ordinary teachers were not skilled to teach children with special educational needs in the ordinary classrooms. Teachers felt ill prepared to handle students with disabilities through ordinary classes hence, their unwilling to support integrative initiatives in their schools. The present study however, investigated the views of students, lecturers and administrators on integrating of disability issues into TEVET institutions in Lusaka in Zambia.

In a report on support materials for managers and administrators in integrative schools, UNESCO (1996) points out that although small-scale or *one off training* are important in the early phases of the move towards integration teachers needed a more comprehensive preparation for integrative classroom practices. The report states that there is a need to establish a longer-term structure for teacher education. This has to be capable of delivering a steady supply of teachers capable of working in an integrative way. A major barrier to the establishment of such a structure in many countries is that training for special educators is organised differently from training of mainstream educators. The result is that special needs education teachers and teacher-trainers see themselves as working in a quite different system to their mainstream counterparts and find it difficult

to share their experiences with them. At the same time, the mainstream teachers and teacher-trainers become deskilled in issues of general education. Special education teachers tend to feel that they have no alternatives other than to refer students with difficulties to them in the education system. This may be true of lecturers/instructors in vocational and entrepreneurship institutions with similar training in Zambia. Nonetheless, in order for people to understand why TEVET policies were necessary and why lecturers work behaviour needed to change to facilitate and accommodate increased access, equalization of opportunities and improving the quality of vocational skill training for persons with disability and working practices in TEVET institutions, this study was seen to be of particular significance. The study therefore, sought to investigate the extent to which disability issues were being integrated into the vocational and entrepreneurship programmes in Lusaka based TEVET institutions in Zambia.

Purpose of the Study

The purpose of the study was to establish the extent to which disability issues were integrated into vocational and entrepreneurships training programmes in selected TEVET institutions based in Lusaka in Zambia. Literature from many countries in the world and Africa in particular seem to have identified vocational and entrepreneurship skills as a vehicle through which to uplift the lives and indeed, fight discrimination, prejudice and poverty surrounding the vulnerable including persons with disabilities. A variety of emerging social and training problems however, have been associated with vocational training and are believed to often negatively affect the sanctity of quality of vocational and entrepreneurship as well as the general outcome of such training. Hence, the present study was an attempt to explore and establish the views of various stakeholders on the integration of disability issues into vocational and entrepreneurship training programmes in Lusaka Zambia.

Significance of the Study

Vocational and entrepreneurship training for persons with disabilities is an event of increasing concern. It is a burning issue with diverse views on how best such training needed to be provided to the disabled. The study gains its importance in attempts to reduce the knowledge gap on the extent to which disability issues are integrated into the vocational and entrepreneurship programmes in TEVET institutions in Zambia. Literature available shows that until now, the research on views of stakeholders on the degree to which disability issues were being integrated into vocational skills training programmes in the study area has not been studied hence, the increased importance of carrying out the current study. It was hoped that the findings would be of help to concerned stakeholders such as Ministry of Higher Education; Technical Education, Vocational and Entrepreneurship Authority; policymakers; administrators; service organizations on issues of disability and skill empowerment in Zambia.

Theoretical Framework

Work has been a pervasive part of human existence and philosophical questions on the meaning of career choices, training, work and workplace have been raised as early as at the times of Hebrews and Greeks. Parsons (1909) presented the first conceptual framework for understanding individuals' career decision process. A growing number of theories and models of career development, career choices and training have emerged among which is the Astin's Career Development Model of 1984. It is an improvement on the earlier theories on career development of individuals. It takes into account various variances, which seem to influence individuals' career choices, development, aspirations, retention, and work behaviours. A cross examination of the theory is beyond the scope of the present study but the theory does spell out social realities of special groups in the society such as women and persons with disabilities often ignored

in career development related studies. The theory argues that career choices, training, progression on the part of women and other special groups such as the disabled are subject to various factors such as, capacity of instructors; prejudice; discrimination; role models and availability of opportunities often imposed by the prevailing socio-economic-political systems (Astin, 1984 and Okocha, 1994). The theory was therefore seen relevant to guide the present study on situational analysis on the integration of disability issues into the technical education, vocational and entrepreneurship training programmes in Zambia.

Topographical Features of Study Site

Our research area was Lusaka in Lusaka province of Zambia. It is one of the 10 provinces in the Republic of Zambia. It is divided into seven districts and is part of the 105 districts in the country. Zambia itself is a land-locked nation. It is surrounded by several countries namely; on the southern front; Zimbabwe and Botswana; on western side; Namibia; Angola and on the northern front; Tanzania; Democratic Republic of Congo and on the eastern front, Malawi and Mozambique. The country has approximately, 752, 614 square kilometres with a national population of 14580,000 (MoE, 2014). The Lusaka province our study area, has a population of 3, 250,943 (CSO, 2011). The district itself has had a rich and eventful history over time starting from the colonial (British) rule, which it served as a capital, administrative and commercial hub of Zambia. It reached its height of its glory in the late 1990s.The factors, which to the capital's prominence include; administrative, railway transportation and commercial activities and is the highly urbanised part of the country. The study area is currently one of highly urbanized areas in the country with the greater part of its population depending on informal sector. Most of the people are living below poverty line (less than one US $ per day) especially the high-density areas of the district.

Materials and Method

A descriptive survey design was used in this study. This type of design refers to the structure of investigation carried out by using a descriptive survey design. Through this design, the researcher was able to collect data and explain phenomena more deeply and exhaustively to support the findings (Creswell, (2009). Orodho (2003) see a descriptive research design as a conceptual structure within which research is conducted or planned to be carried out. A descriptive survey design was seen as one of the focused approaches, which were able to guide a study of this nature. It has the ability of determining the type of participants, how data need to be collected, analysed and interpreted to support the findings. Because of these attributes, this design was used in this study in the situation analysis on the integration of disability issues into the vocational and entrepreneurships training programmes in Lusaka district of Lusaka province of Zambia.

In this study, a phenomenological approach was used with an understanding that, humans make sense of the world around them by explaining it according to the way they see, feel and experience things around them (Creswell, 2009 and Kasonde-Ng'andu, 2013). This approach was employed in order to explore the views of stakeholders on the integration of disability issues into the vocational and entrepreneurship programmes. The population of this study consisted of 2, 166 abled and 137 disabled students, 126 principals and 436 lecturers in the 126 registered TEVET institutions in Lusaka Province (MSTVT, 2005). Others were managers and employers from; the Ministry of Education, Science and Technology, community development and social services, labour and social services and, sport, youth and child development and service organizations for persons with disability. The sample size was 250 respondents drawn from 23 TEVET institutions based in Lusaka,, nine (9) from ministries and service organizations for persons with disability (10%) of estimated population in studied institutions in the province. A stratified random sampling technique was used to select the study institutions and simple random sampling technique was used for

selecting respondents in each category of respondents and institutions. The duration of the fieldwork was 20 days. Each data collector completed an average of five interviews per day. For the projected sample size of 250 respondents from 23 institutions, this translated into 5 interviews per day. Questionnaires, interview and Focused Group Discussion guides were used in the collection of data. The data collected using questionnaires were analysed quantitatively using the Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistical package was used to generate mean, frequencies, standard deviation, percentages and cross tabulation in describing distributions of lone and summated variables. An inductive method was used in the analysis of qualitative data (Orodho, (2003). Through use of an inductive method, data from interview responses were analysed by coding and grouping of the emerging themes and sub-themes on the integration of disability issues into the vocational and entrepreneurship training programmes in Lusaka Zambia.

Findings and Discussion

We now present the findings and discussion of the study on the extent to which disability issues have been integrated into vocational and entrepreneurship programmes under TEVETA registered institutions in Lusaka district in Lusaka province of Zambia. After presenting the findings and discuss a conclusion is made before making recommendations aimed at reducing the existing gaps in Zambia's attempt to provide vocational and entrepreneurship skills to persons with disabilities through the mainstream vocational training environment in Lusaka in Zambia. On the number of participating TEVET institutions, out of twenty-three (23) institutions that participated in the study, the highest number was of those owned by the private sector 13 (54.78%) while the lowest number (4.35%) were community owned vocational training institutions in Lusaka province. Public owned (Government) made up just 4 (17.4%) implying that the private sector contributed more to the provision of vocational and entrepreneurship skills to the youths including those

with disabilities in the study area. The findings agreed with the position of MSTVT, (2006) Policy framework that seem to promote more the private sector in the provision of such vocational skills while the government remains responsible for policy formulation, implementation and quality assurance in such institutions.

On the issue of enrolment of students with disabilities in vocational and entrepreneurship programmes, out of 2, 309 students enrolled in the participating institutions of which, 1,375 (59.5%) were male while 934 (40.5%) were female. Only 237 were students with disabilities. It was also interesting to note that, of the enrolled number of students with disabilities, 129 (56.9%) were male while 108(47.1%) were female with disability. It was evident that very few persons with disabilities had access to vocational and entrepreneurship training provisions. It was also clear that more male disabled students accessed vocational skills training than females in Lusaka, the study area. These findings confirm the findings by (Okocha, 1994; WHO, 2001 and Austin, 2001) that the more vulnerable youths, including women and the disabled, had less access to vocational and entrepreneurship training hence, living in absolute poverty than the male counter parts. Indeed, this has implications on the quality of life for female persons with disabilities as well as their siblings, most of whom, living in absolute poverty for lack of vocational skills to support their livelihood.

On the question of enrolment of students with disability in TEVET institutions in Lusaka province, the picture was that the disabled students were grossly under – enrolled. Only 137 (5.9%) of the 2, 309 (93.1%) total students' population were disabled. These findings agree with such of Dyson *et al*. (2003) and Madden and Savin (1983) who showed that students with disability were less represented in both educational and vocational institutions. There were several factors leading to under-enrolment of students with disabilities in integrative TEVET institutions. These included: inadequate information on programmes offered to persons with disabilities; lack

of information on people with disabilities requiring vocational training (MSTVT, 2004) and competing claims on training resources with more attention given to needs of normal students (Kelly, 1998). In addition, there was lack of donors' involvement in vocational training programmes and activities for persons with disability and negative attitudes among lecturers, administrators towards the training of such students. Indeed, there is a lack of parents and community involvement in the provision of vocational and entrepreneurship training institutions to make skills more relevant to society needs.

With regard to whether integration of students with disabilities increased access, promoted equity and helped to improve quality of vocational training for All students, 125 (67.5%) of the participants agreed while 40 (21.7%) disagreed with is notion. There were however, 20 (10.8%) who indicated that they were not sure thus, they could not commit themselves to whether or not it increased access. This discovery has greatly contradicted with the findings of Kirk *et al*. (1996) who maintained that the regular vocational training institutions were the appropriate places for the disabled students. It was nonetheless, encouraging to learn that the principals, heads of departments and lecturers in TEVET institutions were quite positive about integrating students with disabilities as well as disability issues in their programmes. However, students with and without disabilities were quire negative about this notion. Students felt that the presence of students with disabilities in their programmes tended to delay them as too much attention was given to them while those with disabilities felt that their fellow students did not socially accept them. Croll and Moses (2000) indicated that professional view of integration of disability in some education sectors revealed support for integration as an idea was strong but students themselves had considerable reservations about the feasibility of integration based on the types and severity of students' difficulties and the insufficient capacity of the ordinary institutions to address needs of all students. On the type of disability mostly enrolled in TEVET institutions, the

study reveals that students with physical and intellectual disabilities were the majority in TEVET institutions. Out of the 237 disabled students found in TEVET institutions, 141 (59.5%) were physically and intellectually disabled while the least enrolled in these institutions, 10 (4.2%) were those with visual impairments. Students with physical and intellectual disabilities often exposed to special vocational skills in areas such as tailoring, catering, home management; weaving; basketry and front office management. This revelation seems to be in tandem with what Croll and Moses (2000) postulated that persons with hearing and visual impairments were less likely to enrol in vocation training institutions because of the nature of their communication modes. Lecturers and instructors often felt less committed to such learners because of their ill preparedness to handle such students. Technical aids and the communication medium may pose great challenges to lecturers and instructors. This may also clearly explain why the TEVET institutions enrol students with intellectual disabilities. Apart from psychological and social hardships they may face, other factors easily be managed by instructors. Upon further investigations, the study discovered that most of these students were enrolled in catering services (MSTV 2006) as opposed to other vocational programmes and activities in such institutions.

On whether a curriculum offered to students with disability in TEVET institutions was appropriate to their vocational and entrepreneurship needs, 50 (20.9%) of the participants thought it was suitable while. Whereas, 120 (50.9%) drawn from various categories believed it was not appropriate. 43 (18.1%) of the participants were not sure on the suitability of the present curriculum hence could not commit themselves. This shows mixed feelings somehow on the appropriateness of the curriculum exposed to students with disabilities in vocational institutions. This mixed scenario of views seems to confirm what Liberman (1985) found in his study that the system of integration dictated a changed in the curriculum, whereas the students with disabilities demanded a curriculum quite different

in a separate classroom. An integrative class required a modified curriculum, which addresses the needs of all students. Tieu (1995) found that teachers perceived some disabilities as being easy to handle than other disabilities, thus institutions tended to look at the severity of disability in their attempt to integrate the disabled into the mainstream of education. Tobin (1972) surveyed both experienced and trainee teachers' attitudes toward disabled students. He discovered that both groups of teachers had least preference for having hearing impaired and maladjusted students in their classes. The lecturers/instructors in the study institutions however, showed a positive view although could not clearly specify which group of disabled students matched with curriculum they were delivering. Nonetheless, if this was in desegregated institutions, a true picture on the preferred disability group as well as the curriculum would have emerged. Further, the greater number of the same people saying not suitable and not sure is also indicative that, if preferences were given, the picture might have been different. As Baker and Gottlieb (1980) in Hegarty *et al*. (1994) reported that teachers respond more or less favourably to different groups of disabled students depending on the type of curriculum and instructional materials provided to them to meet the needs of such students.

On the question whether the infrastructure and training facilities were appropriate, eight (42.1%) of administrators and 22 (57.9%) of lecturers/instructors indicated that the infrastructure and training facilities were appropriate. However, an appreciable number 10 (52.6%) of administrators said the infrastructure and training facilities were not appropriate. The picture painted here gives a mixed feeling. The participants seem not to be very sure of the status quo regarding infrastructure and training facilities in relation to the needs of various group of those with disability. These findings seem to confirm what McGregor and Vogelsberg (1998) reported. In a sample of 1,152 teachers reported to have at least one student with a disability in their class. Large discrepancies were noted between the availability and the necessity of training and resources to support these students.

Mandyata *et al*. (2015) argues that opportunities for effective participation in academic work, availability of resources and support services in schools had positive or negative impacts on the integration of disability issues in educational and training programmes. Colgan (1998) also supported this view that, appropriate infrastructure, training facilities and qualified personnel must be there for integration of students in training programmes to succeed. This view aligns with the attempts being made in TEVET institutions of integrating the disabled in the basic training needs. On the question of types and nature of training programmes disabled students were involved in, it was evident as alluded to earlier that some disabilities were easier to handle than others were. In this scenario, catering services, tailoring and design, carpentry and design seem to be popular. The least popular activities were engineering, accountancy, and video editing among other programmes.

We also found that on the impact of integrating students with disabilities on the operation of TEVET institutions, the majority of respondents thought that it was less demanding. These finding should be taken with great care because the question did not stipulate which disabilities were being referred to in this view. As we have already seen above, some disabilities were favoured as compared to others in an attempt to practice integration. Mandyata (2002; 2011) reported that the visually and hearing impaired were least favoured by teachers in their integrative classrooms and schools. The most favoured were the physically disabled and the partially sighted whom teachers thought presented less challenges both in pedagogy and mobility. It is the writers' conviction that if the institution had integrated more visually and hearing impaired, they would have felt the impact in pedagogy something which would have present challenges since teaching and learning resources would be too demanding. The reason for saying so is that not only are the resources very expensive but they are not locally obtainable. If severely disabled students were enrolled in these institutions, the institutions would definitely feel the impact greatly if they were

integrated in the mainstream vocational training programmes and activities because of their management problems. However, it was very enlightening to learn through the study, that the impact of vocational skills training on lives of TEVET graduate students with disabilities was encouraging. Another encouraging feature in this study was that the dropout rates of students with disabilities in TEVET institutions studies were low. Institutions were able to retain students with disabilities enrolled to completion. Another plausible reason could be that fees are paid not by the parents but mostly by charitable organisations disregarding the few governments run institutions in our research site although, with limited number of students with disabilities enrolled in in TEVET institutions.

Conclusion

The study has reveals the current states regarding the integration of disability issues in the TEVET institutions in Lusaka Province of Zambia. It has found that there are more privately run institutions than government run institutions offering vocational training to persons with disability. It has also revealed that disabled people who have mild disabilities are easily enrolled in these TEVET institutions as compared to those with severe disabilities.

A wide range of skills in which the disabled could be trained in these TEVET institutions are available within the province though very few of these are accessible to people with disabilities. In the writers' view, many disabled people could benefit from the TEVET institutions if information about the vocational skills training programmes were accessible to persons with disability and were widely publicised. The study however, does not provide a national picture on the integration of disability issues in TEVET institutions for the purpose of planning because of its limitation in scope, study environment (urban only) and sample size.

Recommendations

Because of the findings of this study, it has been found necessary to recommend the following to TEVETA and the Ministry of Higher Education:

(i) In conjunction with other stakeholders, the government should facilitate greater integration of disability issues in TEVET institutions. The ratio of abled and disabled students should be increased in TEVET institutions particularly disabled women who are doubly marginalised in the vocational and entrepreneurship skills training programmes.

(ii) TEVETA should facilitate the process of developing disability appropriate curricula to meet vocational needs of persons with disability and update training manuals focusing on integrated and barrier-free learning environment in order to accommodate students with disabilities.

(iii) TEVET should increase the level of awareness on the existence of the Disability Act of 2012; national policy and provisions for disabled among principals, lecturers/instructors, students and other stakeholders to make institutions more sensitive and responsive to the training of disabled persons.

(iv) The infrastructure and training facilities in TEVET institutions should be made disability-friendly. Already existing institutional infrastructure and training facilities should be modified to enable disabled students access the training programmes.

(v) Train lecturers/instructors to teach skills that are more challenging to the disabled in fields such as engineering, mechanics, accountancy to widen market opportunities for disabled graduates.

(vi) Strengthen the dissemination of information on career and vocational training opportunities for the disabled available through TEVETA to the public.

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Distance Education and Family Business Development

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Abstract

Distance education over the decades has generated tremendous excitement both inside and outside higher education. For some, it offers the potential for learning new audiences; it offers the opportunity fundamentally to transform learning delivery and the competitive landscape. Distance learning benefits may outweigh the disadvantages for students in such a technology-driven society. However, before indulging into the use of educational technology a few more disadvantages should be considered. Through the years, all of the obstacles have been overcome and the world environment for distance education continues to improve. Some obstacles to distance education is the lack of direct face-to-face social interaction. However, people become used to personal and social interaction online it is becoming easier for learners to both project themselves and socialize with others. This paper is a literature review on the importance of distance education commonly known as Open and Distance Learning. The main objective of this paper was to come out with the link between distance learning and improved leadership and the businesses. The literature and empirical studies show the importance of distance learning and the family business development. Scant literature shows that, family-owned businesses have been considered in terms of training to improve leadership skills and business management skills. It is learned that, family business owners assume they do not have time to leave business and attend formal classes. The paper recommends the Open and Distance Learning in higher learning institutions to design suitable programmes for family-owned businesses towards improving and advancing knowledge and skills for business sustainability.

Key words: distance education; family business; family-owned business; Open and Distance Learning.

Introduction

Family-owned businesses are businesses in which two or more family members are involved and majority of ownership or control lies within a family (Mausouri and Shafieyoon, 2014). Family-owned businesses may be the oldest form of business organization (Siakas, Vassiliadis and Siakas, 2014). Farms were an early form of family business in which what we think of today as the private life and work life were established and managed (Mausouri and Shafieyoon, 2014). In early days the head of the family was responsible for the family survival, he was supposed to make sure that the family does not run out of food, shelter and clothing. The head, therefore, was obligated to search for new information for better establishment of the family. The main business of the family was farming and husbandry. In urban settings, it was once normal for a shopkeeper or doctor to live in the same building in which he or she worked and family members often helped with the business as needed (Pereira, 2010 andWidmer, 2006). Family business as the oldest form of establishment means one invests for future protection after retirement. Civil servants are preparing for retirement. They establish business setting as duo-retirement plan and the establishment becomes family-owned business.

The family owned businesses create the forces enabling the emerging and sustained entrepreneurial behaviour in family businesses (Zachary, 2011). The conceptualization of the family business includes a multidisciplinary and comprehensive perspective of the dynamic and complex observable fact of business that is owned and operated mainly by family members. The importance of the family system and the development of the company are essential in our understanding of the current state conceptualization and theory building (Colli, 2012;

Zachary, 2011 and Zellweeger, 2008). Hence, the role of the family system in the conceptualization of the family business/family entrepreneurship is critical to our understanding of how family businesses emerge and sustain through their interactions with the environmental contexts in which they operate. It is important, therefore, to link the family-owned business with the factors, which can lead them to be sustainable and contribute sustainably to economic development.

Historically, the growth in size and strength in market power has been a process of evolution and doubt for the family business. Survival is considered the most significant sign of success for a firm, in particular for a family-owned firm (Colli, 2012). The survival of a family-owned business confirms the persistence of control by the same family over time (Tonya, 2015). Longevity on the contrary is measured in terms of the age of the enterprise, independent of its ownership structure (Tucker, 2011). Several studies show that the failure rate of family-owned business to pass successfully from generation to generation is around 70 per cent (Vlachakis, Siakas, and Belidis, 2014); (Tucker, 2011) and the professional advices have to take into account the unique issues facing the family in business. Literature shows that only 30% of family businesses have succeeded to second-generation perspective (Tonya, 2015). Many researchers have studied the succession process in family businesses as well as the reasons why there is such a high rate of failure. The major approach among researchers is that there is strong connection between planning and successful transfer of family business. Planning seems to be the magic formula (Mohanty, 2012). According to (Tonya, 2015), lack of succession planning has been identified as one of the most important reasons why many first-generation family firms do not survive their founders' dreams. Recently a new approach has emerged and concludes that there is no connection between planning and successful succession (Dalpiaz *et al*., 2014). Instead, the succession process requires the perspective of a multigenerational time frame (Mausouri and Shafieyoon, 2014). In

between (Zellweeger, 2008) argues that the transfer of the family business to the next generation is a lifelong, continuing process in which planning is a fundamental part. In other words, planning is a necessary but not a sufficient condition for a successful transfer of the family business to next generations.

Due to the importance of family businesses in the economies of nations, it is important that they receive as much support and possible training to let family business owners cope with the environment. Studies have identified several reasons for failure of succession and survival of family businesses; the reasons include:

- The presence of family members in operating positions for which they are not qualified;
- The influence of family members who are not in an operating or ownership position;
- Inter generational goal ambiguity; and
- Conflicting roles (Tonya, 2015)

Family businesses have to cope with specific challenges not inherent to non-family businesses. However, more knowledge is needed about the characteristics and circumstances of family businesses for effective initiation and further development of a family business-friendly environment (Mandl, 2008). The existing literature in the field of family business research has clearly shown that the objectives of family businesses often display a strong preference toward non-economic outcomes in addition to financial performance. From a stakeholder viewpoint, this is a natural consequence taking into consideration the presence of many actors and the multiple roles of family members within the same family firm. The concept of performance and value creation becomes incredibly complex, especially when the chronological dimension is taken into consideration (Colli, 2012). Family businesses struggle, with not only performance and value creation, as all firms do in these days of financial crises, but also with family relationships and succession issues. The general importance of the family-owned businesses in

today's unstable economy is strong belief that family businesses need some kind of support and help to overcome their potential problems and a meeting point where they can meet other family businesses. (Vlachakis *et al*. 2014), when discussing the importance of family businesses survival, concludes that family businesses lack formal education to run business by members of the family. The founders of many family firms are self-created entrepreneurs. They founded their own business to secure work for themselves and for the members of their family. They operate more under conditions of necessity (push) entrepreneurship and less of opportunity (pull) entrepreneurship. It is the aim of this paper to stress the importance of family business management to focus on training and development of family members surviving in the environmental changes. It is the aim of this paper to identify areas of family business growth. The paper addresses family-business management skills by reviewing literature on the value of imparting knowledge to business growth and the best methodology for training the family-owned business members.

Literature Review
Family Business

Family-owned business may be defined as any entity in which two or more family members are involved and the majority of ownership or control lies within a family (Wilson and Scholes, 2014). Family-owned businesses is said to be the oldest form of business organization (Colli, 2012). Farms were an early form of family business in which what we think of today as the private life and work life were intertwined (Zachary, 2011). Since the early 1980s the academic study of family business as a distinct and important category of commerce has developed. Today family owned businesses are recognized as important and dynamic participants in the world economy (Wilson and Scholes, 2014). Family businesses may have some advantages over other business entities in their focus on the long term, their commitment to quality, which is often associated with the family name, and their care and concern for

employees. However, family businesses also face a unique set of management challenges stemming from the overlap of family and business issues (Dalpiaz *et al*. 2014). Many scholars of family-owned businesses have focused their studies on areas of succession, financing and general management. There are scant studies done to establish if business owners increase knowledge about their business to shape their undertaking in coping up with the changes of environment. (Chrisman and Chua, 2003), recognized that family firms have received scant attention in mainstream management literature, particularly with respect to the development of theories of the firm. This neglect is unfortunate because in terms of contributions, and especially numbers, family businesses represent a dominant form of economic organization throughout the world. The failure of scholarship to recognize, squeeze, and deliberately incorporate family businesses into mainstream theories of entrepreneurship and management may lead to the neglect of factors that would otherwise make those theories more robust and valuable.

Distance Education

Distance education is a medium of teaching and learning that has grown significantly in the past 10 years as indicated by the number of higher education institutions that offer courses and/or full degree programmes via distance learning (Keegan and Eastmond, 2009). The term distance education has been refined and redefined over the years. In 1990, distance education was described as all arrangements for providing instruction through print or electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor(s) (Richer *et al*. 2009). Most definitions specify that distance education is teaching and learning that occurs asynchronously where the learner(s) and instructor are separated by time and space using a variety of technical media to support teaching and learning. Open and distance learning (ODL) takes place when teachers and students are separated by physical distance. Technology is used to bridge the physical gap between them

in relation to the third component, namely 'learning' (Russell, 1999). Online courses reach wider audience and give people the chance to study at home at any time. More important, their openness is leading to what is called internationalised education, addressing not culturally and linguistically homogenous populations but people with different social, cultural, and economic backgrounds. These are all good reasons for pursuing open and distance learning. Richer *et al*. (2009) argued for the importance or advantages of open, distance learning, and summarized as follows: the analysis of the authors shows that, advantages overweigh disadvantages for social and economic development.

Management and organization: It involves strategies, administration, organizational infrastructures and frameworks for the development, implementation, and sustainable delivery of distance education programmes. Distance education and policies relating to continuing education, lifelong learning, and the impact of online learning on institutional policies, as well as legal issues.

Costs and benefits: These aspects refer to financial management, costing, pricing, and business models in distance education. Efficiency relates to the return on investment or impact of distance education programmes. There is impact of ICT on the costing models and the scalability of distance education delivery. Distance learning have lower cost effective but meaningful to learners.

Educational technology: This refers to new trends in educational technology for distance education (such as web applications or mobile learning) and the benefits and challenges of using media selection technical infrastructure and equipment for online learning environments, and their opportunities for teaching and learning. Learners have the opportunity to use different means to learn and interact with the facilitator (Lee, 2002; Russell, 1999 andEastmond, 1998).

Innovation and change: Issues that refer to educational innovation with new media and measures to support and facilitate change in professional development and faculty support services as a prerequisite for innovation and change (Joy and Federico, 2000).

Learner support services: This refers to infrastructure for and organisation of learner support systems (from information and counselling for prospective students about library services and technical support to career services and alumni networks). Learning by distance allows one to one counselling through multi-media (Maguire, 2004 and Lee, 2002). This bridges the gap for the facilitator to understand the learning capacity of individuals.

Instructional design: Issues that refer to the stages of the instructional design process for curriculum and course development are designed for learners. Special emphasis is placed on pedagogical approaches for tutoring online, the design of (culturally appropriate) study material, opportunities provided by new developments in educational technology for teaching and learning as well as assessment practices in distance education (Maguire, 2004 and Eastmond, 1998).

Learner characteristics: This includes; the aims and goals of adult learners, the socio-economic background of distance education students, their different learning styles, critical thinking dispositions, and special needs. How do students learn online (learner behavior patterns, learning styles) and what competencies are needed for distance learning (Richer *et al*. 2009). This suites learners with specialized activities like business community learning while working. It is the aim of this review paper to think changing the mindset of business community by learning through distance learning so that they can still use the same time for doing business.

Theories of Family-owned Business Management
Privately owned or family controlled enterprises are not always easy to study (Wolfenzon and Heitor, 2006). In many cases, they are not

subject to financial reporting requirements, and little information is made public about financial performance (Colli, 2012). Ownership may be distributed through trusts or holding companies, and family members themselves may not be fully informed about the ownership structure of their enterprise (Mandl, 2008). However, as the 21st-century global economic model replaces the old industrial model, government policy makers, economists, and academics turn to entrepreneurial and family enterprises as a prime source of wealth creation and employment. It is this sense that family-owned business theories relies on entrepreneurship theories. Few theories are discussed in this paper.

Entrepreneurship is a changing thing and has different meaning depending on the sector (Robinson and Stubberud, 2009). The changes and advancement of technology undergone have emerged as critical input in socio-economic development. Various writers have developed various theories on entrepreneurship and popularized the concept among common people. The theories can be categorized into four groups as; sociological theories, economic theories, cultural theories and psychological theories (Mohanty, 2012). From these categories, selected theories from economic and cultural theories will be examined to relate with family-owned business.

Harvard School Theory
Harvard school maintains that entrepreneurship involves deliberate activities that initiates, maintains and grows profit-oriented enterprises for production or distribution of economic goods or services (Mohanty, 2012). The theory comes out with important features that entrepreneurship bases on two factors for development; internal and external forces. The internal forces refer to internal qualities of an individual such as intelligence, skills, knowledge and experience. While the external factors/forces refer to the economic, political, social and cultural factors, which can favour an enterprise growth (Mohanty, 2012). The Harvard school theory gives emphasis on two types of entrepreneurship activities namely; entrepreneurial

functions like organisation and combination of resources for creating viable enterprise and the responsiveness to environmental conditions that influence decision-making function. Besides, the theory addresses the functions of family business owners. It has not considered formal education as one of the factors for coping with internal environment of business. Despite the theory addressing issues like skills and knowledge, the theory has not shown how family business members acquire such knowledge.

Theory of Achievement Motivation

David McClelland with his associates developed the theory of achievement motivation. The theory was regarded as the best economic theory of entrepreneurship in 1940s (Mohanty, 2012). The achievement motivation theory concentrated on three issues namely, the need for achievement, the need for power and the need for affiliation. The theory explains that, a strong need for achievement is found within certain individuals or group and community (Mohanty, 2012). The theory states that, entrepreneurs prefer working on tasks of moderate difficulty. They prefer work in which results are based on their effort rather than on anything else. It also states that, they prefer to receive feedback on their work. Achievement based individuals tend to avoid both high risk and low risk situations. Low risk situations are seen as too easy to be valid while the high-risk situations are seen as based on luck rather than the achievements that individual make (Khanka, 1999). This personality type is motivated by accomplishment in the workplace and an employment hierarchy with promotional positions.

The McClelland theory on achievement states that people in this category enjoy work and place a high value on discipline. The downside to this motivational type is that group goals can become zero-sum in nature, that is, for one person to win, another must lose. However, this can be positively applied to help accomplish group goals and to help others in the group feel competent about their work. A person motivated by this need enjoys status recognition, winning

arguments, competition, and influencing others. With this motivational type come a need for personal prestige, and a constant need for a better personal status (Khanka, 1999). McClelland theory of entrepreneurship also states that, people who have a need for affiliation, prefer to spend time creating and maintaining social relationships, enjoy being part of a group, and have a desire to feel loved and accepted (Mohanty, 2012). People in this group tend to adhere to the norms of a given workplace and typically do not change the norms of the workplace for fear of rejection. This person favours collaboration over competition and does not like situations with high risk or high uncertainty. People who have a need for affiliation work well in areas based on social interactions like customer service or client interaction positions (Khanka, 1999).

Modernization Theory
Hoselitz developed the so-called modernization theory of entrepreneurship (Gilman, 2003). The theory states that, for a country to be seen as modern, modernization theorists say, it has to undergo an evolutionary advance in science and technology which in turn would lead to an increased standard of living for all (Colli, 2012). In general, modernization theorists are concerned with economic growth within societies as indicated, for example, by measures of gross national product (Bernstein, 2007). Mechanization or industrialization is an ingredient in the process of economic growth. Modernization theorists study the social, political, and cultural consequences of economic growth and the conditions that are important for industrialization and economic growth to occur (Gilman, 2003).

Modernization theory emphasizes that; individuals who possess extra managerial and leadership skills (Mohanty, 2012) can bring about entrepreneurial talents in a society. This theory, though based on entrepreneurship, it does not show exactly how one can possess managerial leadership skills. This paper addresses the question of how one can acquire knowledge/skills for managerial and leadership

for a business to survive in the changing world. Both analyzed theories on entrepreneurship which are used to explain the family businesses, have good views on business management. Some of entrepreneurship theories recognize the importance of managerial and leadership skills for business growth sustainability. However, none has explained the best practice for family business owners to acquire knowledge and skills. This paper links the importance of family business owners to learn managerial and leadership skills while working. It is high time now to incorporate the theory of distance learning to family business owners, as it will help them study while continuing with business activities.

Empirical Analysis

Several studies have been done in the area of open and distance learning; specifically, in the areas of effectiveness of the learning mode. It is known that when one tells someone is in a long-distance learning, it usually prompts a certain reaction: a look of disappointment, followed by the inevitable question, "Why?" Why would you subject yourself to the sufferings and inevitable failure on a long-distance relationship? Reports show that almost 75% of college students say they have been in an open-distance education and 24% of them are online users with recent dating experience saying that they have used the Internet to maintain a ODL. There is a notable lack of research on the effects of distance on education. However, research by Cornell University done in 2013 paints a startlingly different picture. In examining the communication and interaction between 63 couples in long-distance relationships, the researchers found that not only can couples survive long distances; they can often be healthier than traditional couples can, too.

Saba (2005) in a study of the future of distance learning said that, as we celebrate this historic growth in distance education, increasing costs in all sectors of education should give us pause, and we should become cognizant of challenges that are on the horizon. A promise of the application of information technology to education was to

increase revenue, or at least decrease costs, as it has been done in other enterprises. Since the dramatic growth of the field, the cost of education has increased. How practitioners in distance education could explain, and justify this increase in cost? Also, explained the lack of any structural change in educational institutions as compared, for example, to business and industry. In the early 1990s when business and industry employed information technology to meet the challenges they were facing as the result of the economic recession, they went through a process of re-engineering their organizations.

Saba (2005) shows that educational institutions have opted for distance education. Their organizational structure is not conducive to the development and growth of the field. The challenge of our field, today, is to respond to the following question: how can distance education as a post-industrial information-based idea survive in institutions that were created to serve industrialized mass education? who are rewarded to remain crafts men and women and work in a pre-industrial culture? Distance education, in turn, is a student oriented practice and culture. Under such circumstances, the costs of education are cut at the current rates. The situation is faced with considering several alternatives:

- Establish distance education operations as auxiliary organizations to the university in the form of for-profit or non-profit entities.
- Reorganize educational institutions to introduce post-modern culture as new instructors replace the increasing number of retirees and those in need not be conversional (Saba, 2005).

Mark (2013) in a study of living relationship among couples who are in studies, pointed out that, they miss each other and they fell the pain of separation. However, that pain is exactly what fuels the desire and passion in their relationship. Missing each other among couples allows the relationship to flourish on the ups of life. The study concluded that, this should be the passion for couple studying by distance education. Richter (2009) in a study examining the opinion of

distance education experts with regard to the importance of distance education specifically design and development of study materials; and interactive multimedia. The study concluded that, many education institutions are moving into the global education market to reach new target groups using online learning to 'export' their knowledge. Therefore, globalization of education, cross-cultural aspects, access, equity, and ethics are areas that should receive more attention.

The results show the shift from technology-centred research to areas that focus on management and change in distance education institutions. The emergence of online distance learning highlights a pressing need for educational institutions to embrace innovation and change. The study concluded that all aspects related to educational management are growing in importance (strategy and leadership, change management, quality assurance and costs, among others (Richter, 2009; Jiang, 2013). Distance educators should concentrate on innovation, change and quality assurance. The paper concluded that, facilitators of distance education should design courses to suit the needs of the target audience.

Distance learning may also offer a final opportunity for young people that are no longer permitted in the general education population due to behavior disorders. Instead of these students having no other academic opportunities, they may continue their education from their homes and earn their diplomas, offering them another chance to be an integral part of the society. This paper examined the literature on distance education and how it can help in economic development. For sure, t family business contributes to economic development. Family business needs to change to the changes of the business environment. To support Family business growth, development and survival, there is a need for business community to access new knowledge for business undertaking. In Tanzania for long, the business community has been neglected regarding getting support including education and training until late 2000. It is high time to think of family business

training and gaining skills relevant to it. The modern way for family business owners to acquire knowledge for business development and sustainability is the use of distance learning.

Methodology

This paper's methodology was the analysis of literature. This is a sort of library study on related literature (Galvan, 2006; Johnson , 2005). A good strategy for data collection is important for the study to generate the intended results (Tonya, 2015). A selection of strategic writings and papers related to the topic were done. This is a good strategy, however, it is known that, the majority of family-owned businesses are not ready to leave their business and join conversional school/college. Papers from different sources including books, journals, and internet sources were used. This paper intended to analyse the literature and empirical studies to show the importance of distance learning to family-owned business firms. The analysis intended to support the community to cope up with the changes of business environment by the use of new and existing knowledge. The knowledge will support the decision makers to put in place strategies to develop family-owned business to survive and continue contributing to economic development.

Summary of the Findings

Distance education or distance learning is the education for learners who may not always be physically present at a school. For courses that are conducted, it is shown that, 51 percent or more are either hybrid, blended or 100% completely instructional (Kaplan and Haenlein, 2016). Massive open online courses (MOOCs) offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent developments in distance education (Obliger, 2000). A number of other terms (distributed learning, e-learning, online learning) are used roughly synonymously with distance education (Kaplan and Haenlein, 2016). Distance learning that is, providing education to students who are separated by distance and in which the pedagogical

material is planned and prepared by educational institutions is a topic of regular interest in popular and business community (Tabor, 2007). Studying by distance learning has recorded several benefits for allowing developing one's career without having to leave employment. It also means that learners can apply new knowledge and insights to a working life while studying, with many students choosing to tackle work-related topics in their dissertations (Vaughan, 2010). Distance learning is not just about career progression. It can also increase knowledge of a favourite subject or simply for pure enjoyment of learning. Also, distance education includes being able to choose a school that may be too far away to attend in person, not having to waste time commuting to classes, being able to fit study time into a tight schedule, and being able to self-pace the learning.

Although most institutions have become involved in some form of distance learning in Tanzania, the rationale for doing so is not always clear. Among those institutions with more well defined reasons for embracing distance education, the rationales vary, but they often fall into one of four broad categories:

- *Expanding access,* most states need to expand access to education in order to meet the education and training needs of state residents and companies or to educate under-served populations. For many people in the past, academic programme calendars have not matched work and family responsibilities, and programme offerings may not have met learner's needs.
- *Alleviating capacity constraints,* many states are expecting more college students over the next decade than their facilities can accommodate. Some are hoping to leverage the scalability of distance education to avoid overwhelming their bricks-and-mortar capacities.
- *Capitalizing on emerging market opportunities*, he public's growing acceptance of the value of lifelong learning has fuelled an increased demand for higher education services

among people outside the traditional, 18-24, age range. Emerging student segments, such as executives seeking further education and working adults, may be more lucrative than traditional markets. By capitalizing on emerging market opportunities, many educational institutions hope to generate significant revenue.

- *Serving as a catalyst for institutional transformation*, higher education institutions are being challenged to adapt rapidly to an increasingly competitive environment. Distance education may fast track institutional transformation.

Regarding the observed rationale of distance education, it is high time for The Open University of Tanzania to capitalize on the emerging students market that need education but cannot access it from the conversional universities. The Open University has the responsibility to design courses that suit family business owners so that they can improve knowledge and skills while working in their business.

Conclusion and Recommendations

Distance education has generated tremendous excitement both inside and outside higher education. For some, it offers the potential to provide learning to new audiences; for others, it offers the opportunity fundamentally to transform learning delivery and the competitive landscape (Keegan and Eastmond, 2009). Distance learning can expand access to education and training for both public and businesses since its flexible scheduling structure lessens the effects of many time-constraints imposed by personal responsibilities and commitments.

Furthermore, there is the potential for increased access to more experts in the field and to other students from diverse geographical, social, cultural, economic, and experiential backgrounds. As the population at large becomes more involved in lifelong learning beyond the normal schooling age, institutions can benefit financially, and adult learning business courses may be particularly rewarding.

Distance education programmes can act as a catalyst for institutional innovation and are at least as effective as face-to-face learning programmes, especially if the instructor is knowledgeable and skilled. Distance education can also provide a broader method of communication within the sector of education.

Determining the nature and purpose of distance education and defining its appropriate role can be difficult because it requires that institutions locate themselves in the midst of multiple issues. Such issues include technological advances, pedagogical change, business model change, organizational adaptability, knowledge management, and increased access to education (Eastmond, 1998). Some assert that distance education represents a strategic inflection point for higher education, signalling the fundamental transformation of education, as we know it. Open and distance education institutes have this opportunity to increase its capacity and effectiveness to serve the majority in family owned business sector.

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The Role of Open and Distance Learning in Promoting Women Participation in Higher Education: A case Study of the Open University of Tanzania

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Abstract

Women education has remained a global discourse. This paper aimed at assessing the role of Open and Distance Learning (ODL) in promoting women participation in higher education a case study of the Open University of Tanzania (OUT). Specifically, the study aimed at addressing the following objectives: assessing the trend of female students' enrolments and graduation at OUT; determining reasons or pulling factors for women involvement in studying at OUT and examining challenges facing women participation in higher education at OUT. The study employed a mixed research approach where by qualitative and quantitative approaches were used, with quantitative approach being dominant. The study also used descriptive survey design, whereby a random sample of 100 female students was involved. Data for this study were collected through documentary and questionnaires techniques. Furthermore, simple descriptive statistical analysis was used to analyze quantitative data, whereas qualitative data were subjected to content analysis. The research findings revealed that male students' enrolment and graduation exceed that of female students. However, the trend of female students' enrolment and graduation in postgraduate, undergraduate and non-degree programmes have kept increasing overtime. Moreover, the study disclosed a number of pulling factors for women's involvement in studying at OUT. These pulling factors were created by pushing factors from conventional educational. The challenges that female students face included among others, family and social responsibilities, technologies, inadequate support from the employer and family members as well as financial constrains.

Key words: Open Distance Education (ODL). Promoting women education, Higher education.

Introduction

The right to education has remained a global concern since the Declaration of the United Nations on Human Rights in 1948. Despite this noble declaration and other local and international educational commitments towards provision of education to all, women and girls have continued to be deprived and denied of this right. Most of the available literature reveals how acute is the problem when it comes to women accessing higher learning (University education) (Lumumba, 2006; Mkuchu, 2012). For instance, in sub-Saharan Africa, women's engagement in education has tended to be pathologized. African women education is inherently impeded by cultural obstacles, which have continued to perpetuate gender inequality when it comes to accessing education, particularly the higher one. Lumumba (2006) pessimistically notes that, gender dissimilarity in access to education will have a negative impact on Southern Saharan Africa. The gross enrolment at the tertiary level for women is significantly lower than that of males. For example, in Ghana, the percentage of female enrolment in higher education is 6.7%, versus 10.8% for males; in Kenya, 3.3 % versus 4.7%; in Nigeria, 8.5% versus 12%; in Tanzania, 1.9% versus 2.3%; in Uganda, 3.7% versus 4.7% and in Zambia, 1.3% versus 3.3% (, 2010). Revealing how serious the problem is in Tanzanian context, Mbwette (2013) citing Msola (2010) reveals that female access to university education has reached 1.3% of the university age cohort. This is minimal compared to access of higher education in developed world where almost 60% of their people join university education (Mbwette, 2013). Apart from cultural obstacles, which may mediate women access to education, and thus their empowerment, Wakahiu and Kangethe (2014) condemn rigid policies and cut-off points for university entry, coupled with the high cost of higher education, as factors, which lead to low enrolment of women in tertiary institutions. This low enrolment of women in higher education denotes that women continue to be less empowered thus

lack credentials for high-profile managerial jobs. These obstacles to women's access to higher education are more pronounced in conventional academe, which are said to be less flexible (Mbwette, 2013; Mkuchu, 2012).

However, there is enough research and literature evidence on the knack of Open and Distance Learning (ODL) in giving more access to higher education to women (Mwankusye, 2014; Wakahiu and Kangethe, 2014; Mbwette, 2013; Mkuchu, 2012; Vidanapathirana, 2011 and Kwapong, 2008). Almost all these sources credit positively the usefulness of ODL in giving more access to university education for both rural and urban women. While sharing experience of the Open University of Sir-Lanka Vidanapathirana (2011) asserts that in Sir-Lanka, the ODL model has enhanced enrolment of thousands of women. Awesomely, with such potential of ODL, Wakahiu and Kangethe (2014) propose for open and distance learning to be a feasible strategy to provide access to higher education for women in Africa. Tanzania, like other developing countries, adopted open and distance education, which led to establishment of the Open University of Tanzania (OUT) by the parliamentary act 1992. The key objective of establishing OUT as an ODL institution remained that of providing access to affordable quality education to all through ODL. With this vision, OUT as an ODL institution has managed to transcend barriers, which over time, have been hampering women's access to university education. These include high cost, long-distance, family and job responsibilities and inflexibility in learning (Mwankusye, 2014; Mbwette, 2013; Mkuchu, 2012; Kitula, 2012 & OUT, 2008). Kitula (2012) considers the Tanzania government's decision to establish OUT as an affirmative action taken for women who could not leave their families, especially children, to get enrolled through ODL to study while at home and work places which otherwise would have been impossible conventional universities. Moreover, Mwankusye (2014) concludes that ODL teacher education programmes offered by OUT are effective as they have continued to provide equal opportunity for professional upgrading of women as

it is for men. This is a rationale behind launching of the Ordinary Diploma in Primary Teacher Education (ODPTE) programme. This aimed at opening up higher education opportunities for more women hence addressing gender imbalance in higher education (OUT, 2008).

The focus of the present study was to assess the extent to which the OUT as an ODL institution has continued to promote or widen access to higher education amongst women in Tanzania and beyond its borders. To achieve this, the study addressed the following specific objectives:

1. To assess the trend of female students' enrolments and graduation at OUT
2. To determine reasons/pulling factors for women's involvement in studying at OUT
3. To examine challenges limiting women participation in higher education at OUT

Review of Related Literature

Provision and Access to Higher Education

The role of higher education in bringing up social development needs not be overemphasized. Overtime, studies have unveiled the importance of education at large and higher education in particular as the potential instrument for all aspects of development (Mbwette, 2013; UNESCO, 2009; Morley *et al.* 2007). For instance, within the African context, Morley *et al.* (2007) opined that African higher education plays an indispensable role in sustainable development and poverty reduction. This view is further crystallised by Mbwette (2013) who asserts that evidence from research reveals that university education fulfils its role through empowering domestic constituencies, building institutions and nurturing favourable regulatory frameworks and government structures. It is critical to individual's development as well as socio-economic development of the country. Tertiary education is a key factor in the nation 's effort to develop a highly skilled workforce for competing in the global economy (UNESCO, 2009). Basing on the above stated individual and

national importance associated with higher education, there has been a global move towards provision of such education. Expansion in higher education has been receiving global attention for decades (Morley *et al*. 2007). This has led to both national and international commitments towards widening citizens' participation in higher education. However, with all the above individual and social gains associated with higher education, what has remained the global concern is all about how many and who exactly gain access to higher education.

There is adequate evidence on scarcity of access opportunities for higher education in less developed countries, particularly in Sub-Saharan Africa (Wakahiu & Kangethe, 2014; Mbwette, 2013 & Eshete, 2001). Revealing how acute the problem is, Mbwette (2013) reveals that in most Sub-Saharan African countries except South Africa; access to university has reached 1.3% of the university age cohort. This is unlike higher level of access to higher education in developed world where almost 60% of their people join university education (Mbwette, 2013). Moreover, according to Morley *et al*. (2007) those who have access to higher education in African countries represented less than three per cent of the eligible age group. This is attributed to factors such as socio-economic background, ethnicity, religion, regional origin, gender and physical or other disability. On top of that, Eshete (2001) citing (Karega, 2001; Masanja, *et al*. 2001) further admits that the levels of admissions and enrolment of females at the tertiary levels in African countries vary from university to university but are, on the whole, considerably lower than those of males. This was clearly revealed by data collected by the Forum for African Women Educationalists (FAWE) from the selected universities in Africa which show that women's undergraduate and graduate levels enrolment in most universities are significantly lower than those of men. The fundamental inequalities in women's access to and participation in higher education are pernicious features in most African countries. These inequalities are characterized by low enrolment, high attrition, poor performance, and under

representation in academic staff of women compared to men. All the above observations regarding existence of inequalities in provision of higher education is contrary to what, UNESCO (2009) calls for the access and inclusion whereby every individual is given an equal chance to partake in tertiary education and its benefits irrespective of income or other social characteristics including gender. However, apart from the fact that access to higher education in African Universities needs to develop and implement deliberate policies to address social and gender imbalances at all levels within their institutions.

The Role of Open and Distance Learning (ODL) in Provision of Higher Education

A quite number of Literature show unequivocally the potential associated with the use of ODL in promoting access to tertiary education (Wakahiu & Kangethe, 2014; Mbwette, 2013; Mkuchu, 20012; Vidanapathirana, 2011 & Kwapong, 2008). Distance education is an important academic tool that provides education for all individuals by utilizing technologies and opportunities for open and distance education without discrimination by country, region, class, age or gender. In the same context, Vidanapathirana (2011) while sharing experience of the Open University of Sir-Lanka asserts that in Sir-Lanka, the ODL model has enhanced enrolment of thousands of women. In this regard, open learning and distance education play an important role in widening the room of providing necessary training to women thus facilitating their professional field choices, selection and employment. In this sense, demographic characteristics and programmes (graduate or continuing) of women that benefit from Anadolu University Open and Distance Learning System is going to be considered a subject matter and their occupational choices will be evaluated. After that evaluation, the importance of open and distance learning as a clearing agent of women 's holdbacks in education will be explained. With such potential of ODL, Wakahiu and Kangethe (2014) propose for open and distance learning to be a feasible strategy to provide access to higher education for women in Africa.

The Role of OUT in Widening Access to Higher Education

Establishment of OUT as an ODL institution was a result of various government's deliberate plans and decisions to widen access to higher education in Tanzania. Among these, according to Muganda *et al*. (2012) involved accepting recommendations of a presidential commission headed by Jackson Makweta in 1984 which among many recommendations, recommended for the establishment of OUT. Later in 1992, the Open University of Tanzania (OUT) as a full-fledged open and distance learning university was established by the parliamentary act 1992 with the intention of reaching out to more Tanzanians who could not access education in the conventional, residential institutions of higher learning. It was also envisaged that more women would be able to participate in the OUT programmes (Muganda, *et al*. 2012). The key objective of establishing OUT as an ODL institution was to provide access to affordable quality education to all who need education. This affirmative action taken by government has resulted into continuous increase of female students' enrolment both at undergraduate and postgraduate levels since 1994 (Kitula, 2012). OUT as an ODL institution has managed to transcend barriers, which over time have been hampering women from accessing university education. Among these setbacks, include high cost, long-distance, family and job responsibilities, inflexibility in learning for women (Mbwette, 2013; Mkuchu, 2012; Kitula, 2012). Kitula (2012) considers the government decision as an affirmative action taken for women who otherwise could not leave their families especially children. This has been a reason for them to get enrolled through ODL to study while at home and at work places which otherwise, would be impossible for them to study in conventional universities. Women constitute a substantial proportion of those marginalized by the conventional systems of learning at the university level (Njaya, 2015). Given this fact, governments are looking forward to using ODL as means to provide higher education at a large scale as conventional educational methods are becoming expensive. The rising cost of conventional education marginalizes

women because their productive and reproductive roles limit them from campus-based learning. As an institution, Open University is a powerful instrument for equalizing higher education opportunities and levelling educational imbalances.

Challenges Facing Female Students in ODL Context

There is enough evidence from literature on the fact that female students unlike their male counterpart face numerous challenges, which impede their pursuit of studies in ODL context (Maxwell *et al.*, 2015; Vaskovics, 2015; Ohene & Essuman, 2014; Magoma, 2012; Israel, 2010)**.** For instance, Vaskovics, (2015) asserts that distance education is not without its obstacles. For instance, socially female students have multiple social roles. They are family mothers, wives and health care givers. All these responsibilities crash with their studying schedules. Israel (2010) reveals that married women students experienced clashes between studies and household responsibilities, and had less time for independent study. Such responsibilities adversely affected their academic performance. Magoma (2012) sharing the experience of the University of Nairobi admits that women's enrolment in distance learning education programmes is challenged by the fact that women are having many other added responsibilities, particularly social related responsibilities. Moreover, Vaskovics (2015) observes that, the fact that women are to do all houseworks and child rearing, consequently, this makes them lack free time for studies thus, they end being very tired and academically less achieving. Constraints particularly lack of financial sources to support women's pursuit of higher education is another factor that seem to blanket women's pursuit of higher education including the ODL context. Various studies have revealed the existence of this factor in the ODL institutions (Mkuchu, 2008; Magoma, 2012; Ohene & Essuman, 2014 Wakahiu & Kangethe, 2014; Maxwell *et al.*, 2015). All these sources reveal the fact that lack of sufficient money to cover educational charges is a barrier to women's success in ODL. This might also be attributed to patriarchal system of economic ownership where women are confined to depend on their husbands for their education.

From Zimbabwe, Maxwell *et al*. (2015) observed that most ODL students of the Zimbabwe Open University (ZUO) were adults who were self-financing their studies through their own initiatives. However, this seemed to be not enough because students had other commitments, especially their duty to pay school fees for their children and meeting other home obligations. This in turn, resulted into several students postponing semesters and examinations at least once.

Magoma (2012) also shows other challenges, for women's pursuit of higher education in an ODL context. These include lack of learner support services, lack of proper knowledge in ICT, lack of 1CT facilities in the regional centres and lack of enough study materials. Mkuchu (2008) in his mini study, assessed opportunities and challenges associated with training licensed secondary school teachers in education degree programmes using ODL by OUT. It was found out that; hard working conditions in most of the schools they were posted, inadequate support from their colleagues in their working stations, led them to have heavy workloads and thus failed to manage their studies at OUT. By experience, this had great effect to female licensed teachers as compared to males.

Methodology
The study employed a mixed research approach; whereby qualitative and quantitative approaches were integrated, with quantitative approach being dominant. Qualitative approach was employed purposely to listen to women's voices regarding the role of ODL in promoting their access to tertiary education, with specific case of OUT. The study also used descriptive survey design, whereby a sample of 120 females OUT continuing students from Iringa Regional centre were involved. The sample was realised through simple random sampling technique. Moreover, data were collected through documentary search and questionnaire techniques, where a five (5) levelled likert scale was used. Furthermore, in making sense of the collected data, simple descriptive statistical analysis was used to

analyse quantitative data. The analysed data were presented in frequencies and percentages in form of charts and tables. However, qualitative data were subjected to content analysis.

Presentation and Discussion of the Findings

The Trend of Female Students Enrolments and Graduation at OUT
Firstly, the study sought to assess female students' enrolment and graduation rate at OUT as an ODL institution. To achieve this study objective, data related to it were collected using documentary search, whereby researchers reviewed OUT Fact & Figures (2014/2015) plus Iringa region centres reports indicating enrolment and graduation rates of female students of Iringa regional centre for the past 10 academic years (2006/2007-2016/2017).

Trend of Female Students Enrolments
With regard to female students' enrolment, the study sought to look at the enrolment of undergraduate students in the mentioned documents. The findings obtained from the named sources were as summarized in Table 4.1. The findings obviously revealed that enrolments of male students have kept on dominating that of females students for the past nine years, except for the 2016/2016 academic year where female students' enrolment towered above that of male students.
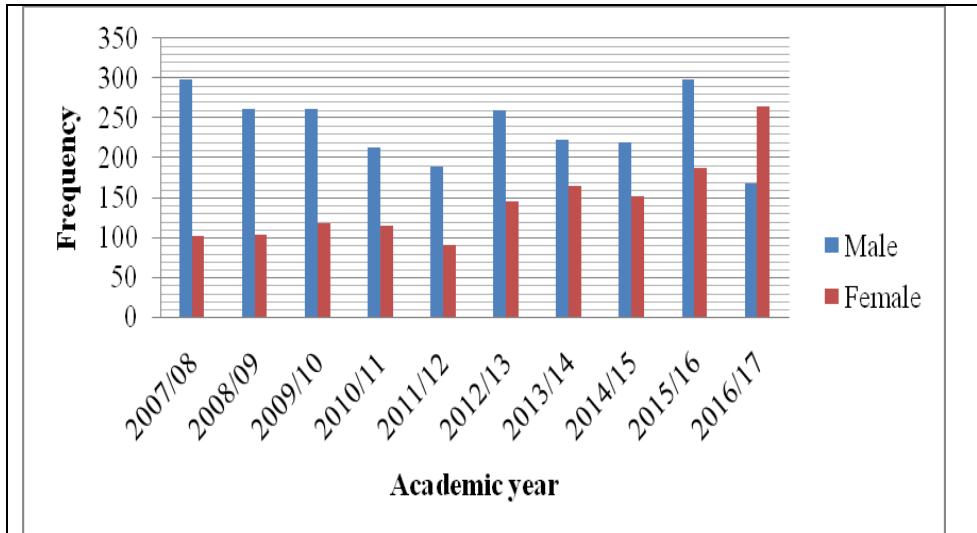
Figure 1: Iringa Undergraduate and Non degree enrollment by gender 2007/2008-2016/2017
Source: OUT Fact and Figures 2015/2016

The findings in Figure 1 where there is gender disparity in students' enrolment by males dominating women at Iringa OUT regional centre, mirror the university's wide gender disparity in enrolment where males 'enrolment overshadows that of female students. This is evidently indicated by marked statistical differences between the two genders as per (OUT, 2015). The proportion of female students in annual total enrolment has always been below 31. Just like in the undergraduate programmes, female students' enrolment into non-degree programmes has never gone beyond 40% (OUT, 2015). These findings further tally with observations made by other researchers and literatures, which revealed gender disparity in admission and enrolment, is higher education (Eshete, 2001; Kwapong, 2008; Kitula, 2012; Mbwete, 2013). For instance, data collected by the Forum for African Women Educationalists (FAWE) from selected universities in Africa, revealed that the level of admissions and enrolment of females in undergraduate and graduate programmes in African is considerably lower than those of males (Eshete, 2001). Apart from the fact that female enrolment is constantly below that of their male

counterparts, the above findings as shown in Figure 4.1 bring hope of reaching gender parity in the region as the trend of females' enrolment has with time, kept mounting. For instance, this was evidently marked by the fact that enrolment of female students has overtaken that of males by 264 (61.0%) to 167 (39.0%) respectively in 2016/2017. The truth that there is an encouraging improvement in female students' enrolment is further supported by OUT Facts and Figures (2015). OUT fact and figure reveal that percentage of female students enrolled has maintained an upward trend from 8.3% in 1994 to 24.0% in 2000 although the trend has kept fluctuating from 20.5% in 2001 to 60.7% in 2014/15.

Generally, with this promising trend of attaining gender parity in students' enrolment at OUT, it can be argued that OUT being an ODL institution is strategically positioned to achieve this noble goal. This further substantiates the widely supported fact that ODL widens access to higher education amongst women by its ability to transcend obstacles to women's access to higher education as it is in conventional institutions of higher education (Mbwette, 2013; Mkuchu, 20012; Mwankusye, 2014; Kwapong, 2008). Proving this true, Kwapong (2008) further admits that theories of distance education also confirm that open and distance learning is no doubt promising as it creates access to education for women and meeting their learning style.

Trend of Female Students Graduation
Students' enrolment and admission into higher learning institution is one thing, and successful completion of their studies (graduation) is another thing. This study, also sought to find out the trend of female students' graduation. Findings from documentary reviews, where OUT Fact and Figures (2014/2015) were reviewed, are presented in Figure 4.2.

Figure 4.2: Trend of Graduates of OUT Iringa by Gender 2006-2015
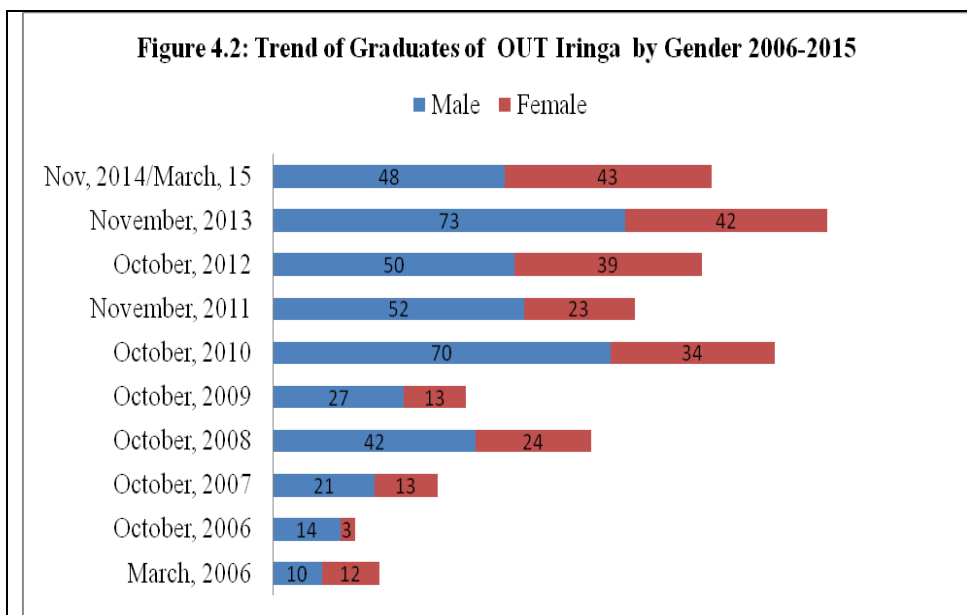
The above findings with regard to female graduation rate reveal that for the past 10 years at Iringa regional centre, (from 2006-2015) male students dominated their female counterparts by their en masse graduating. These findings are in line with the university wide trend where males graduate are in massive numbers compared to female students for postgraduate, undergraduate and Non-degree programmes. For instance, according to OUT Facts & Figures, the cumulative number of graduates from 1999 to March 2015 was 22,289 whereby 8,875 (39.8%) were females. Among 22,289 graduates, 9,211 students graduated in non-degree programmes out of whom 4,142 (45.0%) were females. 6,412 students graduated in undergraduate programmes out of whom 3,821 (37.3%) were females and 2,845 were graduates for postgraduate programmes whereby 912 (32.1%) were females (OUT, 2015, pp. 56). From the above findings, it can be argued that apart from OUT as an ODL praised for widening the chance for higher education to disadvantaged groups including women as suggested by Komba (2009), low rate of women graduate creates haziness on the survival of the women in the ODL systems. Women by their nature, have multiple roles, such as being mothers, wives and employees. Furthermore, it is obvious that low graduation

rate might be attributed to by the reason that few women students are enrolled in OUT programmes compared to male students. However, the findings in Figure 4.2 above further expose the improved trend of females' students' enrolments and graduation in the past three years' graduations: 2012, 2013, and 2014/2015. This might have been credited by the fact that there has been a promising improvement in trend of females' students' enrolments for the past years as seen earlier in sub-section 4.1.1 above (Figure 4.1).

The Pulling Factors for Women's Involvement in Studying at OUT

The observed increasing trend in women's enrolment and graduation at Iringa regional centre might have reasons. The second research objective of this study sought to determine the reasons (pulling factors) for women opting to study at OUT as an ODL institution. Data related to this objective were collected using 120 questionnaires administered to Iringa regional centre female students (direct administration and through phone calls). 100 questionnaires (83.3%) were returned and processed for data analysis. In the provided questionnaires, respondents were to indicate their level of agreement in a five (5) level likert scale to a number of statements as reasons for them to join OUT as an ODL institution. Table 4.2 below summarises the findings on the reasons for female students join OUT as an ODL institution.

The findings as presented in Table 4.1 reveal that most students agreed to six (6) out of nine (9) statements as reasons for their decision to join OUT as an ODL institution. These reasons are; OUT as an ODL offers cost effective/affordable education. It enhances ability to study while working. It provides the room to study while taking care of family matters. There is flexibility in learning (learner's freedom to choose what to study, when and at what pace). It provides the room for learning. It reaches where students are (i.e. it reaches people who are geographically dispersed). Lastly, it opens the room for continuous professional development. All the above named reasons got a big support of more than 80 individuals which is

equivalent to 80.0%. This implies that it is an obvious fact that the above named factors are the reasons, which motivated women to join OUT as an ODL institution.

Table 4.2: The reasons for female students join OUT as an ODL institution (N=100)

SN	Reasons for Female students joining OUT	Agreed (Freq & %)	Not sure (Freq & %)	Disagreed (Freq & %)	Total (Freq & %)
i.	Cost effectiveness of education (affordability)	86 86.0%	-	14 14.0%	100 100.0%
ii.	Ability to study while working	100 100.0%	-	-	100 100.0%
iii.	Room to study while taking care of family matters	95 94.0%	1 1.0%	5 5.0%	100 100.0%
iv.	Flexibility in admission criteria	14 14.0%	18 18.0%	68 68.0%	100 100.0%
v.	Flexibility in learning (Learner's freedom to choose what to study, when and at what pace)	100 100.0%	-	-	100 100.0%
vi.	Learning opportunity reaches where you are. (Reaches people who are geographically dispersed).	95 95.0%	-	5 5.0%	100 100.0%
vii.	Opens room for continuous professional development.	100 100.0%	-	-	100 100.0%
viii.	The use of Self Instructional Materials (SIM)	5 5.0%	5 5.0%	90 90.0%	100 100.0%
ix.	Great support from OUT staff	-	5 5.0%	95 95.0%	100 100.0%

Source: Field data

The majority support on the named factors as reasons for women opting for OUT as an ODL mode tallies with what other sources which positively credit the ODL mode as being; flexible, brings

educational opportunities at doorsteps, and that it is affordable (Vaskovics, 2015; Messo, 2014; Kwapong, 2008; Komba, 2007; Evans, 1994). For instance, Vaskovics (2015) accredits distance education to have ability to reach anyone anywhere. It is thus widely accepted as a method of educating large populations of people in developing countries particularly women who are now able to reap the benefits of distance education which has managed to overcome many of the barriers, which are otherwise faced by such learners through conventional methods of learning. Vaskovics (2015) further shows that women's higher education in Asia became possible through employment of distance learning because women were not to leave their multiple homes, and work   or attend classes. By its nature of overcoming time and space and meeting the learning styles of women who play triple roles in society, open and distance learning is a sure way of making education accessible to women no matter their location, status and situation (Kwapong, 2008). Evans (1994) citing Trivedi (1989) asserts that, distance education is of assistance to women. This is because, with its outreach to their homes, it enables them to learn at their own pace and it gives them a second chance to step into the main systems of education, including higher education, thus enabling them at the same time to earn and learn as well as to fulfil family responsibilities.

Moreover, the findings in Table 4.1 above indicate that respondents (women) disagreed on some factors as reasons for the decision to join OUT as an ODL institution. These factors are; flexibility in admission criteria, the use of Self Instructional Materials (SIM) and great support from OUT staff. The rate of disagreement was as follows; 68 (68.0%). 90 (90.0%) and 95 (95.5%) respectively despite the fact that there is literature evidence that the above named factors play a significant role in attracting potential students to join ODL institutions (Mwankusye, 2014; Messo, 2014). For instance, both Mwankusye and Messo (2014) found that OUT students credited positively on the facts that quality study materials, the help from OUT staff and flexible admission criteria were the reasons for their decision to joint OUT.

The above findings may have an implication that the respondents are probably less informed of the influence of the named factors. With regard to flexibility in admission criteria, the above findings may have been influenced by the fact that admission at OUT like other higher learning institutions in Tanzania, is now controlled by the centralized system thus, impinging the flexibility nature in admission criteria of OUT as an ODL institution. This is contrary to what Messo (2014) found that 92.2% of participants (OUT students) were comfortable with the flexibility of OUT admission and registration procedures of getting into ODL programmes.

The Challenging Factors Limiting Women's Participation in Higher Education at OUT

Apart from the fact that there are several factors shown to be the reasons for most women joining OUT as an ODL institution as discussed in section 4.2, also, according to Vaskovics (2015) distance education is not without its obstacles. Therefore, the third research objective of this study sought to examine factors limiting women's participation in higher education at OUT as an ODL institution. Specifically, through questionnaire, respondents were firstly asked whether there were challenges affecting their smooth pursuit of higher education at OUT. Responses from 100 respondents indicated that majority 78 (78.0%) individuals agreed by indicating "YES" that there were challenges while 16 (16.0%) disagreed by indicating "NO''. The remaining 6 individuals (6.0%) did not respond. The findings were as presented in Figure 4.3 below. The findings denote that most of the respondents (female students) studying at OUT as an ODL institution were aware of the challenges that were hampering their smooth participation in higher learning education at OUT. This signifies that apart from the fact that ODL mode is credited positively for widening the access to higher education amongst people who are less represented in higher education including women; still there are bottlenecks that pull them back.
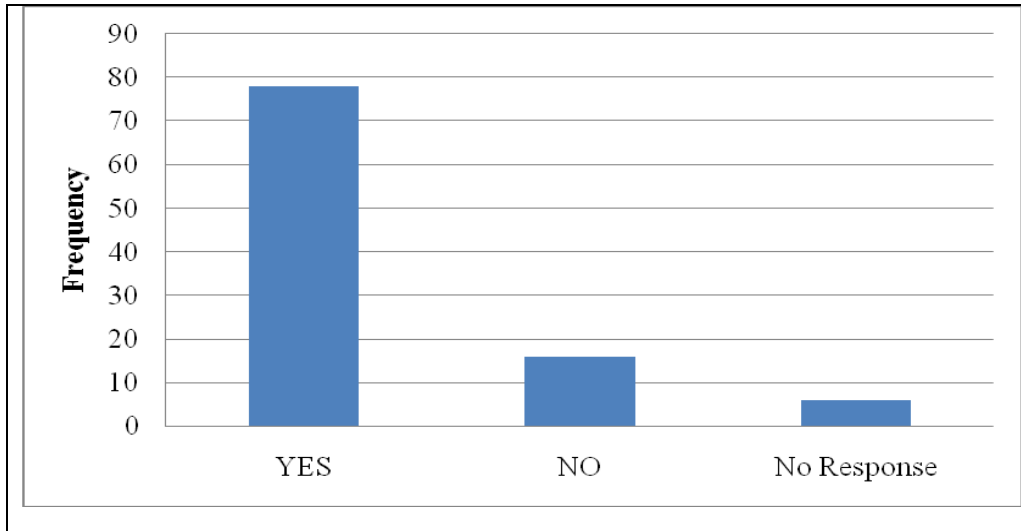
Figure 3: Responses on whether or not there are challenges facing women in their pursuit of their studies at OUT.

Source: Field data

Secondly, respondents were to go a step further by rating their level of agreement to a number of predetermined statements as challenges limiting their participations in higher education at OUT. The findings were as presented in Table 4.3:

Table 4.3: Challenges limiting Female students' participations in higher education (at OUT as an ODL institution (N=100)

SN	Reasons for Female students joining OUT	Agreed (Freq & %)	Not sure (Freq & %)	Disagreed (Freq & %)	Total (Freq & %)
i.	Lack of study skills	34 (34.0%)	4 (4.0%)	62 (62.0%)	100 (100.0%)
ii.	Overwhelmed with family and social responsibility	82 (82.0%)	5 (5.0%)	13 (13.0%)	100 (100.0%)
iii.	Inadequate finance to support your studies	82 (82.0%)	5 (5.0%)	13 (13.0%)	100 (100.0%)
iv.	Lack of support from the	32	4	64	100

	family and friends	(32.0%)	(4.0%)	(64.0%)	(100.0%)
v.	Lack of time to attend F2F and exams	50 (50.0%)	-	50 (50.0%)	100 (100.0%)
vi.	Lack of experience or training on Instructional/learning technologies	69 (69.0%)	-	31 (31.0%)	100 (100.0%)
vii.	Unfavourable home learning environment	41 (41.0%)	-	59 (59.0%)	100 (100.0%)
iii.	Lack of support from employers	59 (59.0%)	-	41 (41.0%)	100 (100.0%)
ix.	Lack support from OUT staff	14 (14.0%)	-	86 (86.0%)	100 (100.0%)
x.	Shortage of study materials	45 (45.0%)	5 (5.0%)	50 (50.0%)	100 (100.0%)
xi.	Long distance from home to the centre	55 (55.0%)	-	45 (45.0%)	100 (100.0%)
xii.	Ineffective and insufficient feedback from the University	23 (23.0%)	9 (9.0%)	68 (68.0%)	100 (100.0%)
iii.	Being less informed of ODL	36 (36.0%)	9 (9.0%)	55 (55.0%)	100 (100.0%)

Source: Field data November (2016)

Responses as presented in Table 4.2 reveal mixed feelings regarding challenges facing women pursuing their studies at OUT. From the findings, it is transparent that women pursuit of higher education at OUT is impeded by factors like: being overwhelmed with family and social responsibility, inadequate finance to support their studies, lack of experience or training on instructional/learning technologies and long distance from home to the regional centre.

Overwhelmed with Family and Social Responsibility
There were 82 respondents equivalent to 82.0% who agreed that family and other social responsibilities impaired their smooth pursuit of their studies at OUT. This observation is related to the fact that in African context, women shoulder a number of family and social

responsibilities, among which include: taking care of children, husbands and nursing the sick. The fact that women's pursuit of higher education at OUT is crippled by being overwhelmed with family and social responsibilities aligns with the findings of similar studies such as (Magoma, 2012; Dodo, 2013 also Ohene and Essuman, 2014). In Kenya, Zimbabwe and Ghana, family and other social responsibilities overwhelm women. Dodo (2013), found that most of the ODL students were struggling to balance their college work, family and work expectations. Ohene and Essuman (2014) also found that many distance learners were within the working class bracket and were married adult learners taking care of the family. However, it should be realized that ODL is an affirmative action taken for women who could not leave their families especially children to enrol through to ODL for studies. This, if not well managed, turns to be an obstruction for women's smooth pursuit of their higher education in ODL context. From Tanzanian context, Israel (2010) in a study on analysis of factors influencing women's academic performance in distance Education taking OUT as a case study, found that the majority of female students at OUT were adults and married and had children. Married women experienced clashes between studies and household responsibilities, and had less time for independent study.

Inadequate finance to support your studies
From the findings, 82 (82.0%) respondents agreed that inadequate financial support was one of the challenges which impeded women's pursuit for higher education at OUT. Similarly, Ohene and Essuman (2014) found that in Ghana, lack of adequate money to cover the cost for the programme was a financial barrier to education. In Kenya, Magoma (2012) found that financial constraints were among many challenges that faced women enrolment at the University of Nairobi regarding distance education programmes. From Zimbabwe, Maxwell *et al*. (2015) also found that most of the ZUO students were adults who were self-financing their studies but also meeting other obligations in their homes thus automatically making finance become a hurdle. Experience shows that several adults, including women

postponed semesters and examinations at least once due to other commitments, especially their having to pay   their children's school fees. From these findings and literature support, it can be argued that inadequate financial support to women in their pursuit of higher education might remain a challenge if no serious and positive measures are n taken, including giving them accessibility to loans and other forms of sponsorship schemes.

Lack of experience or training on Instructional/learning technologies

Instructions and learning in ODL context rely on the use of diverse media and technologies. On whether or not lack of experience on the use of instructional and learning technologies was a challenge for females' students' access and continuity to higher education in ODL context, the findings in Table 4.2 above indicate that 69 respondents (69.0%) agreed with the assertion, while the rest 31 (31.0%) respondents disagreed. This implies that women do not access instructional and learning media and technologies, which in turn hampers their effective learning in the ODL context, a form of delivery, which is completely reliant on such technologies. These findings are in line with those from Magoma's study in Kenya, who also found that lack of proper knowledge in ICT, lack of 1CT facilities in the regional centres and lack of enough study materials were among the factors that ruined women's education prospects at Nairobi University. Similarly, Maxwell *et al.* (2015) put forward the problems related to the access and use of ICT that constrain women's access to education in the ODL context.

Lack of support from employers

With regard to whether or not lack of support from employers was one of the challenges facing OUT female students in their pursuit of studies at OUT, the findings as shown in Table 4.2 above reveal that 59 (59.0%) of the female students agreed with the claim, while the rest 41 (41.0%) disagreed. This further connotes that women do not get full support from their employees to study at OUT as an ODL

institutions. This might have been caused by the fact that employers were less informed of the ODL paradigm. These findings are contrary to those of the study by Maxwell *et al*. (2015) on challenges for ODL experienced by students from ZUO, whereby 60% of respondents declared that lack of employers' support was not a challenge in their pursuit of studies. Moreover, findings in Table 4.2 above clearly show mixed feelings regarding the influence of the following factors as challenges to women acquisition of higher education at OUT. These include, lack of time to attend face to face (F2F) and exams. This was evidently shown by having equal number of those who agreed and disagreed with the assertion by 50 (50.0%) and 50 (50.0%) respectively. This has an implication that there are those who see it as a problem to some extent and those who do not. Moreover, the findings which show that the problem exists are in line with the findings from other studies (Mkuchu, 2008 & Maxwell *et al*., 2015). Where it was found that there are obstacles associated with students' lack of time and long distance to travel from home to the regional centre for face to face and examinations sessions. Responses as indicted in Table 4.2 reveal that respondents were pessimistic on these assertions, as they disagreed with such factors as; ineffective and insufficient feedback from the University, lack of support from the family and friends, lack of study skills and being less informed of ODL. This implies that to Iringa, OUT female students, these are not that much a problem. These findings are contrary to the findings by previous studies (Maxwell *et al*., 2015 and Magoma, 2012) in Kenya and Zimbabwe respectively.

Conclusion and Recommendations

In the light of the findings as presented and discussed in section 4 above the following conclusion can be drawn:

Firstly, with regard to the trend of female students' enrolments and graduation, from the findings it can be concluded that still there is gender disparity in students' enrolment and graduation rates by males dominating women at Iringa OUT regional centre. This is a

reflection of the university wide gender disparity in both enrolment and graduation. However, it should be noted that, there is escalating trend of females' enrolment and thus graduation over time, therefore bringing hope of reaching gender parity in the region and at the university level.

Secondly, it can be concluded that women as beneficiaries of higher education being offered by OUT through ODL are pulled by several factors to study at OUT. These include: cost effective/affordable education offered by OUT; ability to study while working, the fact that OUT provides room to study while taking care of family, flexibility in learning; OUT having ability to serve people who are geographically dispersed; all these have opened a room for continuous professional development.

Last but not least, it can also be concluded that, apart from the fact that OUT as an ODL institution is credited positively of being able to unlock doors for women to access higher education, still, the woman's journey to higher education in ODL context is beset by several factors. These factors include being overwhelmed with family and social responsibilities, inadequate finance to support her studies, lack of experience or training on instructional/learning technologies and long distance from home to regional centre, to mention few.

From the findings and conclusion made, this study recommends the following:

The fact that ODL mode is proved to be of advantage to women, therefore, there is a need for Iringa regional centre and OUT at large to continue taking affirmative action to promote its programmes to potential women students. There is a need for OUT to do analysis on opportunities associated with factors or reasons for women joining OUT. OUT should also analyses threats associated with challenges facing women access and pursuit of their studies at OUT as an ODL institution.

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An Assessment of the Causes of Persisting Teachers' Professional Malpractices in Kilwa District

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Abstract

This study assessed the causes of the persisting teacher's professional malpractices in Kilwa District Council. Specifically, the study aimed to identify the types of professional malpractices commonly practised by teachers in secondary schools, and to explore the causes of teachers' professional malpractices in secondary schools. The study employed descriptive design whereby qualitative and quantitative approaches were the means of data collection and analyses. The study sample comprised 5 secondary schools and a total of 60 respondents. Specifically, the respondents were 45 teachers who were randomly selected to respond to the questionnaires while 5 heads of schools, 5 discipline masters, 1 District Education Officer, 2 TSD Officials, 1 Ward Education Officer and 1 Human Resources Officer were purposively selected and interviewed. The findings showed that the most dominant malpractices in Kilwa District were absenteeism, the use of Swahili language in English language classes during teaching and negligence. Moreover, teachers' absenteeism seemed to be the common problem above all in urban and rural schools. Teachers' absenteeism and duty negligence were associated with teachers' low status that seemed associated with their low salaries. Teachers tended to neglect and skip classes, as they had to engage in extra-curricular activities to increase their purchasing power to meet human livelihood. The causes for professional teacher malpractices include bad working conditions, poor management and stress. This situation had managerial implications that if teachers' needs are not fulfilled, not provided with good working environment, welfare and wellbeing are not maintained per government regulations on teaching conditions, the malpractices would persist.

*Keywords***:** Teachers' malpractice, Teachers' ethics

Introduction

In any nation, teachers have a great responsibility of assuring the attainment of major education goals (i.e., students learning). They are responsible for high standards in education, transmission of national values and norms to their pupils by teaching them and/or being good role models. Teachers are the transformer of knowledge who ensures that children learn. They are the role models to students, and in most rural communities, they are the most educated and respected personages (Patrinos & Kagia, 2008). They are at the front line of developing pupils' understanding, skills, learning and core values. Teachers are therefore the most important elements in producing quality education. However, towards this end, teachers are expected to abide by their profession code of conducts. Despite the values that given to teachers and their professional ethics sometimes they are faced by misconduct and lack of integrity which affect the goals of education provision. Teachers' malpractice occurs in various forms and ranges in severity from allegations of direct harm to students (example of malpractices are such as physical or sexual abuse) to an act detrimental to the teaching profession (such as falsifying documentation of continuing education courses or cheating on a professional examination).

For the most part, misconduct by educators occurs either on the school campus or with members of the school community, but can also be something that happens outside of the school environment and does not involve students. Teacher misconduct disturbs the implementation of the planned interventions, particularly the correct functioning of the teaching and learning process (Van Nuland & Khandelwal, 2006). Hence, this study intends to investigate the causes of professional teachers' malpractices in secondary schools, explore the types of professional malpractices commonly practised by teachers in secondary schools and establish strategies that would reduce teachers' malpractices in secondary schools.

Theoretical Review
Malpractice
Akaranga and Ongong (2013) have defined malpractice as a deliberate wrongdoing contrary to official rules that place a person at an unfair advantage or disadvantage. Behaviour results in, or may result in, the subject gaining an unfair advantage in one or more components. Malpractice results from unfair treatment of parties, and results into working inefficiency. This study therefore, adopts this definition in assessment of the causes of persisting teachers' professional malpractices in Kilwa district.

Types of Malpractices in Secondary Schools
Mlozi *et al*. (2013) have documented language as one of the malpractices in secondary schools. In their study, they found out that teachers are using both Kiswahili and English as a medium of instruction in secondary schools. According to the National Education and Training Policy (2014), the medium of instruction in secondary schools is English language. However, the Kiswahili–English malpractice has been taking place in most of the secondary schools in Tanzania.

Education malpractices include plagiarism, collusion and duplication of work (URT, 2009). Plagiarism is the representation of the ideas or work of another person as the candidates' own and collusion is supporting malpractice by another candidate, as in allowing ones' work to be copied or submitted for assessment by another whereas duplication of work: is the presentation of the same work for different assessment components. URT (2009) has also documented that invigilators assist students during examinations. Moreover, malpractices in the conduct of examinations generally take different forms. (i) Host teachers at the examination centre conspire with invigilators. (ii) Parents bribe head teachers or examination invigilators to release examination papers or help their children. (iii) Teachers smuggle their solutions to previously leaked papers into examination rooms for students to view. Rarely, (iv) teachers sat

examinations on behalf of their students (URT, 2005). These irregularities are categorized as malpractices in examinations.

Causes of Malpractice in Secondary Schools

Anangisye and Barrett (2005) have documented corruption as one of the causes of malpractices in secondary schools. Corruption is connected to leakage or cheating in examinations; securing or awarding a position for illegitimate reasons and mismanagement of school resources. They have also reported incidences of teachers cheating when they are alone with candidates. In Tanzania, corruption has not only crippled education system but also other financial and public service sectors. Abusive behaviours have also contributed to the existing secondary school malpractices (Anangisye, 2005 and Barrett, 2005). In Tanzania education system, corporal punishments are allowed within education institutions. These can have far-reaching consequences for the individuals affected and they affect the whole society. Precisely because schools and colleges are places where children and young people learn the norms of social behaviour they have the potential to perpetuate and escalate cycles of violence and corruption across generations.

Inappropriate behaviours in the teaching profession are other factors that contribute to the malpractices in secondary school (Anangisye, 2005 and Barrett, 2005). Behaviours such drunkenness, drug addiction and improper dressing put the whole profession into disgrace. It is hard to conduct any research in schools in Tanzania without encountering teachers, who suffer from alcoholism. This alcoholism is to the great extent affects their ability to do their job. This has escalated malpractices behaviours in secondary schools. Negligence of duty is also one of malpractices in Tanzania (Anangisye, 2005; Barrett, 2005). Teachers' absence to schools and the practice of repeatedly absence without leave for parts of or a whole working day or insubordination to managers is another sign of malpractice among teachers. This illegitimate absenteeism has significantly contributed to serious education quality issues that originate from malpractices.

Research Gap

Most studies (for example Mlozi *et al.*, 2013; URT, 2009) have addressed examination irregularities with less information on causes of teachers' malpractices in secondary schools. Moreover, the study that has addressed the causes of malpractices for example, Anangisye and Barrett (2005) provided only general information on malpractices in secondary schools. Other studies such as. Swart and Wachira (2010) addressed the objectives of SEDP, which were to ensure quality and relevant education, achieve better management and delivery of secondary education services through devolution of authority. This would also manage the problem of teachers' malpractices. REPOA (2003) have outlined strategies to reduce malpractices with no clue on the causes of teachers' malpractices in secondary schools. This exhibits that there is less detailed information on the causes of teachers' malpractices in secondary schools especially in Kilwa district and therefore there was a need for the current study to address that knowledge gap.

Methods

Research Design and Approaches

This research employed descriptive research design whereby quantitative and qualitative research approaches were employed in collecting and analysing data. A mixed methods research approach is a procedure of collecting, and analysing data while "mixing" both qualitative and quantitative research methods in a single study. This has been done in order to get in-depth understanding of a research problem (Christensen, 2004). Mixed approach is the research which uses qualitative or quantitative paradigm in one phase of the research and quantitative research paradigm in another phase or uses both paradigms concurrently (Creswell, 2009; Linchman, 2009). Qualitative research mostly uses words in data collection, analysis and interpretation, while quantitative researches mostly use numerals in data analysis and interpretation.

Sample and Sampling Procedures

It is difficult to study the whole population due to research challenges such as time limit, limited budget and human capital to supervise the task. Therefore, this research used purposive sampling and simple random sampling techniques to get the sample. Purposive sampling technique was used to select the Educational Officer (N=1). Human Resources Officer (N=1). Ward Education Officer (N=1) and TSD Coordinators (N=2). These respondents were selected because they are the ones who can provide relevant information that other respondents would not give. For example, the TSD coordinators are the ones who deal with teachers' discipline. Thus, they have all the information concerning teachers' professional malpractices. Simple random sampling technique was used to select 5 schools from which 45 secondary school teachers were selected. From the schools, 5 discipline masters, 5 heads of schools were involved in the study due to their managerial positions. The study used simple random technique because of the targeted population (Secondary school teachers in Kilwa District Council) which consists of big number of teachers. The technique made it possible to avoid bias as it provides a room for teachers to have equal chances to be involved in the sample. The sample was surveyed at their workstations.

Table 1 Sample Size

S/N	Category of Respondents	Number of Respondents
1.	District Education Officer	1
2.	Human Resources Officer	1
3	Ward Education Officer	1
4.	Head of schools	5
5.	Discipline masters	5
6.	TSD Officials	2
7.	Teachers	45
	Total Number of Respondents	**60**

Methods of Data Collection

Research method is the tools you use to collect data (Dawson, 2002). In this study, the data was collected using both sources: primary and secondary sources. Primary data is that which is collected for the first time, and thus happen to be original in character (Kothari, 2004). Here, the data was collected directly from secondary school teachers (N= 45) through questionnaires which were given to them and head of schools. The data for this study were collected through interviews among the District Education Officers (n= 1). District Human Resources officer (n= 1). Ward Education Officer (n=1) and TSD officials (n=2). Moreover, in this study, there were secondary data that were collected through documentary analyses on the types of professional teacher's malpractices, and strategies to reduce professional teachers' malpractices from various offices such as teachers services department office, heads of schools, discipline masters, District Education Officers and other documentaries related to misconduct by teachers.

Findings and Discussions

Types of Professional Malpractices Commonly Practiced by Teachers

To achieve this objective teachers (N= 45) were provided with a questionnaire with different types of professional teachers' malpractices. The findings are provided in Table 2 hereunder.

Table 2 Distribution of Respondents on the Types of Teachers' Professional Malpractices

Types of malpractice	Male (%)	Female (%)	Total Respondents' View (%)
Alcoholism	2.21	3.68	5.88
Sexual abuse	0.74	2.21	2.94
Absenteeism	8.82	9.56	18.38
Theft	1.47	1.47	2.94
Examination malpractice	0.74	1.47	2.21

Swahili use in non-Swahili classes	8.82	9.56	18.38
Dressing	6.62	6.62	13.24
Conflict	5.15	5.88	11.03
Negligence	7.35	8.09	15.44
Insults	1.47	0.00	1.47
Corporal punishments	4.41	3.68	8.09
Total	**47.79**	**52.21**	**100.00**

Source: Field Work (2015).

The findings show that there are four dominant malpractices by teachers in secondary schools namely Swahili use (18.38%). absenteeism (18.38%). duty negligence (15.44%) and improper dressing (13.24%) (Table 2) The secondary school curriculum in Tanzania has stipulated the use of English language as an official medium of instruction. The use of Swahili in non-Swahili classes in secondary schools is the result of poor English-speaking skills by teachers. This was also the argument by Nyirenda (2003) that supported the usage of English language in teaching as the problem in secondary school teaching. The key information gained during interviews schedules with teachers is that they acknowledge that the use of English in schools does not make students understand subjects. The case seemed more complicated as some of the teachers also admitted to have low English language speaking skills that often mislead students. For example, a teacher from school A explained:

> *I have found out that when I use Swahili in teaching, students understand me better; this is because they do not have good English background. Some of teachers are not good in English and this may lead to confusion in teaching-learning process.*

Absenteeism has also been ranked high in teachers' malpractices. Absenteeism is the result of poor education auditing control. This is from both the school and zone offices. There has been poor education supervision from zones and this has accelerated absenteeism in

secondary schools. Teachers' negligence to duty is also another teaching malpractice that respondents have documented high (15.44%) see Table 2.

Teachers' absenteeism is a result of low patriotic teaching spirits that teachers have. Since the early 1990s the government was not recommending secondary school graduates to attend basic military training which helped to inculcate the spirits of patriotism among others. Although currently, few students have been selected to attend "military-national service", this study argue that the positive impact could hardly be on education institutions since most of the few who attended military service, few go for further studies where they would attend teacher training courses. This situation might substantially degrade national patriotic spirit and it would lead to workers' absenteeism in working places. Thus, the government should restore the national service programme at least for all form six leavers. However, in 1995, a World Bank survey found that 38% of school teachers were reported to have been absent for a minimum of two days in the past week (Schleicher *et al.* 1995). The TSD coordinator in Kilwa explained:

> *Most of the teachers in Kilwa do not stay at their working stations. Some of them engage in their own commercial business like "bodaboda" Others breach contract without notice and join the private sectors which pays more while others sometimes are absent with legitimate reason such as illness, and maternity but because they do not notify my office I consider them as truant.*

Moreover, improper dressing has ranked the last (13.24%) (Table 2) though it seemed to be the dominant teachers' malpractices. This translates into unofficial dressing at school premises. This includes the dressing of clothes like min skirts, tight skirts, coastal *"madera"*, and t-shirts. Not all these are allowed according to the government official dressing code. Unofficial dressing has resulted into students mimicking teachers. Unofficial dressing leads to moral decay.

Teachers were expected to dress in a manner that is appropriate to their status as civil servants (Anangisye, 2005). One teacher argues:

> *In our school it is normal to see teachers going to the classes, wearing long-traditional dresses in local language commonly called: "dera" which is not professionally acceptable as per dressing code. Teachers tend to wear slippers ("ndala") while they are expected to wear shoes. They just come to teach during their lessons then they go home or do their own business.*

Moreover, insults (1.47%). examination malpractices (2.21%). theft (2.94%) and sex abuse (2.94%) have been ranked the least (in terms of percentage) malpractices by secondary school teachers (Table 4.1). These malpractices were reported to be critical in the early 2000s. However, currently due to the government and non-governmental efforts, these malpractices are being less observed. The government and other education stakeholders have played a key role in bringing these malpractices at a minimum level. Conclusively, concerning the types of malpractice commonly practised by teachers, it can be said that absenteeism and Swahili usage in non-Swahili classes were the major types of professional teachers' malpractices that were found in the field. Other malpractices were also observed. These were duty negligence and unprofessional dressing. The results have implication on the teaching practice. It is imperative now that teachers should use Kiswahili as the medium of instruction and be trained on the use of English language due to incompetence noted on the part of teachers in the district. Absenteeism is the result of teacher's extra work to counteract the effect of low salaries in teaching arena. Theft, sex abuse and examination malpractices are low due to increased emphasis on teachers' moral values. Sex abuse is also low due to judicial punishment if one is found guilty of sex abuse. Examination malpractice is almost impossible due to regulations and procedures set by the National Examination Council of Tanzania (NECTA) on conducting national examinations.

Causes of Teachers Professional Malpractices

In this study, the second research objective aimed to explore the causes of professional teachers' malpractices in secondary schools. In achieving this objective, teachers (N= 35), discipline teachers (N= 05), human resources officer (N=1). District Education Officer (N= 1). TSD coordinators (N= 2) and heads of schools (N= 05) participated in filling in questionnaires and in interview sessions. To achieve this objective teachers (N= 45) were provided with a questionnaire which needed them to state the causes of professional teachers' malpractices in Kilwa District. Findings are presented in Table 3.

Table 3 Distribution of Respondents on the Causes of Teachers' Professional Malpractices

Causes	Male (%)	Female (%$)	Total Respondents' View (%)
Inadequate education	5.56	2.78	8.33
Experience	4.17	6.25	10.42
Salaries	5.56	4.86	10.42
Working condition	6.94	9.03	15.97
Poor management	5.56	6.94	12.50
Low dedication	3.47	2.78	6.25
Naughty students	4.86	4.86	9.72
Overload	2.78	2.78	5.56
Stress	7.64	4.17	11.81
Moral decay	4.86	4.17	9.03
Total	**51.39**	**48.61**	**100.00**

Source: Field Survey (2015)

Note: In analysing the data (Table 3), the respondents agreed that poor working conditions are the leading reason on professional teachers' malpractices in Kilwa District.

Results from the field have established the trend in the causes for teachers' malpractices in secondary schools. These causes were established as working conditions (15.97%). working stress (11.81%). and unsatisfactory salaries (10.42%). see (Table 3). Working condition is translated into housing, water access, availability, and access to electricity and health services. These have posed threats to employment of several teachers in different schools. The conditions have led to working demoralization and have resulted into professional malpractices by secondary teachers.

Moreover, working stress has also been remarked as a cause of professional teachers' malpractices in secondary schools. Stress can cause one to act irresponsive and causes inconveniences to codes of conduct established. Teachers working stress is derived from unsatisfied working conditions and a large number of students that are deemed to be taught by one teacher. Unfortunately, there is no any government agency that deals with teachers' stress. This poses a danger since stress may escalate. In the interview, the DEO explained:

> *Most of the teachers' complaints and cases I get from head teachers, involve teachers' bad working environment. In this District, there are no important social services like hospitals, markets, electricity and clean water near the schools. This forces teachers to travel far away for social services which in most cases make most of them to be absent from schools.*

Moreover, low salaries have been the major complaints of teacher for decades in Tanzania. The government argues that, it cannot pay well teachers due to the ever-increasing number. This has demoralized teachers. It is one of the causes for malpractices in secondary schools. Salary reviews conducted by the government do not match with the annual inflation rate the government is supposed to cover. This cause of malpractice will continue to exist unless the government vests itself in the matter. This is in line with the previous study by Betwel (2013) who argues that the majority of the teachers regardless

of location of their schools believed that inadequate salaries and low income influenced teachers to engage in misconduct. Respondents indicated that since salaries and their income were not satisfactory, teachers were forced to engage in private activities to supplement their income. A teacher from Dodomezi secondary school lamented:

> *The teaching profession has no allowances than depending only on salaries. However, the salary itself is very low and there is no other means such as over time and parental allowances to increase the earnings of teachers. Thus, if teachers do not engage in other commercial they can die of hunger.*

Table 4.2 has also exhibited that teachers' overload (5.56%). low dedication (6.25%). inadequate education (8.33%). and naught students (9.72%) are minor causes of teachers' malpractices at schools. The overload is decreasing as the government has made initiatives to increase number of teachers. However, it seems that teachers' low dedication was given low emphasis despite the fact that there are different non-governmental organizations such as TWAWEZA and HakiElimu addressing teachers' concerns. Moreover, Anangisye (2005) suggests that the main reason for teachers' involvement in misconduct was the low status of their roles given by their own students and communities in which they live. Respondents also lowly prioritized inadequate education as the government has programmes to engage teachers on education upgrading while working. These are education evening programmes and study leaves provided for teachers. The issues of naught students are also being taken care of by some of the NGO's stressing father and mother to engage in children parenting for better education. In interview, the DEO commented:

> *I think lack of promotion of professional standards among most of teachers in Kilwa district results into documentation of teacher's malpractices. This is because they have low knowledge on how should behave at school*

and out of classrooms albeit this has been among the contents of teacher training.

Overall, working conditions, poor management and stress are the main causative agent of professional teachers' malpractices at schools. Poor working condition translates into poor or inadequate basic needs, lack of and inaccessibility of important infrastructure and inadequate teaching materials in schools. Poor management translates results into demoralization of teachers and therefore triggers teachers' malpractices. Stress can cause one to behave inappropriately unintentionally. Teachers stress is caused by a combination of problems and results into teaching malpractices.

Conclusions and Recommendations

Summary of the Findings

The major aim of this study was to assess the causes of the persisting teachers' professional malpractices in Kilwa District Council. The specific objectives were: to identify the types of professional malpractices commonly practiced by teachers in secondary schools, to explore the causes of teachers' professional malpractices in secondary schools, and to establish strategies that would reduce teacher's malpractices. The study was conducted in 5 schools in Kilwa District Council. Generally, the findings of the study were as follows:

- Absenteeism and Swahili usage were the major types of professional teachers' malpractices that are leading in Kilwa district. It is therefore, imperative that teachers use Kiswahili as the medium of teaching due to language barriers and incompetence during teaching.
- Absenteeism seemed to be the result of teachers' extra work to counteract the effect of low salaries in teaching arena. Theft, sex abuse and examination malpractices were low due to increased emphasis on teachers' moral values in teachers' training. Sex abuse was also low due to judicial punishment if one was found guilty of sexual abuse. Examination malpractice

was almost impossible due to the regulation and procedures set by the National Examination Council of Tanzania (NECTA) on conducting national examinations.

- Working conditions, poor management and stress ware the main causative agents of professional teachers' malpractices at schools. Poor working condition translates itself to poor or inadequate basic needs, lack and inaccessibility of important infrastructures and inadequate teaching materials in schools. Poor management translates results into demoralization to teachers and therefore triggers teachers' malpractices. Stress can cause one to behave inappropriately unintentionally. Teachers' stress is caused by a combination of problems and results into teaching malpractices.

General Conclusion

Based on the major findings of this study, the following conclusions can be made:

- The study revealed that the most dominant malpractices in Kilwa District are absenteeism, the use of Swahili in classes and the negligence of duty. Absenteeism is the common problem in urban and rural schools in Kilwa district. Absenteeism and duty negligence were associated with teachers' low purchasing power that arises from low salaries. Teachers neglect and skip classes, as they have to engage in extracurricular activities to meet human basic livelihood.

- The study shows that the causes for professional teachers' malpractices include poor working conditions, poor management and stress. This means that if teachers are not cared for to appropriate standards of life as per government regulations on teaching conditions, there is a great possibility of persisting of teachers' malpractice in secondary schools. Political will is needed to deal with teachers' welfare. Better management and transparency are generally suggested strategies that can reduce malpractices in Kilwa District council. It is proved that lack of good relationship and

transparency between education managers and teachers were the main reasons for teachers' misbehaviours. This is mainly due to inadequate management system that stresses on transparency. Therefore, better management and transparency are dependent to bringing about education good governance.

Recommendations for Actions

This study was conducted in Kilwa district. From the study, the following recommendations can be made:

- Many types of teachers' professional malpractice can be addressed by financial support to the education sector. The education sector needs more financial inputs to address teaching and practising of teaching ethics. This can be done through media that reach the largest population of teachers in the country. However, some of non-governmental organizations like HakiElimu and TWAWEZA have started some initiatives on this, more and support is needed to cover all ethics aspects in education.

- The causes of malpractices have their origin in political will to value education. Moreover, political will in education would mean a change in working conditions, teachers' remuneration and promotions in education sector. Political leaders can achieve this through political forums. For example, education stakeholders may use Education Parliamentary Committee to pressurise for changes in the education sector. This can result into parliamentary discussions that can lead the executive to act upon proposed changes.

- Generally, good governance is at the centre of strategies to reduce malpractices in secondary schools. Good governance caters for all strategies to work efficiently in reducing or /and eliminating teachers' malpractices in secondary schools. Addressing good governance means addressing for change in management practices in schools. This can be attained through leadership, and frequent training to heads of schools. Such

trainings may involve training aid in changing paradigm and change in management regimes.

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