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## **The Purpose of the Publication**

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

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

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## **Editorial**

Dear JIPE readers, on behalf of the editorial board, I wish to introduce to you this Issue Number 1, Volume 12 of Journal of Issues and Practices of Education (JIPE) of the Faculty of Education at the Open University of Tanzania. I wish as well to acknowledge the efforts and trust given to this Journal by authors, reviewers, and editors.

The Journal of Issues and Practice in Education (JIPE) is a refereed journal. It is published twice a year that is June and December. 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.

This issue is comprising of 9 articles on a diverse a range of issues in the fields of education. It is the expectation of the Chief Editor and the editorial secretariat that you will enjoy reading articles published in this issues and you continue contributing articles in this journal d the teaching and learning processes.

Dr Newton Kyando  
**CHIEF EDITOR**

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# Aligning Sustainable Development Goal 4 with Provision of Distance Learning through Library Perspective: The Case of the Open University of Tanzania

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**The Open University of Tanzania**

## **ABSTRACT**

*Sustainable development goal number four (SDG 4) is the education goal whose main focus is to ensure inclusive and equitable quality education and promote lifelong learning opportunities. In that perspective, its focus on the promotion of lifelong learning augurs well with the mainstay of distance education in any country. This linkage is anchored on the quality, timely provision of knowledge through libraries that are entrusted with the role of searching, acquiring, processing and make access to various distance learners knowledge in various forms for their continuous learning and attaining various qualifications. Sustainable development goal number four (SDG 4) lies at the centre of all other goals as it entails transforming societies globally into learned, aware, and one that can cope with changes at economic, political economic and social levels. Impliedly, education for all that is the main proponent of this goal must be achieved using all avenues possible including open distance learning for those that cannot afford it through other conventional education systems. Libraries are the lifeline of open and distance learning. Over years, especially with the fast-changing technologies and more emphasis on e-learning of which open distance learning has also adopted quickly, the role of library has had challenges in terms of the visibility on services it provides, availability of adequate resources to cope with such changes and, skilled staff to offer library services with e-learning base. This paper explores issues related to the role of library services in supporting promotion of lifelong education through distance education systems and as articulated in the sustainable development goal four (4). The paper examines ongoing global as well as national efforts of libraries in supporting distance education in the modern era and through the existing technologies. The linkage of the three variables, i.e. SDG4, distance education and library services is, without any doubt, of critical importance for the continuous growth and improvement of learning through distance education.*

**Keyword: Sustainable Development Goal 4, Libraries, Open and Distance Learning, Tanzania**



## **INTRODUCTION**

Sustainable development is act of development that takes into consideration a balanced approach to human development now and in future. It focuses on sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. According to Carley and Ian (1993), sustainable development requires an immense store of scientific knowledge. Libraries are the centre of knowledge creation, deposit and dissemination. Over years, efforts in the development of libraries have focused on this role. Provision of education through distance learning requires ample, organized and readily availability of knowledge. According to UNESCO (2019) success in the implementation of SDG is also determined by variables such as;

- Government efforts to publicly promote the right to information;
- Citizens' awareness of their legal right to information and their ability to utilize it effectively;
- The capacity of public bodies to provide information upon request by the public."

Sustainable Development Goal 4 (SDG 4) lies at the centre of all other SDG goals as it entails transforming societies globally into learned, aware, and one that can cope with changes at economic, political economic and social levels (Uvalić-Trumbić & Daniel (2016). Impliedly, education for all, that is the main proponent of this goal, must be achieved using all avenues possible including; open distance learning for those that cannot afford it through other conventional education systems. As noted by Mcharazo and Olden, (2000), distance education must not be seen as a cheap alternative to conventional education, but it does offer economies of scale in education and learning chain. Libraries are the lifeline of open and distance learning. Over years, especially with the fast changing technologies and more emphasis on e-learning of which open distance learning has also adopted quickly, the role of library has had challenges in terms of its visibility on services it provides, availability of adequate resources to cope with such changes and, skilled staff to offer library services with e-learning base. This paper explores issues related to the role of library services in supporting promotion of lifelong education through distance education systems and as articulated in the sustainable development goal four (4). The paper explores ongoing global as well national efforts of libraries in supporting distance education in the modern era and through the existing technologies. The linkage of the three variables, i.e. SDG4, distance education and library services is, without any doubt, of critical importance for the continuous growth and improvement of learning through distance education.

## **Literature Review**

### ***Focus of Sustainable Development Goal 4***

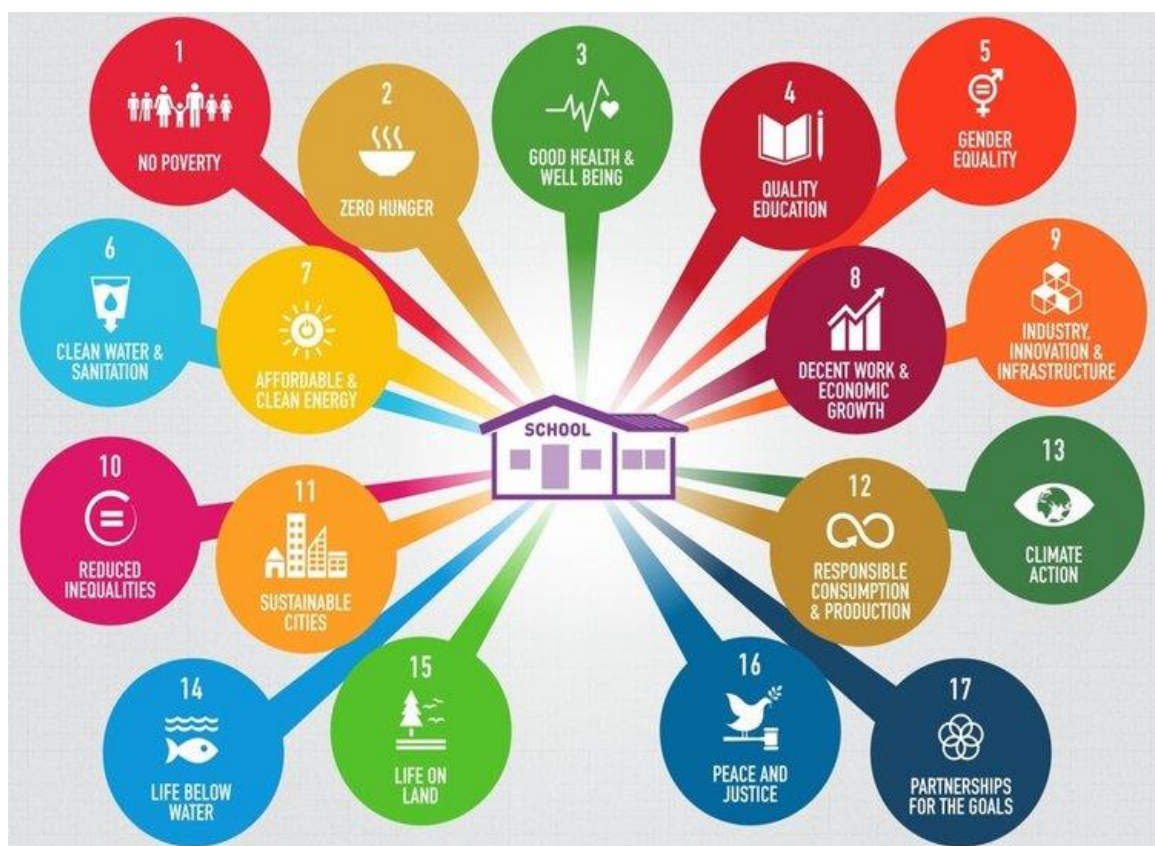
What is vivid in the 21<sup>st</sup> century is that, sustainable development is based on access to information and knowledge. Organised access to information can be efficiently be done by libraries. According to NgianLek (2017) libraries have critical roles to play in many, if not all of the SDG goals. He associated such success with how libraries have helped to improve goal 4 in raising the quality of education by enabling the skills of reading in young children, and how libraries help in bringing about gender equality in goal 5 by creating safe places for girls and boys to learn in common spaces and to live together harmoniously. Like their counterparts, African libraries have recognized the key role of libraries in achieving sustainable Development Goals (SDGs). Knowledge as a resource need to be generated, organized and disseminated for various purposes including development and most importantly inclusive and sustainable development. Over years and in the current fast changing and shifting development paradigms, the role of information has become more pertinent. State of the art technologies that are also changing so fast and becoming more complex and friendly in some instances have made access to various sources of information fast and costs effective.

Huwiler (2016) is of the view that based on the trend of increasing distance education offerings, libraries need to re-evaluate their role and recognize that the traditional division between on-campus students and distance students is disappearing. Increasingly what we are envisioned today is the role that technology is taking in delivering distance learning programmes. Sustainable development goal number four (SDG 4) is the education goal whose main focus is to ensure inclusive and equitable quality education and promote lifelong learning opportunities. It focuses on the following:

- i. Ensuring lifelong learning opportunities for all, from early childhood to adult education;
- ii. Ensuring equity, inclusion and gender equality;
- iii. Ensuring effective learning and the acquisition of relevant knowledge, skills and competencies; and
- iv. Ensuring the relevance of learning, in terms of vocational and technical skills for decent work as well as for global citizenship in a plural and interconnected world. (GCE, 2020)

Focus number one of the SDG 4, i.e. ensuring lifelong learning opportunities for all from early childhood to adult education align itself well with what open and distance education focuses on. According to Lane (2017), open education, in the form of resources and practices are both contributors to SDG4. But also focus number three of SDG4 i.e. ensuring effective learning and the acquisition of

relevant knowledge, skills and competences align itself with the role libraries in the provision of quality learning resources for efficient and effective learning process. On the other hand, the Global Campaign for Education (GCE) has noted that target outcome number seven of the SDG4 whose emphasis is on the promotion of education for sustainable development and global citizenship aims to make sure that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development. This include education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



**Figure 1:** Effects of SDG 4 on human sustainable life

### Open and Distance Learning

Open and distance education is now a global trend that through it majority are being empowered with knowledge and skills which otherwise they would have no opportunity to access. According to UNESCO (2002), the globalization of distance education provides many opportunities for developing countries for the realization of their education system-wide goals. Two main factors have led to an explosion of interest in distance learning. These are:

- i. the growing need for continual skills upgrading and retraining; and

- ii. the techno-logical advances that have made it possible to teach more and more subject at a distance.

The International Council for Open and Distance Education (ICDE) which works towards bringing accessible, quality education to all through online, open and distance learning provides advocacy and leadership around the advancement of online, open and distance learning. According to ICED, SDG4 is part of the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries to recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve global environment (GCE, 2015). To do this pro-actively distance education is seen as core for far reaching to the majority of global citizens who cannot afford other means of accessing education opportunities.

#### **Role of Library in an Open and Distance Learning in Supporting implementation of SDG4**

Sustainable Development Goal 4 focus on the promotion of lifelong learning augurs well with the mainstay of distance education in any country. This linkage is anchored on the quality, timely provision of knowledge through libraries that are entrusted with the role of searching, acquiring, processing and make access to various distance learners knowledge in various forms for their continuous learning and attaining various qualifications. It must be emphasized that SDG 4 lies at the centre of all other goals as it entails transforming societies globally into learned, aware, and one that can cope with changes at economic, political economic and social levels. Impliedly, education for all that is the main proponent of this goal must be achieved using all avenues possible including open distance learning for those that cannot afford it through other conventional education systems. On the other hand, according to (Priti and Jibril, 2018), in Botswana, for example and in support of Goal 4: Quality education, some Public Libraries provide homework assistance to children to build strong educational foundation. Libraries are the lifeline of open and distance learning. Over years, especially with the fast changing technologies and more emphasis on e-learning of which open distance learning has also adopted quickly, the role of library has had challenges in terms of its visibility on services it provides, availability of adequate resources to cope with such changes and, skilled staff to offer library services with e-learning base. According to Corbert and Brown (2015) libraries and librarians have always been focused on providing resources and helping

expand learners' skills and knowledge. However, as online education become mainstream, the focus now shifts to how librarians and libraries will continue to meet their mission, goals and objectives providing electronic resources to meet the growing demands coming from distance education students along with serving in-house or on-site learners.

### **The Case Study of the Open University of Tanzania**

This paper draws its data from a case study of the Open University of Tanzania. Through this case study, key library staffs were interviewed including; the director, all heads of departments and key staff that are responsible for managing various key sections like databases, e-information. The Open University of Tanzania (OUT) is a fully fledged, autonomous and accredited public University, established by an Act of Parliament Number 17 of 1992 (OUT, 2018). The Open University of Tanzania offers certificate, diploma, degree and postgraduate courses through the open and distance learning system which includes various means of communication such as; face-to-face, broadcasting, telecasting, correspondence, seminars, e-learning as well as a blended mode which is a combination of two or more means of communication (OUT, 2018). OUT operates through a network of about 30 Regional Centres; 10 Coordinating Centres, of which one is in Zanzibar and one in Pemba; two are in Kenya (Egerton and Njoro), one is in Rwanda (Kibungo), one in Namibia and one in Uganda. Other OUT Internal Coordination Centres are the African Council for Distance Education – Technical Collaboration Committee (ACDE TCC), the Centre for Economics and Community Economic Development (CECED) and the SADC Centre of Specialization in Teacher Education (SADC ODL COSTECH).

OUT has also 69 Study Centres spread throughout the United Republic of Tanzania (OUT, 2018). In addition, the University provides an enabling environment for integrated continuous learning for students and its staff. It is also mostly relying on Modular Object-Oriented Dynamic Learning Environment (MOODLE) for teaching and learning (OUT, 2018). The Open University of Tanzania (OUT) has a long history and experience in offering distance learning over years. Its experience has been improving over years and coping with changes nationally and globally. Equally, its library services have been growing to cope with demands from both teaching staff as well as students. In terms of technology adoption and adaptation of new technologies, these have been integrated into the University programmes, thus giving the library an equal growth in terms of quality services. In terms of technological advance, according to Mcharazo and Olden (1995) OUT has had a forward plan to make ICT one of the main hub of its service delivery, implying that plans to use ICT has been a long term vision of the University.

### **Functions of the OUT Library**

In terms of public service delivery, the OUT library offers its services through Online Public Service Catalogue (OPAC) which is also linked to other online web based programs like GOOGLE. This, enable students to access open sources which allows students to access and read the full text of the available documents. The OUT operates library services at it's headquarter based in Dar es Salaam and ten Regional Centers. Acquisition is done centrally. The library also maintains central databases of its various information resources. Manual access is still used at a low scale at OUT HQ but mostly in the regional centers. The library has been increasing its subscriptions to print journals and online journals. From 2013, the OUT library started the system of institutional repository which has assisted the library to get access to full texts of thesis/dissertations, and other relevant publications that supports e-learning. Open course wares are linked through OUT library webpage.

Currently, OUT library has computers labs which students use to search materials which are connected through wireless technologies. Online resources-library webpage has various resources i.e. online journals, books, dissertations/thesis which are in repository area. Lectures are also available through library webpage. Students get acquainted on the use of these facilities during orientation week. Databases that can be accessed through OUT library include; EBSCORE, INARI, EMERALD, AGORA, GOALI etc

### **Aligning Sustainable Development Goal 4 and Role of Library in Enhancing Open and Distance Learning**

As was pointed in the introduction part, SDGs anchor on availability of organized knowledge to allow all other actors to act decisively. For example, libraries offer a wide range of products and services that promote the achievement of each and every one of the SDGs. From promoting literacy, to offering free access to information, libraries are safe, welcoming spaces, at the heart of communities. They advance digital inclusion through access to Information and Communication Technology (ICT), internet connection and skills. They promote innovation, creativity and access to the world's knowledge for current and future generations. (IFLA's, 2003). According to Finch (2018) SDG 4 libraries are at the heart of schools, universities and colleges in every country around the world. All libraries support literacy programmes, provide a safe space for learning, and support researchers to access, apply and reuse research and data to create new knowledge. Hands-on computer classes, after-school support, and programmes addressing subject areas with high failure rates are just a few examples of how libraries respond to local needs and take action to improve education. Libraries also act as facilitators in their communities, setting up local learning centres to support learning.

## **Conclusion**

Libraries is an important player in the achievement of Sustainable Development Goals in terms of making sure that the SDGs are understood and the various players have a good knowledge of what is entailed and how should be implemented. Furthermore, SDG 4 is paramount in the sense that it touches on the heart of human development which is quality education whereby libraries are its cornerstone. For all the SDGs to be achieved, SDG 4 as an overarching goal will have to be aligned and intertwined in such a way that its effect is included in the implementation of all goals and its outputs and outcome can be assessed just like any other input. The growth of library services at the Open University of Tanzania (OUT) has vividly shows how distance education has been systematically supported by library services. The investment that OUT has done to library has enabled it to cope with ever changing needs brought about by fast technological changes. The experience of libraries in general and OUT library in specific is a good reason on enabling so as to support individual citizens, community institutions, and businesses improve livelihoods and improve quality of life which the highest aim of sustainable development as supported by Goal number four on quality education.

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## **A Motivational Conundrum on Transition to Secondary Education: What Are the Sources of Information for Primary Pupils on the Next Levels of Schooling in Tanzania?**

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### **ABSTRACT**

*This research article is focusing on the analysis of motivation of primary school pupils towards secondary level schooling the study was conducted in Mpanda district council, Tanzania. The study applied a mixed research approaches with a survey study design. The study involved 286 participants; students in secondary and primary schools, Ward executive Officers, Village Executive Officers, Primary and secondary education Officers, Region Education Officer, School Board Chairpersons, Parents and other key informants as education stakeholders. Both probability and nonprobability sampling techniques were applied. Data collection methods used were questionnaires and interviews. SPSS and contents analysis were used to process data collected. Based on the advocacy of the sources, the study informed that sources of information on the relevance of secondary education were categorized into right and wrong sources. The former brings positive motivation whereas the later brings negative motivation. Overall, the study revealed that teachers, parents, successful people with post-primary education level and local Government authorities were right sources of information and models to primary pupils on the relevance of secondary education. However, Wrong sources included peer groups who failed to join secondary education or those joined but could not make it to completion to form four and unemployed graduates. The study recommends that knowledge, network, and information should be linked together. The community at large should tie hands together to share information that will play an advocacy role to primary pupils on the relevance of secondary education to help them cultivate both intrinsic and extrinsic motivation to participate into secondary education and lifelong learning process.*

**Keywords:** *Motivation; Education Stakeholders; Information.; Advocacy, Transition to Secondary*

## **INTRODUCTION**

The importance, role, and need for education in every aspect of human struggle from ancient time to present cannot be overestimated. In the like manner information transfer and sharing cannot be separated from educating successive generations. The paper presents the assessment of sources of information to primary pupils on the relevance of secondary education. Central to the study is the analysis of the sources of information to primary pupils on the relevance of secondary education and how these sources are inextricable to the motivation of students in the learning process. Information in learning process amid perceived preponderance role of education globally as a panacea to development agenda is highlighted in this paper. Sufficient and pertinent information about holistic education to children and students is important for facilitating accomplishment of the aim on massive investment in education for all realized. In the context of emerging global culture, competitive economies, invariably technology changes, social-political multipolar, and climate changes, education has proven beyond doubt as the only essential tool that is believed to equip country's citizens to withstand those waves, close development gaps across the continents and produce responsible citizens (UNESCO, 2009; OECD,2015; URT,2014).

Such information has to be shared to children as well students so that from dawn in their education journey they may understand and value education as a tool in the contemporary world. Globally, education has been accepted as a human right, ever ending global agenda, an ingredient to economic development and poverty reduction (UNESCO, 2014; DFID, 2013). The Millennium Development Goals (MDGs) 2015 and Education for All (EFA) goals among others, calls for every country to expand education opportunities and reduce gender parity in access to education. For example, the EFA summit in Jomtien Thailand in 1990, among other resolutions, resolved that countries should be committed to achieving universal access to free quality and compulsory primary education by 2015 but also expand opportunities to secondary education entry with special emphasis to removal of gender disparity at secondary level and beyond (UNDP, UNESCO, UNICEF, & World Bank, 1990). The perceived preponderance role on education as a human right for children without sharing to them the pertinent information why they need it as right privilege may not be sufficiently enough for children to be motivated to grab every available education opportunity. As noted elsewhere, developing

countries have for long struggled to implement EFA and MDG 2015 goals by marshaling their meager resources to the provision of education as means to face global social, political and economic turbulences. Lewin and CREA (2007) posits that, “the knowledge and skills that secondary schools can provide are central to closing gap between Sub-Saharan Africa (SSA) and the rest of the world in the capabilities of the labour force that can sustain growth”(p.vi). It is within the context Lewin and CREA (2007) espouses, that information on the preponderance roles that education is believed to have on individuals and the country at large have been the impetus for the holistic planning to expand educational opportunities throughout from the system, from primary to tertiary education. Further studies elsewhere indicates that primary education is no longer sufficient to cub immerging global challenges as such there is stressful need to expand secondary tier to incorporate the majority of youth to have at least secondary education (Lewin and CREA, 2007; OECD,2014).

UNICEF and UNESCO (2007:29) elaborates that “Governments are supposed to develop forms of secondary education that are available and accessible to everyone and introduce a measure that to provide free education and financial assistance in case of need”. The needs for education by the majority beyond primary level should be well informed and versed among children and students as means to aspire them for lifelong learning process. In Tanzania for example, Human Development Report (HDR), indicated that ever growing population in Tanzania can possibly be a blessing if only the country will have an educated population for competitive advantages. Among suggested economic interventions for promoting human capital and skills development, the report suggests that,

“Given the current demographic development, Tanzania has the potential of reaping a “demographic dividend” in the next thirty to forty years. That is, its number of effective producers will surpass a number of effective consumers. To reap this dividend, however, the government has to make sure that these effective producers can in fact produce, that is, find employment. This will only be possible if education provides the labor force with adequate skills geared towards integrating it into local and international competitive markets, and innovatively engages Tanzanians in entrepreneurship and self-employment activities” (URT & UNDP, 2015:14).

The assertion goes in line with Tanzania Vision 2025 which aim at preparing

Tanzanian who are well-educated, knowledgeable and skilled to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels (URT, 2010a:2). As a strategic planning to the Tanzania country wellbeing, phases of Poverty Reduction Strategies I and II, regards education and particularly secondary education as direct weapon to fight poverty at family and national level, and asserts that it can happen if only relevant knowledge and skills are provided in secondary schools for the majority (URT, 2010b; URT, 2005; Wedgwood,2007).In the context of all this, candid information about educational attainment by individuals and the nation is needed among community members, more especially children and students as means to creating a sense of valuing education as the priority ingredient for the sake of improving state and citizen well-being.

Information is part and parcel of non-material motivation in learning endeavors. Briefly, motivation may be defined as the underlying force to human behavior that triggers readiness to engage in any activity (Lai, 2011; Mullins, 2010). Information is one among factors that may influence one's attitude to engage or disengage on particular activities (Mullin, 2010). Motivation as a force may be for its own sake or strings attached to the accomplishment of the activity. Considering learning process, motivation is intricate in the sense that it is multifaceted involving intellectual, physiological, and psychological aspects of an individual (Volet and Järvelä ,2001; Karlöf and Lövingsson,2005). For children, learning is scaffolding, continuous and active, an overt or covert activity and process that involve every member in the society, and information sharing is part of that ever ending process (Mullins, 2010; Verenikina, 2008; Wilson & Peterson, 2006). In the learning context, the motivation of learners should surpass all the activities a teacher, educators and stakeholders have to venture. Highlighting the importance of motivation above good policy and strategies, (Usher, 2012) explicitly has stated that,

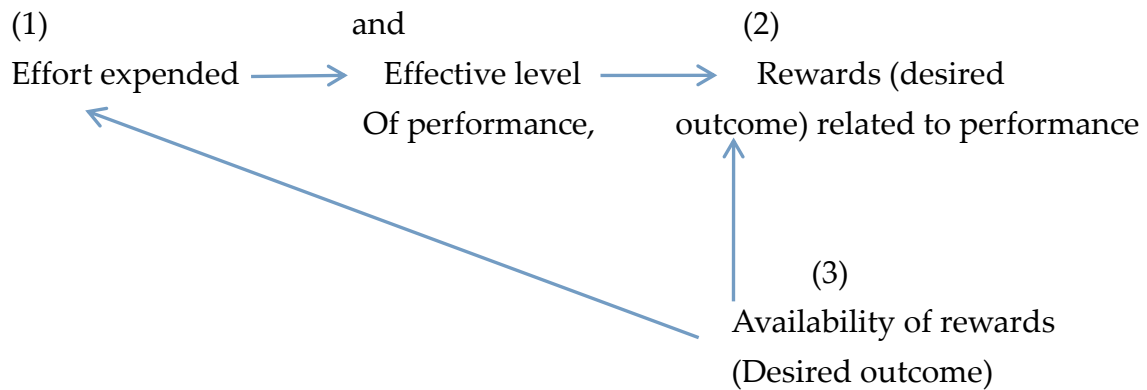
“Education reform advocates have dedicated huge amounts of time and energy to improving public schools and raising student achievement. But with attention currently focused on factors like improving teacher quality, overhauling curriculum and standards, and developing new assessments, one major factor is being overshadowed: the motivation of the students themselves. Even with the best administrators, faculty, curriculum, and materials in place, if students are not motivated to learn and excel,

achievement gains will be difficult if not impossible" (p.2).

While it is plausible to improve educational output and outcomes through improvement of infrastructure, reforming of educational policies, reforming curriculum, and investing into teacher human resources yet it is imperative to underscore the place and role of motivation in teaching and learning process. In order to transform teaching and learning process for achieving learner's maximum potentials, the student's motivational aspects should be educators focus and practices. Nature and type of information as a motivating factor in learning process may be explained in auspicious of motivation theories. It is documented that there is no single theory that can exhaustedly explain the concept of motivation, however, the commonality to almost all theories, is the fact that no performance of learned response may take place in the absence of motivation (Mullins, 2010; Huitt, 2011). Motivational theories as applied in an organization may as well be the guidance in the learning organizations like schools, a place of formalized learning avenues. According to Mullins (2010), motivation theories are categorized into two major groups, the *content* group which explain what motivates individuals. The ideal to this group is an attempt to understand those specific things or needs that motivate individuals in the pursuit of their values, needs, and life goals.

The *second* group of motivation theories is that of motivation as a process which emphasis on the actual process motion. While the former seeks for what of motivation, the later seek for how of motivation. Unlike content theories, process theories attempt to identify variables that influence the motivation of individuals and how behaviors are initiated directed and sustained in the process of motivation. Availability of many theories attempting to explain nature, features and dimensions of motivation in organisations, education organisation being among serves to provide a framework within which attention may be directed when it comes to motivating the individuals throughout their lifelong learning process (Wilson & Peterson, 2006; Mullins, 2010; Karlöf & Lövingsson, 2005; Volet & Järvelä, 2001). The study was guided by expectancy theory by Vroom, here referred to as Vrooms' expectancy theory. The rationale underlying this theory is that people are influenced by the expected results of their actions, as such motivation is said to be a functional relationship between; (a)effort expended and perceived level of performance,(b)the expectation that rewards or desired outcomes will be related to performance, and (c)the expectation that rewards or expected

outcomes are available (Mullins, 2010). The analogous presentation of the relationship of three parts that make the general expectancy theory is shown in Figure 1 below:



**Figure 1: General Expectancy Theory**

Source: Mullins (2010)

The theory serves to illustrate how available information to children on relevance of secondary education may explain intrinsic and extrinsic motivation in their academic journey. From the Figure 1 above, the three factors for effective motivation are interdependent and imperative. The effort that a learner expends in an activity should worth the reward and the same should relate to an individual's life goals or desired outcome as explicitly linked to the level of information available to them. It is expected that motivation will occur when there exist to a certain degree any of the three factors presented in the figure above. Applying Mullin mathematical analogous, strength of motivation will depend on the formula:  $Motivation = Effort\ expended \times Reward\text{-related\ to\ the\ performance} \times desired\ outcome$  (Mullins, 2010). Information is therefore a vital part to help a learner connect what is taught at school and the reality of it in everyday life. This, in turn, will affect the effort to invest in a learning activity for the desired goals. Underscoring the role of information in motivation of learners, Brophy, 1987, p.40) posits that,

“Motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)".

In the context of reviewed literatures, it is noteworthy acknowledging that information is important as an element that may influences learners' choice of what to engage in learning and for how long. Notwithstanding the studies that

were reviewed and the findings thereof, government efforts, social participation availability of widespread communication and technology could serve as reliable media to disseminating pertinent information to children and students on the relevance of secondary education to foster learning behaviors among students in primary and secondary schools. However, available studies, especially in Mpanda district does not disclose explicitly among the available sources of information to children and primary school students, what are the right sources and what sort of information do they share with them. The existing gap that the study has attempted to fill is substantiating the available sources of information and the nature of information available to children and primary school students that influence their choice and stay in education and training process.

### **Methodology and Methods**

The study employed a mixed research approach and was conducted in Mpanda district, Katavi region. A cross-section survey was designed to govern field operations (data collection aspect). Through stratified simple random, snowball and purposive sampling techniques, the sample size of 286 was designed and used in the study. Participants of the study included ward executive officers, ward education officers, school board chairpersons, Head of schools, parents and students. Both Primary and Secondary data were collected from the field and other sources respectively. The study involved methods Interviews and document analysis on qualitative aspect and questionnaire on quantitative aspect. Methods used are reflected in Table 1 bellow: -

**Table 1: Sample Composition of Respondents by Category**

Instrument	Category of Respondent		Number of Respondents		Percentage of respondents reached
			Proposed	Reached	
Interview Guide	Ward Executive Officers (WEO)		4	4	100
	Community secondary school heads		4	4	100
	community secondary school board chairpersons		4	3	75
Checklist	District Officers and departments)	Education (primary and secondary departments)	2	2	100
	Ward Coordinators	Education	4	4	100
	Region Officer (REO)	Education	1	1	100
Focus Group Discussion (FGDs)	Primary school pupils (STD 4-7) in groups of 8 students		160	128	80
	Community Secondary school Students (Form 2-4) in groups of 8 students		64	48	75
Self-administered Questionnaires	Primary School head teachers		14	14	100
	Village executive officers		14	14	100
	Parents/guardians		112	64	56.63
<b>TOTAL</b>			<b>383</b>	<b>286</b>	<b>74.67</b>

**Source: Field Data, (2018).**



Quantitative data (from Likert questionnaire) analysis was done using SPSS while qualitative data was handled through content, discourse and thematic analysis.

**Results and Analysis**

Qualitative responses obtained through interviews, focus group discussion, observations and open-ended questions were coded, forming categories and themes on the basis of objective and questions. Key to the objective was to assess sources of information available to primary school pupils on the relevance of secondary education. Three specific area of concern were assessing the sources, categorising sources with regard to the influence they exert on learner’s behaviours, and attitudes of respondents over the sources. To assess the sources of information available to primary pupils on the relevance for secondary education, respondents were asked to rate on five level, eight items Likert questionnaires that were administered, incorporating literature review based factors that directly influence student learning process. Likert scale were composed to range from Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree was conducted (Strongly Disagree=1, Disagree=2, Uncertain=3, Agree=4 And Strongly Agree=5). Multiple response analysis was conducted to ascertain the frequency results on the responses which were later used as criteria to recommend whether the sources were regarded as the right sources or not in informing primary school pupils on the relevance of secondary education. Table 3.1 below summarises the findings from questionnaires respondents with regard to the contention.

**Table 2: Summarised Responses on the Right Sources of Information**

		Responses		
		N	Percent	Percent of Cases
there are right sources of informationa	strongly disagree	41	5.60%	44.60%
	disagree	79	10.70%	85.90%
	not certain	200	27.20%	217.40%
	agreee	251	34.10%	272.80%
	strongly agree	165	22.40%	179.30%
<b>Total</b>		<b>736</b>	<b>100.00%</b>	<b>800.00%</b>

**Source: Field Data, (2018)**

Observation from Table 3.1 above, revealed that 251(34.10%) of responses agreed, 200(27.20%) of responses were not certain, 165(22.40%) responses strongly agreed, 79(10.70%) disagreed, and 41(5.60%) strongly disagreed about the presence of right sources of information to primary school pupils. Findings

in Table 3.1 above indicates that majority of respondents, about 251(34.10%) did agree with the contention, followed by 200(27.20%) those who were not certain and finally 165 (22.40%) those who strongly agree. Further, the analysis indicated that of all the questionnaire responses, about 416(56.50%) responses indicated agree to the contention and only 120(16.30%) of responses did not agree. The implication of the findings reveals that the majority of questionnaire respondents perceived positively that there are right sources of information to primary pupils on the relevance of secondary education. Based on the implications of central tendency and measure of dispersion implications in informing the nature and meaning of meaning of the findings, Further analysis was conducted on the frequency of response on each of Likert items to ascertain respondents’ perceptions of the presumed available right sources. The statistics findings from each item were summarized and presented in Table 3.2 below;

**Table 3: Response Statistics on Right Sources**

	N		Median	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Sum
	Valid	Missing							
parents	92	0	4	1.075	-0.8	0.251	0.09	0.498	341
teachers	92	0	5	0.903	-1.61	0.251	2.927	0.498	398
people with low education or no formal education at all	92	0	3	1.175	-0.31	0.251	-0.58	0.498	296
non-governmental organization and other community organization	92	0	4	0.98	-0.27	0.251	-0.29	0.498	334
local government authorities	92	0	4	0.953	-0.8	0.251	0.71	0.498	342
peers groups	92	0	3	1.125	-0.33	0.251	-0.43	0.498	295
people with secondary education or more than secondary education	92	0	4	1.088	-0.45	0.251	-0.52	0.498	333
media	92	0	3	1.144	-0.1	0.251	-0.68	0.498	289

**Source: Field data, (2018)**

Based on Likert item rating values (Strongly Disagree=1, Disagree=2, Uncertain=3, Agree=4 And Strongly Agree=5), Table 3.2 above reveal that there was 92 valid case with variation in total number of responses as per items, where, the lowest total response was 289 for item related to media and the highest was 398 for item related to teachers. A close observation from the findings in Table 3.2 above on the median and skewness further revealed that teachers item had the highest median score 5, followed by parents, NGOs and COs, local government authorities and people with secondary and above education level items, with a median score 4. The rest items had a median score

3. Further, the findings in Table 3.2 above reveal a be negatively skewed scores in all items. Moreover, to fully capture rationale behind the choice made, it was important to assess respondent’s attitudes on the available right sources in relation to informing children on the relevance of secondary education. Juxtaposition analysis of SPSS frequency results of single Likert items exported to excel lead to established matrix table for comparative analysis over the “right sources”. Table 3.3 below, presents the findings;

**Table 4: Responses of Right Sources on the Relevance of Secondary Education**

	strongly disagree	% of strongly disagree	disagree	% of disagree	not certain	% of not certain	agree	% of agree	strongly agree	% of strongly agree	Number of cases
parents	4	4%	10	11%	16	17%	41	45%	21	23%	92
teachers	2	2%	2	2%	9	10%	30	33%	49	53%	92
people with low education or no formal education at all	10	11%	12	13%	31	34%	26	28%	13	14%	92
non-governmental organization and other community organization	2	2%	7	8%	34	37%	29	32%	20	22%	92
local government authorities	3	3%	6	7%	22	24%	44	48%	17	18%	92
peers groups	9	10%	12	13%	33	36%	27	29%	11	12%	92
people with secondary education or more than secondary education	3	3%	12	13%	24	26%	31	34%	22	24%	92
media	8	9%	18	20%	31	34%	23	25%	12	13%	92
<b>Total respons</b>	<b>41</b>		<b>79</b>		<b>200</b>		<b>251</b>		<b>165</b>		<b>736</b>

Source: Field data, (2018)

Close observation from eight items that were presumed as right sources, a number of questionnaire respondents as indicated in Table 3.3 above showed that, 41(45%) agreed that parents were the right source to pupils, 21(23%) strongly agreed that parents were the right source,16(17%)were not certain whether parents were the right source for pupils,10(11%) disagree that parents were the right source, and 4(4%) strongly disagree that parents were that right source. Consequentially, whether teachers were a right source to pupils, 2(2%) strongly disagree, 2(2%) disagree, 9(10%) were not certain, 30(33%) agreed, and

49(53%) strongly agree. Concerning people with low education or no formal education at all as a right source, respondents indicated that 10(11%) strongly disagree, 12(13%) disagree, 31(34%) were not certain, 26(28%) agreed, and 13(14%) strongly agree. A non-governmental organisation (NGOs) and other Community organisation (CBO) as another right source, findings indicated that 2(2%) strongly disagree, 7(8%) disagree, 34(37%) were not certain, 29(32%) agreed, and 20(22%) strongly agreed. Local government item was yet another item that a study presumed as a right source. The findings on this items further reveal that 3(3%) strongly disagree, 6(7%) disagree, 22(24%) not certain, 44(48%) agreed, and 17(18%) strongly agreed. Peer groups were also considered, the findings reveal that 9(10%) strongly disagree, 12(13%) disagree, 33(36%) were not certain, 27(29%) agreed, and 11(12%) strongly agreed.

Another area to consider was people with secondary education or more than secondary education as the right source of information to pupils. It was indicated by the respondents that, 3(3%) strongly disagree, 12(13%) disagree, 24(26%) were not certain, 31(34%) agreed, and 22(24%) strongly agreed. The last item to consider was the Media which 8(9%) strongly disagree, 18(20%) disagree, 31(34%) were not certain, 23(25%) agreed and 12(13%) strongly agreed. The findings summarised in Table 3.3 above, clearly revealed that as the right source of information to primary school pupils on the relevance of secondary education, out of 92 respondents who rated Likert item for teachers, about 49 individuals equivalent (53%) , strongly agreed that teachers were the right source of information, followed 44(48%) respondents who agree that local government authorities were the right sources, followed by with 41(45%) respondents who agreed that parents were right sources and finally 31(34%) respondents who agree that people with secondary education or above are right sources.

## **Discussion**

The analysis of the data reveal three important facts with regard to sources of information to primary school pupils on the reveal of secondary education. First, if taken myopically, there are right sources of information to primary school pupils. Second, the sources that inform pupils on the relevance of secondary school are divided into two categories, positive and negative based on the agree uncertainty and disagree criterion. The third fact is that the positive sources influence primary school pupils positively on the relevance of secondary education as opposed to negative category. The facts are further supported by

views from interviewees and students in FGDs who also testified that there are right sources from the community and asserted that teachers especially primary school teachers are right source of information on the value of secondary education. One example was given by one education officer, who explained that,

Teachers in particular primary school work very hard to make sure that their pupils pass standard seven national examinations and also they tell their students that if they pass they will join the secondary school and in future, they would be teachers like themselves or any employee in the government (Interview, EO3).

The observation from EO is supported with the report on roles of teacher, in (UNESCO, 1998) which states that "Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility' (p.16). Also, from different occasions with interviewees, they mention parents, teachers, and local government authorities as the right sources of information on the relevance of secondary education above other presumed right sources. From the perspective of this study, when it is mentioned local government authorities implies persons in the chain of authority and government administration that curtail functions of local government including politicians. During the interview, one officer said that,

some of the parents have been visiting my office to ask for advice which school is the best for the pupils between what school to choose if they pass the examination the private schools or government school? This is the indication that they speak well of education to their children on the relevance of secondary education (EO<sub>2</sub>).

Another very important right source of information that was mentioned and discussed by students was the people who have an education from secondary level and above mostly those who are successful and employed. It was found from the discussion that secondary education and above was relevant to an individual's well-being and improved standard of living. One student from primary school, for example, confessed that,

my uncle who is working in Dar es Salaam has been insisting me that if I don't study hard and pass my standard seven nation examination to join secondary education I will not live a good life and be of good looking as him (FP<sub>12</sub>).

It crucial to note these sources as has been highlighted by respondents. As analyzed and discussed, the fact that these categories were rated high was limited to the right sources. This implies that other categories which received low indication are also sources of information though not very much to that level and therefore should not be ignored. The items such as NGOs, CBOs, peer groups, and Media have an important part to play in our contemporary communities. The indication that respondents were not certain whether they contribute to the right sources may be of two implications, one either they are not accessible by the community or they are disseminating unreliable information about secondary education. For example, the item of peer groups, during interview with some education stakeholders, it was argued that peer groups especially those who attempted secondary education but could not go to the completion or those who participated and completed form four either with failure or low pass and are therefore not employed do give negative formation with regard to relevance of secondary education. One education officer explaining negative attitudes likely to emanate from peer groups said that,

When I was the head teacher, I had a class of 30 pupils and in their final examination 29 passed standard seven examinations and were selected to join one community secondary school. Some reported to school other did not, and those who did not join secondary school engaged in tobacco farming activities. After their friend who opted for secondary school have completed form four they fail their national examination and come to join their friend in the village who did not go to secondary school. They were being mocked that they wasted their time because those who engaged in tobacco farming had already build iron corrugated houses and some already married (WC<sub>1</sub>).

Also, in FGD, one secondary student explaining the influence of peer groups argued that,

If you cannot stand firm, you will not proceed with secondary education. When I passed my examination and selected to join this school (community school), my friends who for bad luck were not selected were telling me that I will not make it because there is no one passes form four examination from these community school only very few students do, and this they kept telling me whenever I was with them (FS<sub>21</sub>).

It is, therefore, notable that these items were also sources of information to the community, but the nature and influence of the information play a very

significant role in decision making of primary school pupils upon completion of primary level education cycle. As one respondent put it clear when responding to the question how the information from these sources influences pupils, he said,

It depends on who tells them stories of secondary education and what opportunities they see around that are competitive to secondary education. If it is from those who are already beneficiaries of secondary education it encourages them but if it is from those failures it discourages, but also if those with no form four education are better off than the form four leavers then definitely it detracts them from joining secondary education. Think of children around mines and plantation, they tend to a trade-off between education and available economic activities (SB<sub>3</sub>).

However, some pupils and students were against parents being the right source. They asserted that many parents in rural area still don't see secondary education as yet another opportunity. Some of them if you pass standard seven examinations it marks the beginning of hatred from some of the parents, fearing hassles from politicians for children who don't report to the schools they have been selected and some even said their parents have instructed them to haphazardly attempt their final standard seven examinations to exempt parents from problems. Pupils from one FGD when discussing reasons why some of their friends have no interests to join secondary schools, among many things that were explained, one pupil admitted that,

sometimes we don't want to go to secondary because parents tell us that if you pass your standard seven examinations, we will flog you severely because you will bring problems in this family like being taken to police if you don't attend school well but also, they say who will do farm work? (FP<sub>11</sub>).

The sources of information to primary pupils as revealed from the study includes; parents, teachers, peer groups, NGOs, siblings, media, local government authorities, people with no formal schooling, and people with secondary education. The study also revealed that only the small portion of the sources of information gives positive information about secondary education and the majority are not certain about nature of the information they are attributed to. As have been indicated from the findings, the sources that seem to encourage pupils to participate secondary education whether implicitly or explicitly were rated high but those which were implicitly or explicitly

contributing to discouragement were not regarded as right sources. Further, this informs that even parents may play either side of right and wrong sources of information to primary pupils depending on the role they play in advocating secondary education to their children. According to the findings, the extent to which items were decided right or not right source of information on the relevance of secondary education depended very much on the advocacy that item has on secondary education as were regarded by respondents. This is supported further when stipulated in (URT, 2008) that family members and teachers are sources of information to children when their children learn and associate with them about matters of importance from their home and the world surrounding them. The findings are supported by other studies which have indicated how important is parental and community involvement for sustainable learning of children (Crouter & Booth, 2008; Hornby, 2011; UNICEF/UNESCO, 2007).

Information is power in guiding and sustaining learner's decision to undertake any course of study. As noted by McCombs (1991), one among seven assumptions for student to be optimally motivated to learn is through recalling information, supposedly information on the relevance of what is being taught. The student's belief and facts are shaped and modified along with shared experiences, observations, intuitions, values, fears, which to the great extent are derived from the proximity parents, peers, and identifiable institutions (Berkman, 2015). The study, therefore, has established the fact that there are right and wrong sources of information on the relevance of secondary education. The right sources include parents, teachers, local government authorities, NGOs, and successful people with post-primary education level. Wrong sources were peer groups who failed to report to school or reported and dropped out, secondary graduates without success and those who are not yet employed. However, the most prominent right sources were teachers, parents, and local government authorities. Elaborating the roles of professional and parents on the life of the children, pupils in this context, Hornby (2011) argues that, while psychology and teachers are believable experts on children development and carrier choice, parents are experts of their children. This mean that informing children of the pertinent information on secondary education and beyond is the task not only experts or professionals but to parents as well as parents, though not expert in formal training context, have rich and abundance information that may be invaluable to expert to assist work and motivate children to learn.



## **Conclusion and Recommendations**

Students participate in learning and grow into responsible citizens through scaffolding from responsible adults (Brophy, 1987). The paper elucidates the centrality of role-playing and modeling sources of information for primary pupils on the relevance of secondary education. It has been disclosed that there are two types of sources, right and wrong source of information. The study substantiated that right sources are those sources that trigger and energizes a positive behavior to participate into learning process among primary pupils, even to further their studies beyond primary schools whereas those wrong sources tend to distract primary pupils from participating into the learning process and furthering their studies.

Further, it has been revealed that right sources of information to primary pupils on the relevance of secondary education that also motivates them to participate actively into the learning process included teachers, parents, people with education beyond primary education but with success, local government authorities including villages and ward education officers and politicians in their advocacy of development projects in their areas. The wrong source of information included people with secondary education and above who did not succeed and peer groups that did not excel to secondary or dropped from their studies. Surprisingly, albeit its prevalent and accessible, mass media were not underscored as a right source of information. It is recommended that knowledge, network, and information should be linked together. The community at large should tie hands together to share information that will play an advocacy role to primary pupils on the relevance of secondary education to help them cultivate both intrinsic an extrinsic motivation to participate into secondary education and lifelong learning process.

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

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### **ABSTRACT**

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

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

## **INTRODUCTION**

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

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

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

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

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

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

### **Theoretical Framework**

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

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

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

### **Research Methodology**

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



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

**Findings and Discussion**

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

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

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

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

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

**Source: Field data (2019).**

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

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

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

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

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

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

## **Conclusion**

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

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

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## **Managing Stress in Times of Change for Teachers' Wellbeing and Commitment to Change in Tanzanian Education Sector**

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### **ABSTRACT**

*This review attempts to explain the strategic importance of managing stress in times of change for teachers' wellbeing and commitment to change in education sector in Tanzania. Building on Lewin's change management theory, stress management strategies based on ethical leadership values (care, respect, integrity, and justice) were suggested to escalate teachers' wellbeing, and commitment to changes in secondary schools. The findings revealed that teachers' stress can be originated from unclear vision of educational managers, fear of the unknown, job insecurity and uncertainties on the job in times of change in secondary schools. Also, the findings suggest that leadership roles of clearly communicating the vision, supporting teachers, being fair, considerate, and respectful during times of change in secondary schools are central to managing stress in times of change. This review calls for empirical test of the relationship between stress management and teachers' commitment to change initiatives in secondary schools.*

**Keywords:** *Change Management, Stress Management Strategies, Ethical Leadership*

## **INTRODUCTION**

Organisations should embrace changes for their survival and competitiveness. However, not always change initiatives get the desired outcomes; they fail (Burns, 2000; Gilley, McMillan, & Gilley, 2009). The change failures have been linked to ineffective change management (Ngirwa, 2013), employees' resistance (Hiatt, & Creasey, 2003, Yukl, 2010) and attitudes to change (Jones, Jimmieson & Griffiths, 2005). This is due to the fact that processes of change bring unease (e.g., uncertainties, anxiety and stress) on employees (Allen, Jimmieson, Bordia & Irmer, 2007; Bordia, Hobman, Jones, Gallois & Callan, 2004; Dahl, 2011). Change management studies have focused on examining the sources of employee unease such as uncertainties and stresses in times of change initiatives (see Allen et al., 2007, Bordia et al., 2004). It has been posited that leadership behaviours based on excessive control and force influence change resistance (Yukl, 2010) while ineffective communication seems escalating uncertainties which stress employees during change (Schweiger & Denisi, 1991). Previous studies have suggested that communication (from management) and involvement in decision making related to change can mitigate employees' uncertainties to change initiatives (Allen et al., 2007, Bordia et al., 2004).

Thus, employees' evaluation of the management of change processes would determine the change success (Kavanagh & Ashkanasy, 2006). The change management processes based on transformational leadership, ethical leadership and participative leadership escalate employees' acceptance of changes (Herold, Fedor, Caldwell & Liu, 2008; Jones et al., 2005; Ngirwa, 2013). On the contrary, employees' resistance to change has been associated with directive leadership behaviours (Ngirwa, 2013). Stress management during change initiatives specifically, in education organisations lacks clear explanations in organisational studies. In the current review, we discuss based on Lewin model of organisational change management; the strategic importance of managing stress in times of change especially in schools. In this respect, we explain the gaps (i.e. ineffective communication, uncaring, unfairness, unsupportive) that might have been created by lack of appropriate change management strategies. We held major assumption that teachers' health is important and that inappropriate change management promotes teachers' stress that affects their wellbeing, commitment to change and their work performance in schools. This review asks:

- i. What are the causes of teachers stress during changes in schools?
- ii. What can be the effect of stress on teachers' wellbeing and commitment to change?
- iii. What are the important stress management strategies in mitigating teachers' stress in times of change in education sector?

## **Literature Review**

### ***Stress in Times of Change***

The term stress can be defined as mental or emotional strain(s) resulted from adverse environment. It is considered as employee stimuli and response to uneasy circumstance (Vakola & Nikolaou, 2005). Work stress has been associated with employees' "low motivation and morale, decrease in performance, high turnover and sick-leave, accidents, low job satisfaction, low quality products and services, poor internal communication and conflicts" (McHugh, 1993; Murphy, 1995; Schabracq & Cooper, 2000 in Vakola & Nikolaou, 2005, p.161). Stress has been negatively correlated with employees' change acceptance (Vakola & Nikolaou, 2005). Workplace stress during times of change is inevitable. This is due to the uneasy situations (e.g., uncertainty) brought by change processes on the employees (Bordia et al., 2004; Nelson, Cooper, & Jackson, 1995). Changes in organisations cause uncertainties, anxiety, job insecurity and stress on employees (De Keyser, Vlerick & D'hoore, 2004).

However, too much stress affect employees' wellbeing, their attendance at work, work performance, and satisfaction (see Bashir & Ramay, 2010; Segal, Smith, Robinson & Segal, 2018; Trivellas, Reklitis & Platis, 2013) and the change initiatives (Dahl, 2011; Vakola & Nikolaou, 2005). Likewise, organisation's productivity can be affected by stressed employees. This is due to the fact that stressed employees reveal low organisational commitment (Vakola & Nikolaou, 2005). Therefore, managing stress is critically important for elevating employees' wellbeing, work motivation and performance; and organisational productivity in general. Leaders need strategies to reduce stress levels and thus escalate employees' performance. For the purpose of this review, we held an assumption that changes aim for organisational effectiveness and that they tend to cause unease on employees which affect the changes and organisation performance. Thus, stress management strategies in times of change are important for the changes to yield fruitful results.

### **Lewin's Model of Organisational Change Management**

Since changes affect employees in all times of change (i.e., before, during and after) (Smollan, 2015), the current study insists on the significance of managing teachers' stress in all times of change. Kurt Lewin (1947) posited stages of organisational change management namely: unfreezing, going and refreezing.

- In the unfreezing stage: the model emphasizes the importance of discouraging forces that maintain people in the status quo and encouraging forces that support change. The change agents (managers) should explain extensively about why the old ways of operating are no longer working while giving examples of organisational inefficiency. For instance, while inducing changes in education sector, examples on the consistent students' mass failure in the Certificate of Secondary Education Examination (CSEE) results 2012-2017 (ref. CSEE results in the National Examination Council of Tanzania [NECTA] 2012-2017) can be presented. This may challenge teachers' beliefs, behaviours and attitudes and thus become motivated to accept the change at hand.
- The second stage by Lewin is change/transition where employees change their beliefs and uncertainties, and support the change. The change agents continue explaining about the benefits of the change, solve the underlying problems and involve people in the process of implementing change.
- In the refreezing stage, the change agents ensure change become part and parcel of the operations of the organisation. The change is sustained through established organisational structures, and systems.

In this study, we believe that in all stages (unfreezing, change & refreezing) of change process, teachers would face stress and thus change agents (i.e., education leaders) should demonstrate ethical behaviours based on care and fairness in handling teachers' concerns (Ciulla, 2004). They should act supportive (De Keyser et al., 2004) and participative (Ngirwa, 2013) in all processes of managing change. For example, at unfreezing stage, teachers' beliefs and attitudes are challenged, something which would lead to stress, resistance and thus requiring leaders behaviours based on participation/involvement (Jones et al., 2005; Ngirwa, 2013), communication (of the vision) (Armenakis, Harris, & Mossholder, 1993) and moving the teachers from the unknown to the future state. Leaders' support is crucial for the

teachers' wellbeing, change's success and school performance in general. Hence, effective management of stress is important to both employees and the organisation.

### **Teachers Commitment to Change Initiatives**

Employees' commitment to organisation tasks is crucial for tasks to reveal their expected results and organisation success in general. Likewise, for the change initiatives to reveal their expected results, leaders should ensure employees acceptance of change (e.g. through communication) (Armenakis et al., 1993; Bernerth, Armenakis, Feild, & Walker, 2007; Jones et al., 2005) and commitment to change (see Fridén & Holmgren, 2015; Ngirwa, 2013). Transformational leadership (e.g., idealized influence) and participative leadership (e.g., involvement) have been empirically proven to influence employees' change acceptance and commitment (Bass & Avolio, 1997; Herold et al., 2008; Ngirwa, 2013). Besides, leaders' success in implementing change is determined by their capability to communicate and motivate employees (Gilley, Dixon & Gilley, 2008; Mullins, 2005). On the contrary, directive managerial approaches (e.g., force, control) necessitate resistance to change initiatives (Yukl, 2010).

### **Discussion**

#### ***Managing Consequences of Teachers' Stress in Times of Change***

Organisational change causes stress to employees (Ahmad, 2013) the same way as stressed employees lead to undesired change outcomes (Dahl, 2011; Vakola & Nikolaou, 2005). Hence, stress in times of change should be managed for employees' wellbeing, change success and organisational performance in general. Employees' wellbeing, and change success however, depend on leader's capability to manage the employee concerns on change (see Hiatt, & Creasey, 2003; Ngirwa, 2013 for detailed overview). Teachers in Tanzanian secondary schools have experienced changes such as the introduction of Competence Based Curriculum (see Komba & Mwandaji, 2015), Big Results Now, and the recent change of transferring teachers from secondary schools to primary schools. The changes might have caused stress on the side of teachers. However, stress in work organisations affect employees' wellbeing and performance (Bashir & Ramay, 2010; Trivellas et al., 2013), and may lead to undesirable employees' behaviours such as absenteeism (see Manning & Osland, 1989). Nevertheless, previous studies (e.g., Ngirwa, 2018) have revealed teachers' complaints and dissatisfaction with the management procedures and

processes in fulfilling their needs. A teacher claimed that:

*Motivating and encouraging teachers is the main tool for making them effective in performing their duties. This is contrary to force and disgrace we are experiencing..... Working environment should be improved as currently most of teachers work under very poor working environment...living in poor environment, poor working facilities, poor offices...let's allow teachers' voice and listen to them when they present their opinions or recommendations concerning their job rather than planning for them or taking them by force.....Ngirwa, 2018:298.*

The quote indicates dissatisfaction, use of force and poor communication in the management endeavours especially in secondary schools. Studies (e.g., Ngirwa, 2013) have associated directive leadership based on force to employees' cynicism and dissatisfaction especially in times of change initiatives (see Yukl, 2010). Likewise, the denial of employees' needs lead to change resistance (Ford, Ford & D'amelio, 2008). However, needs fulfillment has been linked to employees' motivation to change initiatives (Ngirwa, 2013). Leadership based on ethical attributes (e.g. fair care, considerate) and human relations (e.g. communication) have been significantly related to employees change acceptance (Jones et al., 2005; Ngirwa, 2013). In this paper, we commend ethical leadership behaviours, participative leadership behaviours and human relations strategies as crucial in negating unease conditions facing teachers during times of change in education sector (Figure 1). This is due to the consequences of employee stress on change initiatives (Dahl, 2011; Vakola & Nikolaou, 2005). Therefore, managing stress in times of change is a great deal towards employees' wellbeing, commitment to change and school performance in general especially in education sector. Studies (e.g., De Keyser et al., 2004, p.6) have revealed that:

*.... if organisational changes adversely impact employee health and well-being, they may indirectly decrease performance, and ultimately lead to reduced customer satisfaction with services and products (De Keyser et al. 2004, p.6).*

Figure 1: Managing stress in times of change for teachers' wellbeing, and commitment to change Building upon the cascade analysed above, this review presents the following hypothetical model (Figure 1):

Hypothesis 1: The negative relationship between teachers' stress and teachers' commitment to change is mediated by communication, involvement, leaders' support, care, fair and value.

Hypothesis 2: Teachers' stress in times of changes is negatively related to teachers' wellbeing, motivation and commitment to change in schools.

### **Managerial Implications**

This present review alerts educational managers on the stress management strategies on employee stress in times of change. It further leads to the understanding of the possible causes of work stress among teachers in schools and possible stress coping strategies that would escalate employees' wellbeing important for their work motivation, and performance of schools. Managers should act supportive when teachers are discouraged especially in times of change (Ngirwa, 2013).

### **Limitations**

This review paper encounters some limitations. For instance, it does not give out field data with a specified sample but data from literature on employee stress during times of change and organisational performance. Thus we cannot provide general representation of the stress of the population (i.e., teachers) in times of change (e.g., transferring teachers from secondary schools to primary schools in Tanzania). However, the paper sheds light on the important role of educational leaders in managing teachers' uneasy conditions in times of change for teachers' wellbeing, change success and school performance. Hence, this paper is important. Moreover, this paper can be a great starting point for education managers to consider the posited important factors (i.e. care, fair, considerate, communicative and participative) that would deprecate stress and engender teachers' wellbeing, motivation and commitment to change initiatives.

### **Conclusions**

Teachers being central resources in education sector, their working conditions especially in times of change should be a major concern of educational leaders. This is through being communicative, participative and caring, fair as well as valuing teachers' contribution in education sector (see Ngirwa, 2018).



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# Knowledge and Attitude of Teachers Regarding Sexuality Education in Public Secondary Schools: The Case of Muleba District

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## ABSTRACT

*With increase of health-related risk behavior among adolescence (students), a comprehensive sexual health education in schools has remained a solution to reduce these cases and challenges among youth. However, effectiveness of sexuality education in schools depends more on attitude and knowledge of teachers who impart knowledge and experience to students. With regard to that, this study aimed at assessing knowledge and attitude of teachers regarding sexuality education in public secondary schools. Muleba District was used as a study area. A cross-sectional design was used to guide a researcher in collecting data from 158 teachers using a close-ended questionnaire. The study findings showed positive attitude among teachers regarding key issues on sexuality education such as willingness to teach sexuality education. However, local cultural norms and beliefs distract their intention of teaching students about their sexuality and lack of formal training on sexuality matters increases teachers` anxiety and lower their confidence in handling various topics concerning sexuality education. This study recommends that short trainings on sexuality matters should be provided to teachers to increase their skills and confidence; and harmful cultural norms in local areas should be discouraged to ensure effectiveness of sexuality education in schools.*

**Key words:** Sexuality education, Knowledge, Attitudes.

## **INTRODUCTION**

In current years there have been a large number of reported cases of unsafe and premature sexual intercourse among adolescents (UNICEF, 2001; Avert 2009). The data from WHO shows that each year around the world women carry 75 million unwanted pregnancies. Consequently, there are approximately 50 million abortions each year and 20 million of these are reported to be unsafe. Youth are reported to be at risk as adolescent unsafe abortions are estimated to be 5 million every year around the world (WHO, 2006). This implies that, there is inadequate knowledge of sexual health education among youth especially school teenager's, despite of their right to be informed about sexuality matters. The need of providing sexuality education to adolescents in early age has been a concern of government, international and non-government institutions; however, cultural beliefs and practices in many African societies have limited parents and guardians to provide sex education to their children. Thus, schools are thought to be a significant and suitable place for providing sexual education due to available human resources and supporting environment. Various studies including Mkumbo (2012), Kasonde (2013) and Adogu & Nwafulume (2015) have revealed the rationale of providing sexuality education at schools to give basic knowledge to adolescents on sexuality matters.

It is widely accepted that if teachers can be equipped with skills and tools for teaching and learning in schools, they can have significant impact on changing health behavior of adolescents from early stage. However, it has been argued that sexuality education in schools is largely dependent upon and influenced by knowledge and attitudes possessed by teachers regarding various sexuality matters (Mkumbo, 2012). It is obviously agreed that when teachers can have positive attitude toward sex education and if they can develop willingness to teach sexuality education in schools, students can be able to get knowledge on sexual matters. In regard to that information, several authors have been recommending that teachers' attitudes and knowledge towards teaching sexuality education should be assessed before engaging them in the delivery of sexuality education programs especially in secondary schools (Mabula & Bilinga, 2013). Therefore, this study assessed knowledge and attitude of teachers regarding sexuality education in public secondary schools.

## **Study Objectives**

- i. To examine teachers' knowledge on sexuality education in public secondary schools.
- ii. To examine teachers' attitudes towards teaching sexuality education in public secondary schools.

## **Methodology**

### ***Study Design***

This study used a cross-sectional design as a study design in guiding collection and analysis of data. A cross-sectional survey design is the research method that is used to explore the conditions or relationship that exist, practices that prevail, beliefs, point of view or attitude that are held by individuals with the similar characteristics or background but differ in single characteristics which is studied or researched at a point of time. This study assessed knowledge and attitudes of teachers towards sexuality education in public secondary schools. This study included samples of various teachers who teach various subjects in public secondary schools but mainly the study assessed their knowledge and attitudes towards sexuality education.

### **Study Area and Population**

This study was conducted at Muleba District and data was collected from various secondary schools with high prevalence of teenage pregnancies in current years. With available information regarding sexual health related issues in Kagera region between 2014-2018, Muleba district had a total of 60 cases of students drop out from both primary and secondary schools due to pregnancies compared to Ngara 52, Misenyi 36, Bukoba 28, Karagwe 23, Bukoba Municipality 6 and Kyerwa 5 (Bukoba Regional education plans, 2018). This study included teachers who teach various subjects in secondary schools in Muleba district. Muleba district has a total of 39 secondary schools and 6 schools were conveniently selected to represent all schools with inclusion criteria of accessibility and number of dropout cases and early pregnancy cases due to available information. The population of teachers from selected schools is shown in table 2.1.

**Table 1 Study Population**

No	Name of School	Number of Teachers
1.	Anna Tibaijuka Secondary School	18
2.	Kagoma Secondary School	20
3.	Gwanseli Secondary School	24
4.	Nshamba Secondary School	26
5.	Kishoju Secondary School	42
6.	Mbuka Secondary School	28
Total		158

Source: Field data, (2019)

### Sample Size and Sampling Techniques

This study included all 158 teachers from all 6 selected schools as sample and representative of all teachers in study area. During data collection 14 teachers refused to participate in the study, therefore data was collected from 144 respondents. Sample size is the number of respondent that represents the idea of others from the selected study population. There was no need to calculate sample size since the researcher included all 158 respondents in the study. A research used purposive sampling this technique to sample 6 schools to be included in the study out of 39 secondary schools in Muleba district. 6 secondary schools were purposeful selected with inclusion criteria of their accessibility and trends of early pregnancies cases basing on local information available. Purposeful sampling technique is non-probability sampling techniques in which samples are selected basing on characteristics of the population and objective of the study.

### Data Collection Methods and Analysis

The self-administered questionnaire with close-ended questions was used to get views of teachers regarding sexuality education matters. The questionnaire guide comprised two sections; the first sections. Respondents were asked to agree or disagree on a list of questions regarding sexuality education with options of *strongly agree*, *agree*, *somehow agree*, *disagree* and *strongly disagree*– these sections of the questionnaire was designed to get teachers' views and knowledge on various issues regarding sexuality education. Many questions used in questionnaire were adopted from related studies of Mkumbo (2013), Kasonde (2013) and Passang (2015). A data set with study results from respondents was prepared in Microsoft Excel and then, data was analyzed by

using descriptive frequencies and frequency counts of the responses was obtained and then summarized and presented in tables by using a Statistical Package for Social Science (SPSS) software version 20. Frequencies and percentages were computed to analyze participants' responses regarding their views and reactions towards sexuality education, and their knowledge of sex education.

## **Findings**

### ***Knowledge of teachers regarding sexuality education in public secondary schools***

This study examined knowledge of teachers regarding various key issues of sexuality education. The knowledge of teachers was examined through various statements that were included in questionnaire guide as shown in table 3.2. A total of 41.7% of all respondents agreed that sex education delays early sexual intercourse among ongoing students while 5.6% strongly disagreed on that. Almost all respondents (72.2%) agreed on whether sex education increase awareness on HIV/AIDS and other sexual transmitted infections among youth at schools and 2.8 strongly disagreed. This stipulated that teachers have basic understanding of key sexuality matters. However, in other issues teachers showed controversial knowledge as less than a half (33.3%) of all respondents somehow agreed that sex education promotes condom use among youth, 22.2% agreed to statement while 2.8% disagreed on that. Also, 47.2% cited that sex education was a part of their training as teachers, 13.7% were not sure about that and 8.3% strongly disagreed that sex education was not part of their training as teachers. This implied that not all teachers have knowledge on all sexuality education, as lack training was already cited as one of obstacle to the provision of sexuality education at schools.



**Knowledge of teachers regarding key sexuality education issues**

Variable	Frequency	Percentage
Sexuality education is delays sexual debut among school-going students	32	22.2
I strongly agree	36	25.0
I agree	60	41.7
I somehow agree	8	5.6
I disagree	8	5.6
I strongly disagree		
Sexuality education increases awareness about HIV/AIDS among youth in school	104	72.2
I strongly agree	32	22.2
I agree	4	2.8
I somehow agree	0	0
I disagree	4	2.8
I strongly disagree		
Variable	Frequency	Percentage
Sexuality education promotes condom use		
I strongly agree	32	22.2
I agree	32	22.2
I somehow agree	48	33.3
I disagree	28	19.4
I strongly disagree	4	2.8
Sexuality education part of your training as a teacher		
I strongly agree	28	19.4
I agree	68	47.2
I somehow agree	20	13.9
I disagree	16	11.1
I strongly disagree	12	8.3
What is the appropriate age for students to receive sex education?	12	8.3
Below 10 years	64	44.4
10-14 years	44	30.6
15-19 years	24	16.7

Above 20 years

The following are effective protection against STDs

Abstinence	100	69.4
Condoms	44	30.6
Oral contraceptives	0	0
Injectable contraceptives	0	0
Intrauterine contraceptive devices	0	0

The following are effective birth control methods

Abstinence	48	33.3
Condoms	68	47.2
Oral contraceptives	14	11.1
Injectable contraceptives	12	8.3

Intrauterine contraceptive device

Using condom at the same time as another form of contraceptive prevent both sexually transmitted disease and pregnancy

I strongly agree	44	30.6
I agree	24	16.7
I somehow agree	8	5.6
I disagree		
I strongly disagree		

Variable	Frequency	Percentage
Pregnancy can result from a girl's first sexual intercourse		
I strongly agree	64	44.4
I agree	44	30.6
I somehow agree	12	8.3
I disagree	12	8.3
I strongly disagree	12	8.3

Source: Field data, (2019)

Given that most young people will become sexually active during their adolescent years, where within or before entry into relationship or marriage, it is very crucial that they understand the factors that place them into risk of pregnancy and STDs so as to prevent them from unintended pregnancy or infections (Sigh, Bankole & Wood, 2005). Therefore, teachers who deliver this information to adolescence should have accurate and enough knowledge on what they impart to their students. This study also aimed to assess the knowledge of teachers regarding some key issues on sexuality education in secondary schools. Respondents showed to have high knowledge on some issues and low knowledge in other issues. Majority of respondents strongly agreed that sex education increase awareness about HIV/AIDS among youth in schools and promotes condom use among youths. This implies that teachers have high knowledge about sex education. Sex education has been explained as a process of assimilating information and developing attitude and perceptions of youths about sexual relations, sex intimacy, negotiation skills, risk behaviors and many ranges of topics.

It covers the following dimensions of human sexuality; physical: which entails physical sexual maturation and intimacy and human reproduction, Emotional: which include sexual attitude and feelings towards self and others, Social: which includes sexual norms and behaviors (Adogu & Nwafulume, 2014). All dimensions should be taught in schools to make sexuality education more effective. Study findings show that teachers agreed on effectiveness of sex education to promote condom use but majority of respondents disapproved the idea that condom should made available in secondary schools. This makes confusion on their knowledge and attitude. On the study conducted in Nigeria, Adogu & Nwafulume (2014) found similar results as majority of respondents cited that sex education in schools does not promote condom use as condom are not available at schools so make students follow what they are told. As teachers identified lack of training as obstacle in teaching sexuality education, there is need of increasing level of awareness among teachers to equip them with accurate knowledge to deliver sex education to students in effective way. Attending any training concerning sexuality education during training as teachers among respondents was also considered to be one factor of knowledge among respondents. Majority of respondents agreed that sex education was a part of their training as teachers. However, respondents were not asked to mention other formal training attended but during social conversation done by

researcher and respondent during study field, respondents mentioned life skills, HIV/AIDS and STDs, family planning, birth control methods and early pregnancy as major topics learnt during their training as teachers. This also implies that teachers have only basic knowledge to teach these topics in effective way. Similarly, Mlyakado (2013) revealed that teachers have basic knowledge of sex and sexuality which respondents identified books, mass media and experience as their source of their knowledge. Also, during social conversation, one of respondent explained that he has not seen or heard any formal training on sexuality education since he was employed in previous three years. This can also be interpreted that teachers do not bother to enlarge their skills in sex education because it is non-academic issue. Sex education is not an independent subject rather a mainstreamed topic in other subject as Mkumbo (2009) argues; therefore, it is possibly impossible for teachers to concentrate on sex education.

Sex education prepares youth to face challenges in their transformation from puberty period to adulthood to be responsible for their choice, decision and actions. With this in mind, majority of respondents proposed that the appropriate age for students to receive sex education is between 10-14 years. With increasing social and biological changes among human beings, adolescence enters in puberty period in early ages of 10-14 years. Therefore, there is need of initiating sexuality education in early stage of their life. Mkumbo (2013) argued that sex education should be introduced in primary schools as long as students in standard five, six and seven learn family planning methods and reproductive organs. Also, two studies conducted in Nigeria found the similar results as Adogu & Nwafulume (2014) reported that majority of respondents (teachers) agreed that sex education should be introduced in junior secondary schools. Initiation of early sexual education in early age can be effective strategy of reducing unplanned teenage pregnancy however some of respondents disapproved that idea with opinion that early initiation can promote early exposure to sexual relationship among students. Also, this idea is discouraged with local culture which believes early initiation as promotion of promiscuity. Moreover, majority of respondents rated abstinence as effective protection against sexually transmitted diseases followed by condom use. Also, they rated condom use as effective birth (pregnancy) control followed by abstinence. This also can be interpreted as high knowledge of teachers regarding sexuality education in secondary schools. In many contexts, students

have been told to abstain as one and only way of avoiding unintended pregnancy while they learn family planning methods in classrooms. When responding to that question, one respondent was heard emphasizing that school policies do not allow them to teach students other ways of pregnancy control rather than abstinence. This reveals that despite of high knowledge on sexuality matters also teachers have misconceptions in various issues regarding sexuality education. The school policies are bound to national laws and regulations thus; there is no room for a teacher to support students in their sexual activity rather than commanding them to abstain (Mlyakado, 2013). Therefore, abstinence from all sexuality activity remains only way which students should be told as a way of getting out of HIV and STDs and pregnancy. Attitude of teachers regarding sexuality education in public secondary schools. This study aimed to examine attitude of teachers towards various issues related to sexual health education in public secondary school. The table below summarizes the responses of respondents on various key issues relating to sexuality health education as they were recorded by researcher.

The findings from this study showed that majority of teachers (77.8%) agreed that sexuality education is appropriate to secondary schools and 41.7% rated sexuality education to be very important to students in secondary schools while 0.2% disagreed on that statement. This indicated positive attitude among teachers regarding sexuality education. However, the findings showed that culture was a biggest barrier to provision of sexuality education in secondary schools as 50% of respondents indicated that. 39.9% rated lack of training to be obstacle in providing sexuality education and 11.1% rated the school policy as obstacle to provision of sexuality education in secondary school. And majority of respondents from this study (77.8%) cited that they were very willingly to teach sexuality education if officially introduced in secondary schools but 2.8% actively opposed to teach sexuality education if officially can be introduced (*Refer table 3.1*). This also implied that majority of teachers support provision of sex education, however a low percent of they still resist provision of sex education at schools. Many respondents (47.2%) disagreed on the statement that condoms should be made available to students in secondary school and only 5.6% agreed on that statement. A sizable number of 38.9% agreed that sex education should include contraceptives in secondary schools. Less than half (30.6%) of respondents agreed that provision of sexuality education in secondary schools promotes promiscuity among students. And 33.3% of

respondents disagreed that sex education does not promote promiscuity. However, more than half (63.9%) of all respondents strongly agreed on the statement that sex education is an important aspect of life among adolescence but 5.6% strongly agreed. And 47.2% of respondents disagreed on the statement that sex education is a waste of time to students as adolescence do not follow what they are told while 11.1% of respondents somehow agreed to that statement. This indicated variation of teachers` attitude toward teaching sexuality education in secondary school.

***Attitude of teachers regarding sexuality education in public secondary schools***

Variables	Frequency	Percentage
Sexuality education is appropriate for secondary schools	112	77.8
Agree	24	16.7
Uncertain	8	5.6
Disagree		

Sexuality education is appropriate for your students

I strongly agree	60	41.7
I agree	64	44.4
I somehow agree	12	8.3
I disagree	8	0.6
I strongly disagree	0	0

What is the biggest barrier to sex education?

School policy	14	11.1
Culture	72	50.0
Parents	0	0
Lack of training	56	38.9
Religion	0	0

How do you rate the importance of sexuality education to student?

Very important	32	22.2
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Important  
 Somehow  
 Not important  
 I don't know

What is your willingness to teach sexuality education if officially introduced?

Very willing	112	77.8
Just Willing	20	13.9
Not willing	4	2.8
Actively opposed	4	2.8
No response	4	2.8

Condoms should be made available to students in senior secondary schools.

I strongly agree	8	5.6
I agree	12	8.3
I somehow agree	68	47.2
I disagree	36	25.0
I strongly disagree		

Variables	Frequency	Percentage
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Sexuality education should include contraceptives

I strongly agree	56	38.9
I agree	28	19.4
I somehow agree	28	19.4
I disagree	20	13.9
I strongly disagree	12	8.3

Who should teach sex education at your school?

All teachers	56	38.9
Teachers teaching biology courses	32	22.2
	48	33.3

Teachers trained in sex education	4	2.8
No one should teach sex education	4	2.8
I don't know		
Sexuality education should be incorporated in secondary school		
I strongly agree	24	16.7
I agree	76	52.8
I somehow agree	24	16.7
I disagree	12	8.3
I strongly disagree	8	5.6
Teachers should be in forefront in teaching sex education		
I strongly agree	28	19.4
I agree	96	66.7
I somehow agree	4	2.8
I disagree	12	8.3
I strongly disagree	4	2.8
Sexuality education promotes promiscuity among students		
I strongly agree	24	16.7
I agree	44	30.6
I somehow agree	28	19.4
I disagree	44	30.6
I strongly disagree	4	2.8
Sexuality education is an important aspect of life among adolescences		
I strongly agree	92	63.9
	32	22.2



I agree	0	0
I somehow agree	12	8.3
I disagree	8	5.6
I strongly disagree		
<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Sexuality education is a waste of time to adolescence as they don't follow what they are told		
I strongly agree	24	16.7
I agree	20	13.9
I somehow agree	14	11.1
I disagree	16	11.1
I strongly disagree	68	47.2
Teenage pregnancy is not a serious issue		
I strongly agree	0	0
I agree	4	2.8
I somehow agree	52	36.1
I disagree	76	52.8
I strongly disagree		
Sexuality education is not something to be discussed with teenage		
I strongly agree	12	8.3
I agree	4	2.8
I somehow agree	20	13.9
I disagree	32	22.2
I strongly disagree	76	52.8

**Source: Field data, (2019)**

### **Attitude of Teachers towards Sexuality Education in Public Secondary school**

Effectiveness of sexuality education is influenced by teachers who impart knowledge to adolescence; however, teachers' attitude is one of major predictor of teachers' ability and willingness to teach sexuality education. Thus, various researchers have recommended assessment of teachers' attitude in various areas. This study also assessed teachers' attitude towards key issues on sexuality education in secondary schools. Majority of respondents agreed that sexuality education is appropriate to secondary schools and majority agreed that sexuality education is important to their students. This implies positive attitude among teachers in concern that adolescence needs to get correct information at early age so as to make informed discussion on sexual relationship and changing their sexual behaviors. Also, this implies that teachers acknowledge the role of sexuality education in preparing adolescence and reducing challenges in transit period of puberty to adulthood.

In stressing importance of sexuality education in African culture, history shows that sexuality education was provided in African societies before pre-colonial period. Various initiations were conducted in various societies to prepare children for their adulthood life. With increasing social interaction in global world and flow of information from various sources, there is notable point that schools remain to be a trusted area of providing sexuality education to adolescence (Mabula & Bilinga, 2014). UNESCO (2009) insisted that with the increasing number of teenage pregnancies, drop out of schools, and changing life styles, there is need of providing adolescence with sex education at early age before becoming sexually active. This was also supported by respondents of this study as majority agreed on initiation of sexuality education at schools. Similar results were found by Kasonde (2013) who added that for effective impact of sex education on children and young people, sexuality education should be part of the formal school curriculum being delivered by well trained and supportive teachers. Also, on the study conducted by Mkumbo (2013), majority of teachers agreed that sex education should be introduced in primary school so as children could have more information before puberty where adolescence meets various risks. This, results show positive attitude of teachers towards sexuality education. According to Kasonde (2013), sex education is often discussed and evaluated in terms of its role in reducing adolescent pregnancy and STD rates, as supporter stress that its primary goal is broader. This include giving young people the opportunity to receive information,

examining their values and learn relationship skills that will enable them to resist becoming sexually active before they are ready, preventing unprotected intercourse and helping young people become responsible and sexually healthy adults. Also, sexuality education is among of the most powerful tools for reducing the social and economic vulnerability that exposes women to a higher risk of HIV/AIDS than men. The World Bank reported that girl's education can go far in slowing and reversing the spread of HIV by contributing to poverty reduction, gender equality, female empowerment, and awareness of human rights. Also, majority of respondents from this study agreed that sexuality education is very important in life of youth. This also implies positive attitude among teachers regarding sexuality education. School- based sexuality education gives adolescence confidence to handle challenges they could face during their transformation period from adolescence to adulthood. Also, sexuality education reduces chances of adolescence to engage in premature sexual intercourse and guide them to take good and informed decision regarding sexuality matters. But there are various barriers that distract provision of sex education in secondary schools as majority of respondents rated culture as a major obstacle followed by lack of training.

This implies that provision of sexuality education is against local traditions, norms and specifically religion. It has been reported that Christian leaders in Tanzania for instance, prohibit their followers to use condom and use family planning methods. Also, many African societies have been reported to oppose provision of sexuality education as it is against their culture. The similar results were found in Botswana by Kasonde (2013) on his study on perceptions of teachers about sexuality education. On his study, majority of respondents rated culture to be a barrier to provision of sexuality education in secondary school. Thus, in many African countries including Tanzania, religious leaders have been recommended to be involved in development of what form or ways sexuality education could be provided in schools. Also, UNESCO insists in burning of all harmful social norms that increase health risks among youth especially girls. Despite that, more than half of respondents cited that sexuality education was a part of their training as teachers; however, lack of training was cited by respondents to be second barrier in teaching sexuality education in secondary school. Despite of being willingly to teach sexuality education in secondary school, teachers seem to lack adequate skills of teaching various topics in class. With the same results found in their study, Bilinga & Mabula (2014) argue that teachers are more influenced to teach sexuality education but

they lack adequate skills to demonstrate and teach sexuality education in effective way. Therefore, the result of this study implies that there is need of providing short courses and seminars on various sexuality topics to give teachers ability and confidence to handle sexuality education in effective way. In current global world, schools have remained to be a significant area where adolescence can learn many things concerning their lives. And teachers have remained to be trustful people that can make sexuality education more effective in secondary schools especially in public schools. This was supported by David and Bruce (2006) who reported that even though HIV/AIDS information and life-skills education can be provided to young people in a number of ways, schools are a key setting for providing information and teaching adolescents the life skills necessary to prevent HIV/AIDS. This is also supported by findings of this study which shows that majority of respondents agreed that teachers should be in forefront in providing sexuality education to youth. Parents are embarrassed to teach students sexuality matters because they believe that teaching sexuality matters is like allowing them to engage on sexuality affairs.

The same results were reported by Bilinga & Mabula (2014), who argued that youth are also embarrassed to discuss sexual matters with their parents because their parents are unwillingly and their cultural norms and beliefs oppose it. Discussions between parents and children are more dominated with threats to children rather than reality or practical information that could enable children to handle various challenges in puberty and transformation age. Teachers are more preferable to handle sexuality education than parents or guardians as teachers are equipped with more information, materials and techniques of imparting accurate knowledge to adolescence. The results from this study shows that majority of respondents cited that teachers trained in sex education and biology subjects should teach sexuality education, but in real context all teachers can teach sexuality education in secondary schools. As long as they can have skills and knowledge, teachers have a great chance of shaping adolescence with accurate information that can reduce risks and cases of early pregnancies, school dropout and new HIV and STIs. The findings from this study also show that majority of respondents disagreed that sex education promotes promiscuity. This implies positive attitude among teachers towards sex education as they continue to stress the importance of sex education among youth. Many people delay teaching sexual matters with beliefs that sex education influence prostitutions, early engagement in sexual relations and sexual intercourse in

early stage. Also, in the study conducted in Botswana, Kasonde (2013) found the similar results as majority of teachers cited that sex education does not promote promiscuity but preventing them from engaging in risk behavior. However, majority of respondents showed negative attitude on related statement as majority strongly disagreed that condoms should not be provided at schools. This implies mixed attitude regarding sexuality education. Students have unprotected sexual intercourse with one or more partners, potentially exposing themselves to HIV, other sexually transmitted infections (STIs) or unintended pregnancy (Pearson, 2012). As it has been noted by Kasonde (2013), Singh, Bankole and Woog (2005) young people who are sexually active should have access to information on sources of contraceptives, particularly condoms and how to use these methods to achieve maximum protection. As long as students can engage in sexual relations at schools, many authors have recommended that condoms should be made available at where they can access them in easy way because condoms have proven to reduce chance of getting HIV and other STDs. With the aim of reducing new infections and pregnancies among youth, condoms should be available in schools and placed where students can access them easily, example in latrines.

## **Conclusion**

Local cultural norms and beliefs oppose discussion of sexual matters among parents and children, making school be a significant part which can teach adolescence truth about their social, biological, emotional and cognitive developments. Teachers have remained to be at forefront in imparting that knowledge to students. Thus, this study identified the importance of examining teachers` attitude and knowledge regarding sexuality matters. Respondents showed mixed attitude in various issues and mixed knowledge regarding key issues of sexuality education in secondary school. Knowledge and attitude of teachers regarding sexuality issues are not barriers in teaching sexuality education in public secondary schools in Muleba District. Cultural norms and beliefs in local areas and lack of training on sexuality education among teachers are notable barriers that press difficultness in making adolescence get to know their sexual identity, intimacy, relationship and sexual related health risks. There is a need of of integrating Sexuality Education in Pre-service teacher education, in-service teacher education and on-going teacher professional development to improve their skills, enlarge their knowledge and improve their attitude in teaching sexuality education in public secondary schools.

Government of Tanzania should formulate policies which will allow initiation of sexuality education starting in primary level. And teachers need support from parents, community leaders, NGOs and religious leaders in making sexuality education available and provided in secondary schools. Further studies should focus on attitude and knowledge of students and parents regarding sexuality education so as have more information on how teenage pregnancies, unsafe abortion, HIV infections and school dropout among adolescence can be reduced in various areas in Tanzania.

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# Effects of Interactive Homework Assignments on Parental Involvement in Homework and Public Primary Schools' English Learning in Tanzania

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## ABSTRACT

*The factors associated with students' success in learning may have been addressed but the impact of parental involvement continues to be a significant issue. Some schools in Tanzania post poor learning achievement amid claims that the traditional homework used in Public Primary Schools limit parental involvement and thus parents become not supportive to their children's' learning. This paper aimed at evaluating the effects of weekly Interactive English homework on parental involvement in homework and pupils' English learning. Standard five pupils (N = 100) with their parents and 02 teachers participated in the 08-week study. 02 classes completed IHA (Interactive Homework Assignments) with directions for family and parent involvement. Two classes completed Non-Interactive Homework (no family involvement directions). Parents in Interactive homework group reported significantly higher levels of involvement than did Non-Interactive Parents. Pupils in IHA who more regularly involved parents significantly improved their behavior and skills needed for successful learning than Non-IHA pupils. The findings of this study support the hypothesis that IHA enhances parental involvement in homework and pupils learning in English than did the Non-IHA.*

**Key Words:** Parental involvement, Interactive Homework, Learning, Traditional Homework

## **INTRODUCTION**

Homework has, for years been a common educational strategy used to enhance learners' progress and success in various education systems and subjects (Xu, 2013). Homework entails out-of-class tasks assigned to learners as an extension or means to elaboration of classroom lessons and work (Cooper, 2001). Literature on assessment of learning indicates a number of roles that homework plays including promoting mastery of specific subject skills and enhancement of learner achievement (Van Voorhis, 2010). Also, homework is believed to improve learner's self-regulatory attributes and acumen such as time management skills, improved self-discipline and good study habits all of which are necessary enhancers of learning in relation to academic progress and achievement (Corno, 2000; Katz, Kaplan, & Gueta, 2010; Zimmerman & Kitsantas, 2005). As much as Homework is an important learning tool, it also promotes family -student interaction and understanding which creates and enables an environment where learners are helped in their homework completion, actualized social functioning and social cohesion in the overall learning process (Pomerantz, Moorman, & Litwack, 2007).

Despite its usefulness, homework can only be of educational value if it is of high quality with regard to its befitting management (Carr, 2013; Dettmers, Trautwein, Lüdtke, Kunter, & Baumert, 2010). Since homework entails task assigned at school to be done out of school hours and especially at home, Nyoni (2012) recommends proper management of it both at school and at home. In so doing therefore, teachers, parents and the learners need to work together and actively involved in actualizing homework as an effective learning task (Markow, Kim, & Liebman, 2007). It is recognized in one hand that parental involvement in homework is critical for learners' success in response to homework engagement, completion and academic achievement (Trautwein, Lüdtke, Schnyder, & Niggli, 2009). In the other hand, parental poor involvement and inability to effectively help with homework increases the hurdles and challenges of learning in several ways (Ogoye-Ndegwa, Saisi Mengich & Abidha, 2007). It is unfortunately as of today that most parents do not know exactly what they are supposed to do in helping with homework. Studies document on how parental incompetence and negative attitudes affect their involvement in homework (Bandura, 1997; Deci & Ryan, 2000; Friedel, Hruda, & Midgley, 2001). The low knowledge and skills bases of many parents and their possible negative standpoints about education and child care in

general altogether hinder them from effectively helping and guiding pupils with their homework and learning in general (Murray, Woolgar, Martins, Christaki, Hipwell, & Cooper, 2006). The negative and lax attitudes of parents greatly contribute to their low and or ineffective involvement to pupils in the latter's homework. Such poor attitudes of parents to pupil's homework result in pupils having low regard to the school assignments and discourage pupils from engaging and valuing homework (Assor, Kaplan, & Roth; 2002). These observations indicate that parental involvement in enhancing pupil's homework is questionable and remains a challenge. Instead of parents providing support in quantitative terms, many of them are prone to providing qualitative support. Educationally, this is not helpful in enhancing and sustaining learners' progress and achievement in the learning.

It is noteworthy that the importance of involving the community and specifically the parents in education is recognized worldwide. Several educational conferences and policies that have been organized recognize the role of parental involvement. For example, the Jomtien conference on Education for All (EFA, 1990) the Salamanca Conference on Special Education held in Spain 1994, the World Education Forum Conference of 2000 held in Dakar-Senegal all discussed the role of the government in enhancing partnership with all education stakeholders including parents (UNESCO, 2000). Individual countries in the world have also witnessed the need for parental involvement in education and have set various policies to guide this. For instance, South Africa the Schools Act (Act 84 of 1996) directs all schools to elect the governing Board which will include parents to be among other members of the board (Dubbeldan, 2000). Also in Kenya, the Basic Education Act of 2013 have recognized the need for parental involvement in among other things the improvement of the learning environment which is crucial for students' success (Echaunu, Ndiku & Sang, 2015). In Tanzania, Education and Training Policy (ETP) (1995 & 2014) both recognize the importance of involving parents in education through policy like Decentralization Policy in which parents are involved in education process by financing education through cost sharing and put emphases on providing education through partnership with community (URT 1995). Furthermore, the ETP (2014) have insisted on the need to expand the scope and strengthen successful participation of different educational stakeholders including parents. In recognizing the need for parental involvement in education, studies from a global perspective have recognized

homework to be a significant activity that predicts parental involvement in students' learning achievement (Epstein, 2016; Van Voorhis, Maier, Epstein, & Lloyd, 2013). In developed countries, Van Voorhis (2000) conducted a study to measure the correlation between homework and students' achievement using homework that are done with the help and support from parents (Interactive Homework Assignments) (IHA). The study involved 253 students from ten classes of sixth and eighth grade and lasted 18 weeks during the 1999-2000 school years. Results indicated a high achievement in science grades to learners who were assigned IHA than learners who were assigned to Non-IHA. The study found also that there was an increase in family involvement in the IHA than in non-IHA by 8<sup>th</sup> rise up (Van Voorhis, 2000). Cooper and Jackson (2001) conducted a study to determine how IHA influence students' engagement in the homework performance in Tennessee. A sample of 429 students from rural, urban and suburban schools in grade two and four were used. The study found that positive parental attitudes had greater influence on their facilitation which in turn raised the children's attitudes towards homework and in so doing the performance becomes good as well.

Another study by Dettmers et al., (2010) done in the United States of America explored the relationship between two homework qualities (Homework selection and homework challenge) on homework completion and achievement. To them, homework selection entails the selection of appropriate questions in relation to the students' level of understanding, curriculum, and the environment. They also add that Interactive Assignments allow teachers to be in a position of assigning tasks which has an appropriate level of difficulty (not too easy or too difficult or too ambiguous) so that it does not create boredom to the learners. Through the survey of 3483 ninth and tenth-grade students, the study revealed that when there is appropriate homework selection, the completion and achievement rate becomes higher than when there is inappropriate selection of questions (Dettmers et al., 2010). Again, a 2-year longitudinal study of mathematics achievement done in the United States of America by Van Voorhis (2011) to explore the effects of Interactive Mathematics programme on family involvement, emotion and attitudes to Mathematics homework concluded that including parents in the homework completion is beneficial and useful for students' success in learning. The study revealed that through Interactive Mathematics homework, a favourable home learning environment is created and by so doing the learners' positive emotion and

attitudes to the homework is increased. In some developing countries various researches have failed to establish the relationship between parental involvement and students' academic performance since there is evidence of low or lack of parental involvement especially in homework. For instance, in Ghana, Osei-Akoto., Chowa, and Ansong (2012) did a study to investigate the role of parental involvement in academic performance. Through a randomized cluster sampling of 100 schools, results indicated that about 83% of parents hardly insisted their children with homework, leaving their children alone, struggling for homework completion. A quantitative study in Namibia by Guolang (2010) measured the extent of parental involvement on students' academic performance to high achieving students failed to establish the relationship of the two variables due to small sample size used. In Kenya a study by Ndegwa, *et al.*, (2007) to determine parental participation in pupils' homework revealed that low parental help had negative impacts to learners' homework performance since majority of students could not complete the assigned homework due to lack of support from their parents. In Tanzania, level of parental involvement in homework is low. Over 70% of pupils in PPS receive little or no help at all from their parents (Hungu, 2011). This makes them struggle in completing the homework alone and in so doing they neither complete the homework nor doing them accurately.

In considering the value of homework in learners' academic achievement, Epstein, Salinas, and Van Voorhis (2001) and Hunnel, (2017) recommend the use of Interactive Homework Assignments (IHA) that encourage teachers and parents working together in helping individual learners in completing assigned homework and making homework more effective in promoting learning and improved achievement with little or no hurdles as is the case under the traditional homework management (Bailey, 2006; Van Voorhis, 2016). It is believed that with IHA, awareness on the roles of every educational stakeholder involved is created and a social, psychological and physical environment for doing homework is enhanced (Cooper, Robinson & Patall, 2006). Likewise, Carr (2013) suggests a need to establish clear school-home communication systems to promote effective management of homework and make such homework a more valuable learning tool appreciated by learners and their parents, guardians and teachers. There is little evidence based on studies done to establish how best to improve parental involvement in homework especially in PPS in Tanzania. This calls for the need to revamp the continued use of traditional homework and

replace it with Interactive Homework Assignments (IHA) which stands and has the prospects of encouraging more involvement of parents as important actors in pupil's learning. Studies have shown that for a homework to yield the expected impact on learners, the latter must be trained, guided and monitored by their parents to use effective Homework Management Strategies (HMS) such as time management and environmental management skills to ensure that such homework is always completed in time in a quiet, well-lit and conducive learning environment which has no or minimal distractions (Bempechat, 2004; Cooper, 2007). This paper aimed at evaluating the impact of Interactive Homework Assignments (IHA) as an alternative intervention mechanism to improve parental involvement and pupils' learning in English. The paper was guided by two specific objectives and hypotheses:

- i. To examine the differential impact between IHA against Noh-IHA on parental involvement in Homework
- ii. To measure the differences in English learning achievement between pupils who participated in IHA and pupils who participated in Non-IHA for a period of 8 weeks

### **Research Hypotheses**

- i. There is no statistically significant differential impact between IHA against Noh-IHA on parental involvement in Homework
- ii. There is no statistically significant difference in English learning achievement for pupils who participated in IHA as compared to pupils who participated in Non- IHA for a period of 8 weeks.

### **Methodology**

The study was conducted in Dar es Salaam, Tanzania. The population comprised of 100 standard five pupils selected from 2 schools in Ubungo Municipal, 100 parents and 2 English teachers. The study employed a quantitative approach with Quasi-experimental design. The design was selected because it allowed for manipulation of Independent Variable (IV) Homework conditions, before measuring its impact to Dependent Variables (DV), The parental involvement and pupils' learning. Likewise, the design provided opportunity for studying the relationship between the IV and DV and whether there has been any impact on the DV after an intervention (Babbie, 2010).

### **Instrumentation**

Pre-Post questionnaires for Parental Homework Involvement Strategies (PHIS), Homework assignments assigned for 8 weeks consecutively and standardized English test provided before and after intervention were used as data collection tools. Parents were given a pre-post PHIS questionnaire to measure their involvement strategies in their children's homework. Standardized tests were given before and after the intervention to measure the pupils' performance rate in English. Also, numbers of completed homework tasks were counted to measure pupils' homework completion rate before and after an intervention.

### **Data Analysis**

SPSS Statistics software version 23.0 IBM (2015) was used to analyse the data. At first, inter-correlation between study variables was computed in order to determine the strength and direction of the relationship between the study variables. Furthermore, independent t-test was used to measure the differences in level of the parental involvement between the groups assigned to IHA and groups assigned to Non- IHA before and after the intervention. Also, the same test was used to measure the performance and completion rate of pupils to determine the differences in performance and completion rate between pupils assigned to IHA and those assigned to Non-IHA while controlling for the intervening variables (pupils' Age, gender and Parents' Social-economic status).

### **Results and Discussions**

#### ***Parental involvement in homework between IHA and Non-IHA groups***

The first objective under this study examined the differential impact of IHA against Non-IHA on parental involvement in their children's homework. It was assumed that parents in IHA would effectively improve their involvement strategies in homework than the Non-IHA parents. The assumption was that through the training provided to parents in IHA and now and then follow-ups to remind them on their roles and involvement made parents in IHA to be aware of the strategies they have to develop in order to help their children with homework unlike parents in Non-IHA who never got any training or reminded about their roles in homework. The respondents were asked to rate their involvement strategies through the five PHIS they use. As predicted earlier, parents in IHA improved their involvement in homework than parents in Non-IHA. An independent t-test was used to analyse the changes over time on parental involvement activities between the groups (IHA and Non-IHA) using the Homework Involvement Strategies Scale for parents (PHIS). The average



number of parents’ strategies in homework was the DV and the homework conditions i.e. IHA or Non-IHA were the Independent Variables. A *t*- test that does not assume equal variances was used. The results indicated a significant difference in parental involvement with homework between the groups (IHA and Non-IHA). IHA reported to be significant effective in improving parental involvement in homework than Non-IHA with the following results. (Env:  $t = 5.66, p = .000$ ; T.Mgt:  $t = 6.04, p = .000$ ; Motivate:  $t = 7.51, p = .000$ ; Dist:  $t = 9.04, p = .000$  and Emt  $t = 9.04, p = .000$ . See table 1.

**Table 1: Differences in Parental Involvement in Homework between IHA and Non-IHA**

Parental Strategies	Treatment	t	df	p-value	M	SD	95%(Lower	Upper)
P_Env	IHA			.000	99	1.222	0.458	1.045
	Non-IHA	5.66	189.2	.000	2.24	0.643	0.49	1.013
P_T.Mgt	IHA				3.11	1.298	0.535	1.156
	Non-IHA	6.04	187.44	.000	2.26	0.665	0.569	1.121
P_Motivate	IHA				2.58	1.19	0.662	1.226
	Non-IHA	7.51	182.04	.000	1.64	0.567	0.696	1.192
P_Dist	IHA				2.7	1.341	0.885	1.498
	Non-IHA	9.04	154.07	.000	1.5	0.437	0.931	1.452
P_Emt	IHA				2.7	1.341	0.885	1.498
	Non-IHA	9.04	154.07	.000	1.5	0.437	0.931	1.452

**N=100; P=Parents; T. Mgt=Time management; Dist= Avoid Distractions; Emt=Control Emotions**

The results indicate that the parent’s ability to involve in their children’s’ homework have significantly increased. This can be attributed to the provided to parents before the intervention. Through the training parents were made aware of the DOS and DONTs of the homework. Again, the training helps the parents to be aware on the what, how and when of the homework. Kigobe, (2019) comments that majority of parents lack instructional expertise to effectively help their pupil with homework; she recommends a need for parents’ training as a way to enhance their knowledge and expertise required for effectively involvement. It is in this regard that training parents becomes an important way of teaching parents techniques and strategies to help their pupil with homework (Cooper & Nye, 1994). Also, trainings direct parents on how to create a homework reward system, how to go through a daily homework schedule and check for homework completion (Miller & Kelley, 1994). Likewise,

parents in IHA played significant roles in assisting learners to create conducive learning environment free from distractions. So instead of being stressful a child becomes comfortable and overcome the stresses confidently through the parent's help and support. This is in line with Dawson (2008) who found that IHA creates a distraction-free area for homework.

### **Differences in English Learning Achievement between Pupils who Participated in IHA and Pupils who Participated in Non- IHA**

An independent t-test was used to investigate the changes seen in pupils' behaviours in the learning process while participating in the homework as measured by the five subscales of Homework Management Strategies (HMS) over time (Pre and Post intervention). At first, when the average number of pupil's homework management were the Dependent Variables and the pupils attending either IHA or Non-IHA were Independent grouping variables; pre-test results on the mean differences between pupils in IHA and pupils in Non-IHA with a *t*- test indicated no significant differences between them in their ability to use the five HMS. After analysis of the pre intervention data that reported the level of pupils' ability to use HMS in both groups to be almost the same, it appeared necessary to measure whether the intervention had resulted in any significant change in pupils' ability to use HMS, a *t*-test to measure post intervention mean differences between groups was computed. The results indicated significant differences on pupils' abilities to use all the five HMS between groups (IHA and Non-IHA) See Table 2.0.

**Table 2: Post Intervention Mean differences on Pupils’ use of HMS between groups**

Variables	HWC	t	df	M	SD	SE	p-value	95% Confidence	
								Lower	Upper
PpEnv	Non-IHA	-13.477	98	2.6	.62	.113	.000	-1.751	-1.302
	IHA			4.1	.58				
Pp_T.Mgt	Non-IHA	-9.686	98	2.4	.66	.146	.000	-1.707	-1.126
	IHA			3.9	.75				
Pp_Motivate	Non-IHA	-17.340	98	2.3	.45	.100	.000	-1.929	-1.533
	IHA			4.1	.51				
Pp_Dist	Non-IHA	17.323	98	4.1	.39	.112	.000	1.874	2.359
	IHA			1.9	.70				
Pp_Emt	Non-IHA	-38.119	98	1.7	.35	.073	.000	-2.915	-2.627
	IHA			4.4	.36				

**Note: Pp= Pupils; M=Mean, SD=Standard Deviation; N=100 (Non-IHA-80, IHA-120), p< .001, HWC=Homework Conditions**

In view of the study findings, it is noticed that when pupils do the homework with help from their parents and the teachers, they develop various positive behaviours like positive attitudes, motivation and interest to the task assigned. Likewise, through Interactive Homework Activities, learners become active players in the process by making sure that they take the homework home and inform parents about the task assigned. It is noticed that sometimes due to their age, young learners lack skills and knowledge to handle various disruptive behaviors and in this scenario parents become helpful to them by being supportive during homework time and help their pupil develop positive attitudes to the homework and to the subject in general. Kenney-Benson and Pomerantz (2005) opines that parental encouragement helps learners to develop their motivational aspects, improve morale and attitudes towards learning and effective engagement in the learning process and successful achieve better results. Likewise, it is believed that when parents are made proactive with their children’s school work, the behavior and social adjustment of their children tend to improve significantly (Cordry & Wilson, 2004).

## Conclusion and Recommendations

The results of this study provide evidence of the significant role of parents in assisting learners in the learning process. It is evidenced also that through active involvement of the parents, learners are helped physically, morally and psychologically to manage homework effectively and make homework enjoyable, motivating and interesting tool for successful learning. Furthermore, this study notes gains in pupils' behaviors and skills necessary for the learning of English especially the increase use of the five traits measured by the five HMS with respect to parental involvement, therefore confirms the significance of involving parents in educational processes. Based on the findings and conclusions thereof, it is recommended that; parents who are not involved in homework of their children should be sensitized to do so while those who are involved should be encouraged to continue doing so since their involvement facilitate the learning process in general; this can be effectively done through the use of IHA.

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## User Perceptions of Library Service Quality in Private Universities in Tanzania: A Case of University of Iringa

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### ABSTRACT

*The study was based on the premise that the culture of library assessment from the users' perspective is of vital importance to determine what users' needs are and whether these needs are being met. Consequently, identifying the strengths and weaknesses of the existing library services and using the assessment results to improve service delivery. The study examined the quality of library services at the University of Iringa Library from the users' perspective. The users' expectations and perceptions of service quality were investigated to determine the extent to which the library met users' expectations. A sample of 294 undergraduate students, 31 postgraduate students, and 50 academic staff were surveyed. The adapted LibQUAL+™ questionnaire was self-administered to respondents. A total of 213 (72.4%) undergraduate students, 20 (64.5%) postgraduate students, and 31 (68%) academic staff responded. The descriptive statistics was used for analysis. The insights gained from this study indicate that there was a gap between user's expectations and perceptions of service quality. The magnitude of the gap varied depending on individual services.*

**Keywords:** *Library Assessment, LibQUAL+™, Library Services, User Perception of Library Services, and User expectation, University of Iringa, Tanzania*



## **INTRODUCTION**

The importance of academic libraries cannot be underestimated. In a highly competitive academic environment where students are becoming more selective of the university which fulfil their educational dreams, an academic library has an important role to play in the educational process to meet the needs of its users. Libraries are central to the educational purpose of universities in supporting the missions of effective teaching, research and consultancy; and add value to the educational process in the development and distribution of knowledge (Lane, et al, 2012; Bahrainzadeh, 2013). For academic libraries to positively contribute to the educational process and succeed in the competitive educational and information environment they have to be efficient, effective, organized and managed well, and be more user focused in delivering their services. In order to do that, libraries have to take the responsibility of incorporating into their work environment a culture of ongoing assessment, and a willingness to make decisions based on facts and sound analysis.

The culture of ongoing assessment will help academic libraries base their services on the expressed needs and requirements of their clientele and therefore ensure the delivery of a high quality service and continue improvement and introduction of new services to strategically meet parent institutions' objectives and users' expectations of library service quality (de Jager, 2002). Service quality has been considered as strategic tools for positioning and means of attaining operational efficiency, improving performance, as well as a key factor for the success of service providers. The improvement of service quality will result in the satisfaction of customers and lead to customer retention and repeat use of services (Rasyida, 2016). Library can gauge the quality of service offered by adopting different approaches to assessment. The traditional approach to library assessment based on quantifiable aspects (Griffiths, 2003) which the University of Iringa Library uses, is not the only way to measure service quality. Other measures such as assessing users' perceptions of the quality of service through user based surveys are also needed. Surveys provide the library with an understanding of users' expectations of the quality of service and evidence of the need to improve the quality of service in order to justify their support to parent organisations by demonstrating that they contribute to meeting the institutional goals of teaching and research (Kavulya, 2004). Numerous and extensive studies on user perceptions of the quality of service in academic libraries have been done

internationally (Khaola & Mabilikoane, 2015; Majid, Anwar, 2001; Oluwunmi, Durodola, & Ajayi, 2016; Snoi & Petermanec, 2001.). There is no indication that studies on user perceptions of the quality of service in the academic library have been conducted at Iringa, Tanzania. It is against this background of the importance of service quality assessment from the user's perspective and in the absence of such research in the Tanzanian context and the University of Iringa in particular, that the research needs to be seen. Thus, the problem which the study sought to investigate centres on determining the quality of library services at the University of Iringa library from the users' perspective. The objective of this study was to determine the users' expectation and perceptions of library service quality and to find out how far the library had succeeded in delivering such services.

## **Theoretical and Empirical Literature Review**

### *Theoretical Review*

Theories or models on service quality assessment have been developed with the aim of improving services delivered and satisfying the customers. Some of these theories or models are briefly highlighted here under.

### *SERVQUAL Model*

The ground breaking research of A. Parasuraman, Leonard Berry, and Valerie Zeithalm developed the SERVQUAL instrument in 1988 (Parasuraman, Zeithaml & Berry, 1988). The SERVQUAL model, based on the idea of user-centred assessment, identified five potential gaps between expectations and perceptions, both internal and external, of service delivery. The gaps summarised by Nitecki (1996) are the discrepancy between customers' expectations and managements' perceptions of these expectations; discrepancy between managements' perceptions of customers' expectations and service quality specifications; discrepancy between service quality specifications and actual service delivery; discrepancy between actual service delivery and what is communicated to customers about it; and discrepancy between customers' expected services and perceived service delivered. Gap five is the most user-focused, customer-oriented definition of service quality, and the conceptual basis for the SERVQUAL instrument (Nitecki, 1996). According to Fedoroff (2006) the SERVQUAL model was originally based around five key dimensions of service: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. Fedoroff (2006) and Nagata et al (2004) pointed out that these

dimensions had been adopted later to cover the following: Tangibles, Reliability, Responsiveness, Competence – possession of required skill and knowledge to perform service, Courtesy – politeness, respect, consideration and friendliness of contact personnel, Credibility – trustworthiness, believability, honesty of the service provider, Security – freedom from danger, risk, or doubt, Access – employees who are approachable and easy to contact, Communication – listening to customers and acknowledging their comments; keeping customers informed; and using a language they can understand, and Understanding the customer – making the effort to know customers and their needs. The SERVQUAL questionnaire integrates all these dimensions to measure user expectations and perceptions of service delivered. The evaluation of service quality is done by measuring the gaps between expectation and perception scores. The comparison between the expectations and the perceptions determines whether the service is good or problematic. The service is considered to be good if the perceptions meet or exceed the expectations and problematic if perceptions fall below expectations. This tool has also been used in library context to improve service quality thereby satisfying library customers.

#### ***SERVPERF Instrument***

According to Cronin & Taylor, (1992) SERVPERF is purely a performance based approach to the measurement of service quality. The SERVPERF measures quality as an attitude, not satisfaction. However, it uses an idea of perceived service quality leading to satisfaction. But it goes further, and connects satisfaction with further purchase intentions. The SERVPERF is a modification of SERVQUAL, and thus uses the same categories to assess service quality: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. In each of the categories, there are statements that are evaluated on 7 step Likert scale. The SERVQUAL proposed 44 statements (expectations and performance related), while SERVPERF only 22 (performance related). Adil, *et al*, (2013) supports the contention that SERVQUAL and SERVPERF are the two most prominent scales forming the genesis for service quality assessment in different service sectors. Given that SERVPERF uses the dimensions of service quality adopted from SERVQUAL it can also be used in library context to measure service quality.

#### ***LibQUAL+™ Instrument***

The LibQUAL+™ survey evolved from a conceptual model based on the

SERVQUAL instrument, a popular tool for assessing service quality in the private sector (Brophy, 2005). The Texas A&M University research team launched a pilot project that had its origins in the gap theory of service quality to develop a new measure to assess service quality in research libraries. The American Research Libraries (ARL) considered and endorsed this pilot project. The research team through qualitative study re-examined the SERVQUAL instrument and come up with the LibQUAL+™ instrument (ARL, 2000). The instrument was developed, tested and refined by Texas A&M University in partnership with ARL (ARL, 2004). The LibQUAL+™ instrument adopted some of the SERVQUAL model dimensions of service which are: accountability, assurance, reliability, responsiveness, and tangibles.

In addition to these SERVQUAL dimensions, two dimensions with the focus on the library context such as access to collections and the library as place are used in the questionnaire to assess library service quality (Hiller, 2001). The goals of LibQUAL+™ are to foster the culture of excellence in providing library service; helps libraries better understand user perceptions of library service quality; collect and interpret library user feedback systematically over time; provide libraries with comparable assessment information from peer institutions; identify best practices in library service; and enhance library staff members' analytical skills for interpreting and acting on data (Crawford, 2006). Studies indicate that the use of the instrument has been instrumental in helping libraries better serve their main user groups and to improve library services (McNeil & Giesecke, 2002). It is this instrument that the current study used with the anticipation that it would yield good results. The use of this model or tool was critical for library context because all other tools specified above are general and do not seriously focus on the library collection and library as a place. This study used the five dimensions that reflect library context. These dimensions are summarized and interpreted into comprehensive collection, access to information, library equipment, library staff, and library as a place. Specific constructs or aspects for each dimension are shown in Table 3.

### **Empirical Literature Review**

Wide arrays of studies have been conducted on user perception of service quality. Some of these studies focussed on library service quality. For the purpose of this study a few studies are reviewed to situate the current study into the context of previous studies on the same and estimate the knowledge gap that it bridges. Oluwunmi, Durodola, and Ajayi (2016) did a study on

“Students’ perceived quality of library facilities and services in Nigerian private universities”. A sample of 744 students from four private universities in Ogun State was surveyed. A modified SERVPERF questionnaire that measures five dimensions: tangibility, responsiveness, reliability, assurance, and reliability were used to gather data. A descriptive analysis was used to analyse data and summarize the results. The findings indicated that overall students’ perception of library services and facilities was above average. Specifically, students’ average service quality perception on tangibility, responsiveness, reliability, assurance, and empathy were 3.54, 3.66, 3.60, 3.60, and 3.67 respectively. Services that were rated low include inadequate parking space (2.60) and escape routes (2.45) in their university libraries.

Khaola and Mabilikoane (2015) assessed students’ perception of library service quality, satisfaction and frequency of use of library resources. A sample of 400 students at the National University of Lesotho was drawn for the study. A survey research design using LibQUAL+™ instrument was used to collect data. The data gathered were analysed using descriptive and inferential statistics. The findings revealed that the respondents perceived low service quality from the library staff and extent to which they could easily access and control the information. The findings further demonstrate that there were strong relationships among overall service quality and satisfaction ( $r=0.72$ ,  $p\leq 0.001$ ); effect of service and satisfaction ( $r=0.55$ ,  $p\leq 0.001$ ); library as a place and satisfaction ( $r=0.59$ ,  $p\leq 0.001$ ); and information control and satisfaction ( $r=0.54$ ,  $p\leq 0.001$ ). However, frequency of use of library resources did not correlate with either perception of service quality nor with any of its dimensions. The findings also indicate that frequency of use of website correlated slightly with information control ( $r=0.14$ ,  $p\leq 0.001$ ), effect of service ( $r=0.11$ ,  $p\leq 0.05$ ), and overall service quality ( $r=0.13$ ,  $p\leq 0.05$ ), but not with library as a place ( $r=0.06$ ,  $p\leq 0.05$ ).

Bahrainizadeh (2013) identified service quality dimensions and measured service quality of university library from users’ point of view in Persian Gulf University (PGU). A sample of 400 students and faculty members of PGU was surveyed. A modified SERVIQUAL and LibQUAL+™ questionnaire was used to collect data for the study. The four dimensions of service quality were identified and measured. These dimensions or factors included: electronic access to resources and sets, personal service, library as a place, specific attention and user understanding and recognition, and conditions, and internal access to

resources. The paired-samples T test was used to analyse data using Statistical Package for Social Science (SPSS). The findings show that the absence of gap (zero gap) is placed in 95% confidence interval for any of the dimensions, which imply that means differences are significant in all factors. The significance of gap between perceptions mean and expectation mean shows that the library is not at a satisfactory level in any of the dimensions and has not been able to satisfy users' expectations. Hsu, Cummings, and Wang (2014) examined the business students' perception of library service quality and satisfaction. Sample of 161 students was drawn for the study. Both the undergraduate business students and MBA students were surveyed. The 21 SERPERF questions and a few additional questions were used to measure library service quality. The study adopted the PLS (a statistical tool for multiple regression and correlation) techniques for assessing the relationship between service quality and user satisfaction in academic library. The findings of this survey depicted that the coefficient alpha value for the dimensions of responsiveness and assurance was .93, adequacy of library collection was .90, the reliability dimension of library service quality was .90 and the tangibility dimension was .78, while the satisfaction level was .85. All service quality dimensions show significant and positive impact on the user satisfaction level at the .10 significance level.

Lodesso, et al (2018) assessed the student satisfaction regarding service quality at Ethiopian public higher education institutions. Although this study was not focusing on library service quality; it was worthy reviewing due to the model or tool used for data collection. A total of 1500 final year students from 6 selected universities were studied. Of 1500 respondents, 1425 responses were captured and analysed using an EXCEL spreadsheet. A 22 SERVIQUAL based questionnaire were asked to the respondents focusing on dimensions of tangibles, reliability, responsiveness, assurance and empathy of services. The result of the survey revealed that students' satisfaction with service quality was low. While most aspects of the service quality dimensions of reliability and tangibles were perceived by students as very poor, the two other dimensions of responsiveness-assurance and empathy were somewhat lesser important. These studies used SERVIQUAL, SERVPERF, LIBQUAL+™ and a combination of a modified SERVQUAL and LIBQUAL+™ respectively for gathering data and used different analysis tools to assess service quality. The apparent gap is that these models or tools do not involve all library aspects of service quality which the current study involves.

## **Methodology**

A positivism paradigm with a quantitative approach was used in this study. The quantitative approach was preferred because the type of data sought, the measurements used and the method of data analysis employed required this approach. Since this study sought to describe users' perceptions of the quality of library service, a cross-sectional, descriptive survey design was used (Bryman, 2008; Leedy & Ormrod, 2010). The survey design was considered suitable for this study for most of the studies on users' perceptions of service quality reviewed (Bahrainizadeh, 2013; Hsu, Cummings, & Wang, 2014; Khaola and Mabilikoane, 2015; Lodesso, et al 2018; Oluwunmi, Durodola, & Ajayi, 2016) used the survey design. A sample of 294 undergraduate students, 31 postgraduate students, and 50 academic staff were surveyed. The adapted LibQUAL+™ questionnaire was self-administered for data gathering from these respondents. A total of 213 (72.4%) undergraduate students, 20 (64.5%) postgraduate students, and 31 (68%) academic staff responded. A descriptive analysis was used for data analysis. The SPSS was used to aid in the analysis.

## **Results and Discussion**

### *Demographic information of respondents*

The background information of the respondents was sought. Demographic information was essential for comparison of the response sets between different groups of library users. This information was necessary to explore whether the responses were consistent across groups. Thus, questions to determine respondents' gender, age, position, and faculty were asked. The biographical data of the respondents is reflected in Table 1:

**Table 1: Demographic Data of Respondents (N=267)**

<b>Characteristic</b>	<b>Frequency</b>	<b>Percent</b>
<i>Gender</i>		
Male	165	61.8
Female	102	38.2
<i>Age</i>		
Under 20 years of age	5	1.9
21 – 30 years of age	152	56.9
31 – 40 years of age	75	28.1
41 – 50 years of age	24	9.0
Above 50 years of age	11	4.1
<i>Position</i>		
Academic staff	34	12.7
Postgraduate students	20	7.5
Undergraduate students	213	79.8

There were substantially more male respondents, 165 (61.8%) than female respondents, 102 (38.2%). The majority of respondents, 152 (56.9%), were within the age range of 21 – 30. A small minority of respondents, five (1.9%), were under the age of 20. The demographics showed that the undergraduate students, 213 (79.8%), were in the majority. With regards to the year of study of undergraduate students, the result showed that a large number 144 (67.6%), were first year students. The implication is that all categories of respondents were included in the study. The inclusion of all categories guaranteed better assessment.

### **Library usage Pattern**

A question to probe how frequently the users used the library and its services was asked. This was done to determine the impact of frequency of use of library facilities on users' perceptions and expectations of service quality. The question also aimed at examining the usage patterns between different groups in order to weigh the importance of the library between these groups in terms of usage patterns.



**Table 2: Frequency of use of Library and its Resources by Groups (N=267)**

Characteristic	Daily		Weekly		Monthly		Quarterly		Never	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Gender</b>										
Male	103	62.4	48	29.1	12	7.3	2	1.2	-	-
Female	69	67.6	21	20.6	9	8.8	1	1	2	2
<b>Position</b>										
Academic staff	16	47.1	14	41.2	3	8.8	1	2.9	-	-
Postgraduate	14	70	5	25	1	5	-	-	-	-
students	142	66.7	50	23.5	17	8	2	0.9	2	0.9
Undergraduate										
students										
<b>Faculty</b>										
Theology	19	70.4	6	22.2	2	7.4	-	-	-	-
Business and	45	63.3	18	24.4	7	9.9	1	1.4	-	-
Economics	57	78.1	15	20.5	1	1.4	-	-	-	-
Arts and Social	51	53.1	30	31.2	11	11.5	2	2.1	2	2.1
Sciences										
Law										

The comparison of usage pattern within category of respondents indicated that female respondents, 69 (67.6%), postgraduate respondents, 14 (70%), and the Faculty of Arts and Social Sciences respondents, 57 (78.1%), had the highest percentage of weekly usage of the library and its resources. Remarkably, 4 (11.7%) academic staff used the library monthly or quarterly, and two (2%) female undergraduate respondents from the Faculty of Law had never used the library and its resources. The findings indicated that generally the University of Iringa Library is well utilized by its users. This is consistent with the study done by Idiegbeyan-Ose and Esse (2013) on satisfaction with library resources and services.

### **The Gap between users' Expectations and Perceptions of Library Services Quality**

The study sought to establish the gap between users' expectations and perceptions of service quality delivered to them by the University of Iringa Library and thereby identify the strengths and weaknesses of the existing library services. The users' expectations and perceptions of service quality were numerically reported and compared. The positive and negative responses,

namely, strongly agree and agree, disagree and strongly disagree, were combined together respectively to form one positive (agree) and negative (disagree) response. The reason for this was to enable easier tabulation, comparison and ensure clarity. In Table 3 users' expectations and perceptions and the gap between them are shown. In the *agree* column, the *difference* column, the larger the number the bigger the gap. In the *neutral* and *disagree* column in the *difference* column, the smaller the number the bigger the gap.

**Table 3: The Gap between Users' Expectations and Perceptions (N=267)**

Service	Expectations			Perceptions			Difference		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
<b>Comprehensive collection</b>									
Print collection	220	28	19	138	47	82	82	-19	-63
Print journals	187	56	24	67	67	133	<b>120</b>	-11	-109
Electronic journals	203	36	28	60	71	136	<b>143</b>	-35	-108
<b>Access to information</b>									
Electronic databases	197	25	45	70	80	117	<b>127</b>	-55	-72
Interlibrary Loan	163	38	66	34	75	158	<b>129</b>	-37	-92
Short loan	198	28	41	127	52	88	71	-24	-47
Re-shelving of books	210	17	40	157	53	57	53	-36	-17
Re-shelving of journals	205	20	42	141	68	58	64	-48	-16
Library catalogue	216	23	28	124	66	77	92	-43	-49
Library opening hours	218	15	34	173	38	56	45	-23	-22
Corrective action	185	19	63	62	97	108	<b>123</b>	-78	-45
Library webpage	214	20	33	69	92	106	<b>145</b>	-72	-73
<b>Library equipment</b>									
Computer workstations	200	37	30	97	54	116	<b>103</b>	-17	-86
Computers that work well	207	35	25	120	48	99	87	-13	-74
Photocopying facilities	200	36	31	38	64	164	<b>162</b>	-28	-133
Printing facilities	215	23	29	117	54	96	98	-31	-67
<b>Library staff</b>									
Friendly staff	217	30	20	170	52	45	47	-22	-25

Readily available	220	32	15	181	43	43	39	-11	-28
Willingness to help users	231	24	11	178	50	39	53	-26	-28
Understand user needs	213	40	14	122	59	86	91	-19	-72
Knowledgeable staff	214	31	22	108	60	99	<b>106</b>	-29	-77
<b>Library as a place</b>									
Quiet environment	218	24	25	67	56	144	<b>151</b>	-32	-119
Space that inspires users	214	36	17	132	64	71	82	-28	-54
Space for group study	178	48	41	61	77	129	<b>117</b>	-29	-88
Sufficient lighting	234	27	6	188	40	39	46	-13	-33
Safe and secure space	224	24	19	130	72	65	94	-48	-46

Services that have a relatively big gap (difference between agree for expectations and perceptions) were electronic journals, difference 143 (47.6%); interlibrary loan, 129 (48.3%), clear library webpage with useful information, 145 (54.2%), photocopying facilities, 162 (60.6%), and quiet library environment, 151 (56.5%). Services that had a smaller gap include: prompt re-shelving of books, difference 53 (28.9%), library opening hours that meet user needs, 45 (16.8%), staff who were readily available to respond to user queries, 39 (14.6%), staff who were willing to help users, 53 (28.7%) and library environment that had sufficient lighting, 46 (17.2%). The findings imply that there was a gap between expectations and perceptions of library service quality. The magnitude of the gap varies depending on individual services.

### **Library Users' Satisfaction with Services and Support Provided**

The respondents were asked to rate their satisfaction with the library services provided. The responses are shown in Table 4.

**Table 4: Respondents’ Satisfaction with Library Services and Support by Groups (N=267)**

Position	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Academic staff	2	5.9	9	26.5	10	29.4	12	35.3	1	2.9
Postgraduate	2	10	4	20	9	45	4	20	1	5
Undergraduate	21	9.9	76	35.7	73	34.3	38	17.8	5	2.3
<b>Total</b>	<b>25</b>	<b>9.4</b>	<b>89</b>	<b>33.3</b>	<b>92</b>	<b>34.5</b>	<b>54</b>	<b>20.2</b>	<b>7</b>	<b>2.6</b>

The findings show that overall 114 (42.7%) respondents were satisfied with library services and support. However, 153 (57.3%) respondents were either neutral or dissatisfied with the services and support they received from the library. This implies that the services and support the library offers were not reflective of all user needs.

**Overall Library Service Quality Provided**

The respondents’ rating of the overall library service quality provided is reflected in Table 5.

**Table 5: The Overall Library Service Quality by Groups (N=267)**

Position	Extremely good		Good		Undecided		Poor		Extremely poor	
	Count	%	Count	%	Count	%	Count	%	Count	%
Academic staff			17	50	7	20.6	10	29.4		
Postgraduate	1	5	5	25	5	25	8	40	1	5
Undergraduate	12	5.6	113	53.1	42	19.7	37	17.4	9	4.2
<b>Total</b>	<b>13</b>	<b>4.9</b>	<b>135</b>	<b>50.7</b>	<b>54</b>	<b>20.2</b>	<b>55</b>	<b>20.6</b>	<b>10</b>	<b>3.7</b>

A small majority of 55.5% (148) rated the overall quality of service provided by the library as either good or extremely good. Interestingly, 20.2% (54) were undecided in their rating. The findings imply that satisfaction and service quality may be perceived differently by users (see table 4).

## Conclusion

Given the findings of this survey, it follows that the users of University of Iringa library had higher expectations of comprehensive and adequate electronic and print collection; readily available and accessible information; adequate and usable library equipment; library staff who were readily available and well-versed in library management; and feasible library environment. However, their expectations were not fully equated with their experience with the library services provided to them. The library had not succeeded in delivering service quality to its users. The library should use these findings to improve the services that were lowly rated and capitalize on services that were highly rated by respondents.

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# Quality Assurance in School Assessment for Education Improvement: The Analysis of Experiences from Secondary School English teachers in Dar es Salaam

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## ABSTRACT

*Quality assurance is inevitable in school assessment for the improvement of education since; the best school assessment is the tool to understand the skills and competences which the student has acquired through teaching and learning process. The skills and competences acquired will help the student to exist in the era of rapid change. Therefore, the Quality assurance should focus on enhancing and improving the process that is used to prepare the assessment, rather than focusing on the result itself. The study highlights the principles of assessment which include validity, reliability, transparency, inclusivity and equitability, relevance, manageable and practicable in ensuring the quality of assessment in school assessment. The study was conducted in ten (5) government schools and ten (5) private schools in Dar-es-Salaam Region. The study used survey methodology to collect primary data. A total of sixty-four (64) teachers participated in the research. Data were collected through questionnaire. The result showed that Teachers were found to assess students mainly for assigning grades rather than assessing for learning. Furthermore, the findings from the study revealed that teachers had inadequate knowledge in the area of assessment principles and quality assurance in assessment. It was also found that large classes and teaching workloads affected the quality of assessment in schools. However, for ensuring the quality of school assessment, the study recommends that, teachers should get refresher courses on the principles of assessment in order to equip them with the effective assessment skills. It is also suggested that the teaching process especially in the area of assessment be monitored closely by the inspectorate division in order to ensure its quality.*

**Key words:** *School Assessment, Principles of Assessment, Quality assurance*

## **INTRODUCTION**

Quality assurance of assessment is planned and systematic process of ensuring that the requirements of the assessment system, competency standards and any other criteria are applied in a consistent manner. Quality assurance mechanisms or procedures are an integral part of assessment system (Pellegrino, 2014). Classroom assessment refers to any procedure or activity that is designed to extract information on the knowledge, attitudes or skills acquired by a learner or group of learners in a classroom environment over a period of time. It is also an exercise which assists policy makers in deciding on educational matters and how to obtain feedback about the learner's progress, strengths, and weaknesses (Omari, 2011). Assessment is important component in education for bringing together all of the elements needed for a leap in educational improvement (Popham, 2008).

Assessment enables transformations in learning process and outcomes. Assessment is needed for improvement, so as to give opportunities for the academic community to engage in self-reflection of its learning goals to determine the degree to which these goals correspond to student and societal needs and to evaluate if students' activities and performances coincide with the academic community's expectations. Teachers of English Language have a habit of assessing students without considering principles which are required to be followed when preparing assessment. What the paper is arguing so far is that because English Language Teachers do not adhere to the appropriate principles when preparing assessment to their learners, consequently students do not seem to acquire the creative use of the target knowledge and skills. It must be emphasized that the lack of use of the principles of assessment when preparing assessment would result to a negative consequence since it would lead to low quality of education. The advantages of using principles when preparing assessment of the students is that the teacher can exactly be sure that he/she is assessing what was supposed to be assessed, the results are reliable, students have basic information before the assessment, assessment is accessible by all students regardless of their physical abilities, assessment tasks address the intended skills and knowledge, there is relation between the number of questions and the time allocated for completion, thus helping teachers target their instructions for greater effectiveness and make responsive instructional adjustments. In this respect, teaching and assessing are intertwined. The overlap is beneficial to students in that they regularly receive feedback in the course of learning, and it is also beneficial to



teachers because they regularly receive information about their teaching methods and activities. Assessment allows active student involvement through self- and peer assessment, which make them useful instructional tools. Teachers should analyze and compile students' responses to find out which students are missing achievement targets and how. If analyzed well, data that result from regularly administered variety of formative assessments can provide useful information about quality of education. In fact, specific students' misconceptions or misunderstandings in answering a given set of items can yield precise indicators to guide immediate teacher follow-up instruction (Popham, 2006: 86). This study is significant in the sense that the findings of the study would enable the teachers of English to use the required principles in preparing assessment to their learners.

### **Statement of the Problem**

Managing quality processes become critically important for education institutions generally, but especially for secondary schools. In Tanzania, the general concept of Quality Assurance is not new. Inspectorate Department is responsible for ensuring the practice of quality processes. However, part of their dilemma lies in distinguishing among the related functions of quality improvement and quality assurance in classroom assessment. In order to ensure Quality Assessment teachers, need to understand and apply basic principles of assessment which includes validity, reliability, transparency, inclusivity and equitability, relevance, manageable and practicable.

### **Purpose of the Study**

This paper was intended to examine the extent to which the quality of school assessment is ensured especially among English Teachers in secondary schools for the improvement of education. The focus of this paper is on analyzing the validity of the school assessment; examining the reliability of the school assessment; and evaluating the practicability of the school assessment.

### **Literature Review**

There are a range of reasons why we assess students. Some of those reasons are such as; to create learning opportunities, to motivate, to provide feedback to students and to staff, to provide a grade, to act as a quality assurance mechanism internally and externally. Classroom assessment has received increased attention from the assessment experts in recent years, since teachers are responsible for evaluating instruction and students learning, there is a

widespread concern about the quality of classroom assessment. Classroom assessment embraces a broad range of activities from constructing test and performance measures to grading, interpreting, standardized test scores, communicating test results and using assessment results in decision making (Harlen, 2007). The term “quality assurance” means the maintenance of a desired level of quality in a service or product. Quality assurance in school assessment refers to the practices where by academic standards i.e. the level of academic achievement attained by students are maintained and improved. One of the means of maintaining quality in school assessment is by adhering to the principles of assessment when preparing assessment for the students. The failure to follow principles when preparing assessment in Tanzanian Secondary Schools is a very big challenge. Despite of its essential importance, many teachers do not consider them when preparing assessment of their students. Quality assurance does not happen at the level of instruction.

After all, the instructors have no idea if their students are actually learning, regardless of how good their lecturers or other instructional materials might be, until they test students’ understanding, mastery or knowledge. Therefore, the only way a teacher can know if a student has learned a skill or knowledge set is through some of assessment. It’s fair to say quality assurance happens at the assessment level of the learning process (Gabriel et al, 2015). In traditional classes, assessment and instruction are highly integrated parts of classroom experience; students are examined only on the material directly covered in a class. The process of assessment, however must be more structured and formal than the learning process if the purpose of the assessment process is the assurance that student have mastered a given discipline. Assessments are critical as indicators of quality because, if structured well students who pass the disciplinary assessments indicate subject matter mastery of that discipline (Race et al, 2002). Few studies have been done regarding the Quality Assurance in School Assessment for Education Improvement. For example, Black et all (1998) *Assessment in Education: Principles, Policy & Practice* in this study they reported that one of the outstanding features of studies of assessment in recent years has been the shift in the focus of attention, towards greater interest in the interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of students. This shift has been coupled with many expressions of hope that improvement in classroom

assessment will make a strong contribution to the improvement of learning. Similarly, Brown (2011), conducted a study on how assessment can enhance student learning, the results showed that there is a tendency of universities not being serious on assessment by commenting that, too many universities pay insufficient attention to assessment: usually the mechanics are adequately managed, but the purposes and practices are less well thought-through, relying on 'tried and tested' approaches, which in reality are neither. Some would even say that our current assessment system is broken, that nothing less than a radical overhaul can save it from falling into total disrepute. In many universities, time-consuming and expensive complaints often centre on student dissatisfaction with what are sometimes, in truth, poor or even reprehensible university assessment practices. More students and their (fee-paying) parents are taking universities to court, questioning not just the fair implementation of assessment processes, but also the academic judgments on which grades are based. Hills (1991), when investigating on teachers' assessment practices the results showed that teachers were not well prepared to meet the demand of classroom assessment due to inadequate training. Most of the previous studies, however, were done in Developed countries with focus on the quality assurance in different levels of education with regards to assessment practices. In this study the researchers investigated Quality Assurance in School Assessment for Education Improvement basing on principles of assessment.

## **Research Methodology**

### ***Research Design, Sample and Sampling Procedures***

Descriptive survey research design was used. This design was found to be an ideal as it enabled an in-depth study of the relevant variables to be made in order to find out the existing conditions in schools. Studies that are concerned with people's opinions and what they do, and different type of educational facts finding, can utilize this research design. (Franked and Wallen, 1993). The population under this study comprised of about 100 English Teachers and about 20 secondary schools in Dar es Salaam Urban. A random sampling technique was used to select the schools and the categories of respondents to be included in the sample. In this study the selected sample included 64 teachers from 10 schools of which five were government schools and five were private school. The formed sample of teachers and schools were randomly selected.

### **Research Instruments and Data Collection Techniques**

Data were collected using semi structured Questionnaire. Questionnaire was used for its suitability to this study as it allowed the researcher to reach a large sample within limited time and ensure confidentiality of the information given by the respondents. The questionnaire was designed for teachers; it sought to find out the application of principles of assessment in classroom assessments and also to identify challenges which had affected teachers' effort to ensure quality assurance in their assessments. These challenges include inadequate knowledge in the area of assessment principles, large classes and teaching workloads. A total of 75 questionnaires were distributed to 10 secondary school teachers. Out of which 64 questionnaires which is 85 percent were filled and returned. A total of the 11 sampled population which is 15 percent did not return the questionnaires.

### **Validity and Reliability of the Research Instrument**

To ascertain the validity and reliability of the research instruments the researcher presented the questionnaire to experts and other senior staff in the Faculty of Education at OUT, who were the authority for scrutiny, advice and verification. Their observations were used to restructure the instruments.

### **Data Analysis**

Data were analyzed through SPSS programme where simple descriptive statistics of frequencies and percentages were also employed.

### **Results and Discussion of the Findings**

#### ***Demographic characteristics of the participants***

The characteristics of the teachers were revealed through the analyzed demographic information. The data shows that; the percentage of male teachers was big (77%) as compared to the percentage of female teachers which was found to be only 23% of the sampled population.

#### **Teaching Experience of the Teachers**

The Study sought to find out the experience of teachers who were involved in the study as seen in Table 1.

**Table 1: Composition of Participant by Teaching Experience**

Experience	Female	Male	Total	Percent
Less than 5 years	3	8	11	17.2
6-10 years	5	25	30	46.9
11-15 years	4	8	12	18.8
16-20 years	3	5	8	12.5
More than 20 years	0	3	3	4.7
Total	15	49	64	100

Table 1 presents the categories of participants according to their English Language teaching experience. The Table shows that, 17 percent of the teachers who participated in this study had the English Language teaching experience of less than five years. On the other hand, the majority of the sampled population 47 percent had been teaching English Language for 6-10 years, whereas, 19 percent had the teaching experience for a period of 11-15 years. Participants with the teaching experience of 16-20 years were 13 percent whereas the most experience teachers with above 20 years of experience were only 5 percent.

#### **Level of Education of the Teachers**

The level of education of the participants has been categorized in Table 2.

**Table 2: The Level of Education of the participants**

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma in Education	2	3.1	3.1	3.1
University Degree(Non-Education)	1	1.6	1.6	4.7
University Degree(Education)	55	85.9	85.9	90.6
Post Graduate Diploma/Degree	6	9.4	9.4	100.0
Total	64	100.0	100.0	

The data in Table 2 shows that most of the teachers in the sampled group which is 85.9 percent had the highest level of university degree in education. However, only 3.1 percent of the participants had the lowest level of education which is Diploma in Education. Furthermore, the data shows that 9.4 percent had Post Graduate Diploma/Degree and 1.6 percent had a Non-Education University Degree.

### Teaching Work Load of Teachers

The researcher wanted to find out about the teaching work load of the teachers as it has effects in the Quality Assurance in Assessment. The results show that 39.1 percent of the participants were teaching 1 subject while 61.2 percent were teaching more than 1 subject. The study went further to find out about the number of period which teachers have per week. The results show that 26.5 percent had more than 20 periods per week while 73.4 percent of the teachers had 1-20 periods per week. The study also wanted to identify the number of students per class. Table 3 shows the number of students per class.

**Table 3: Number of Students per Class**

Number of Students per Class	Frequency	Percent	Valid Percent	Cumulative Percent
<= 30 students	5	7.8	7.8	7.8
31-40 students	12	18.8	18.8	26.6
41-50 students	25	39.1	39.1	65.6
51-60 students	14	21.9	21.9	87.5
61-70 students	2	3.1	3.1	90.6
71-80 students	2	3.1	3.1	93.8
81-90 students	2	3.1	3.1	96.9
91-100 students	1	1.6	1.6	98.4
>100	1	1.6	1.6	100.0
Total	64	100.0	100.0	

The findings revealed that 64.1 percent of the respondents were teaching classes which had more than 40 students. But on the other hand, 26.6 percent of the teachers had less than 40 students in their classes. In most cases teachers with big classes tend to prepare assessments which require short answers or multiple choice questions. However, synthesis, evaluation and analytical kind of questions are more likely to have a higher level of validity and reliability in the assessment. James *et al.* (2002) suggest that larger class sizes pose significant challenges in the assessment of student as large classes may limit the amount of feedback provided to students. There is a doubt that growing class sizes encourage academic staff to focus on time-efficient assessment techniques. Hence the assessment may focus on the lower levels of intellectual complexity; that is, assessment tasks that merely reward superficial, shallow or reproductive approaches to learning and that fail to direct students into the type of study that leads to the higher-order learning objectives. Assessment methods demanding less complex analysis and synthesis or demanding less rich forms of student

responses may significantly diminish the quality of learning. Of course, well-developed written examinations can provide a high level of validity and reliability in measurement of some types of learning.

**Teachers’ Knowledge on the Quality Assurance in Assessment and Principles of Assessment**

The study aimed at getting the information on the extent to which teachers has knowledge on the Quality Assurance in Assessment and Principles of Assessment. The results were as seen in Table 4.

**Table 4: Training Attended on Quality Assurance and Principles of Assessment**

Training Attendance	Level of Agreement in %	
	Yes	No
On the quality assurance in assessment in teacher training	59.4	40.7
On the principles of assessment in teacher training	71.9	28.2
In-Service training on the quality assurance in assessment	29.7	70.3
In-Service training on the principles of assessment	37.5	62.5

The data in Table 4 indicates that, 59.4 percent of the participants have attended training on Quality Assurance in teachers’ colleges while 40.7 percent were not trained. Teachers who were trained on the Principles of Assessment in teachers’ college were 71.9 percent while 28.2 percent were not trained. Moreover, the findings show that, 70.3 and 62.5 percent of the teachers did not obtain In-Service Training on the Quality Assurance in Assessment and Principles of Assessment. These questions were critical to the present study since the study aimed at checking the Quality Assurance in the School Assessment which is measured through the Principles of Assessment. The principles were sought to see whether the assessments given were valid, reliable, transparent, inclusive and equitable, relevance, manageable and practicable. The results of this study indicate that about 40 percent of teachers were not trained on Quality Assurance while 28.2 percent of the teachers were not trained on the Principles of Assessment. Furthermore, the data indicates that there is lack of In-Service Training. Hence, this is the great drawback to Quality Assurance in School Assessment if about half of teachers were not trained in Quality Assurance. Similar studies on the issue of teachers’ knowledge on the principles of quality

assurance in assessments are widely conducted in some countries. For example, Gunter et al (2016) conducted a study on teachers' professional knowledge for teaching English as a foreign language and found out that most of teachers lacked profession knowledge on quality assurance. Test scores varied across pre-service teachers from different programs and stages, which adequately reflect differences in the learning opportunities they had during teacher education.

### **Validity**

On the question of validity as part of principle of assessment; the researchers wanted to find out if the intended learning outcomes are considered when preparing the assessment. The data shows that 50 percent of the participants were doing all the considerations but 49 percent were not considering the intended learning outcomes when preparing the assessment. This question aimed at assessing whether the assessment was valid or not. Generally, the results indicate that about half percent of teachers do not consider this part of validity principle when preparing the assessment. On considering the level of learners in preparing assessment, the study found out that 90.6 percent of the teachers consider the level of learners when preparing the assessment; on the other hand, 9.4 percent of the participants were preparing the assessment without considering the level of learners. However, this finding indicates that validity of assessment was highly considered in this aspect by teachers. On the issue of validity McMillan (2013) conducted a research across America and found out that most of teachers violated the principle of validity on class assessment as part of quality assurance. Similar issues on reliability, transparency and inclusivity were survey across states in America.

### **Reliability**

Another interest of the study was to see if there was consistence in the response of candidates when asked the same questions in different test, the study revealed that, 59.4 percent of the respondents confirmed that there was no any consistence in the response of the candidates when asked the same questions in the different test while 40.6 percent of the candidates agreed that there is consistence in the responses of the candidates. In this case it is concluded that there was no reliability in assessment since more than 50 percent confirmed that there was no consistence.



### **Transparency**

On responding to whether the teachers provide the students with basic information before the assessment; a total of 79.7 percent of the participants agreed that they give their students the basic information before the assessment while 20.3 percent confirmed that they do not give any information before the assessment. The aim of this question was to assess the transparency of teachers in assessment as part of Quality Assurance Principles. The findings (79.7 %) indicate transparency of teachers in assessment was observed.

### **Inclusive/equity**

Respondents were asked if the assessment they prepared benefited all groups in relation to prior experiences or geographical location; the findings revealed that, 76.6 percent of the respondents do prepare the assessments which benefit all groups in relation to their prior experience or geographical location. Furthermore, the data indicates that 23.5 percent of the teachers' assessments do not benefit all groups in relation to their prior experience or geographical location. Furthermore, in responding to question whether assessment is accessible by all students regardless of their physical abilities or not; 85 percent of respondents agreed that the assessment was accessible to all student inclusively. Ten percent of respondents denied that the assessment did not include all students; and five percent did not respond to the question. The two questions above aimed at assessing whether teachers applied the principle of inclusive and equitable. Since, Inclusive education is one of the current interests of quality education in Tanzania in particular and East Africa in general. However, generally the principle is applied, although to some extent it is not applied. Therefore, for the Quality School Assurance this principle is of critical importance for teachers to observe.

### **Relevance**

One of the aims of the study was to find out the extent to which the assessment tasks address the intended skills and knowledge. The data shows that, 52 percent of the respondents agreed that the assessment task do address the intended skills and knowledge. On the other hand, 48 percent of the respondents said that their assessment did not reach the intended skills and knowledge. Academic assessment should be about assessing both knowledge and skills. When devising assessment tasks it is important that it addresses the skills you want the student to develop. In addition, they should be set in a

context that is seen as having 'real purpose' behind the task and that there is a sense of a 'real audience' – one beyond the tutor – for whom the task would be done. This observation generally concludes that the assessments provided by teachers on the issue of relevance are questionable. It is assumed by this study that about half of the assessment (48%) conducted did not reach the learning goals if the assessment tasks did not attain the intended skills and knowledge. A study of factors affecting provision of quality education in community secondary schools in Arusha district council in Tanzania (Lyimo, 2017) found out that the assessments provided by teachers were somehow irrelevant and not coherent to the syllabus.

### **Practicability of Assessment**

The respondents were also asked if they consider the relationship between the number of questions and the time allocated for the completion when preparing the assessment tasks. The results indicated that, 53.8 percent of the sampled population considers the relationship between the number of questions and time. However, 46.2 percent responded that could not consider this kind of relationship. This means that students could not complete the questions on time. This concludes that the assessment was not practical in the sense that students were unable to complete questions within the allocated time/use little time to complete questions. A similar study was conducted by Koller & Trautwein (2003) on the time management on assessment. Although the study focused on home works, it was found that 70% of students could not complete homework because the questions demanded more time than the given time and deadlines. Teachers did not take a balance between the tasks provided and the time given to complete the tasks.

### **Challenges facing Teachers when Preparing Assessments**

The study also wanted to find out whether teachers face any challenge when preparing assessment or not. The results indicated that 71.2 percent of the participants face challenge when preparing assessment for their English Language learners due to lack of text books, mixed ability level of students, teaching work load and lack of enough knowledge on assessment. A total of 28.8 percent confirmed that they do not face any challenge during the assessment preparations. As the findings indicate, teachers face a lot of challenges in implementing the principles of Quality Assessment. Among most critical challenges includes the large size of classes, unavailability of teaching and learning materials, lack of appropriate textbooks and reference books,

linguistic background of learners and lack of training in Quality Assurance in assessment. A number of studies and reports have critiqued teacher preparation. One of the interesting studies was conducted by Ginsberg and Kingston (2014) on the preparedness of teachers on the era of accountability. It was found out that most teachers lack preparedness for assessment because much of their time is spent in rushing to complete the syllabus. Teacher education was found to include more of the different ways for assessing outcomes than any other profession, only few teachers would apply the knowledge gained during training.

### **Conclusions**

It can be concluded from this study that most of principles of assessment were not either understood or practiced by sampled teachers. For example, the most important principles of assessment such as validity, reliability, relevance and practicability were not observed by most of the teachers. The study further indicates that transparency and inclusiveness principles were observed by teachers. Despite its central role in the assessment process, teachers have a lot of challenges in assessing their students. There is evidence, however, that the quality of those practices were deficient in many ways. Problems that have been identified in this study such the large size of classes, unavailability of teaching and learning materials, lack of appropriate textbooks and reference books, linguistic background of learners and lack of training in Quality Assurance in assessment are the evidence that teachers are there for performance or grading of student marks. The focus in assessment should not be on diagnostic and formative aspects only, but rather on how assessment principles are based. Observations of classroom assessment in Dar es Salaam schools do not present a very different picture. Although this should not be interpreted as providing a description that is applicable to all schools in Tanzania, it is implicit that they apply to many schools. This study concludes that, there was little by way of assessment of students' basing on assessment principles to ensure Quality School Assessment as the way of improving Quality Assurance in Education.

### **Recommendations**

Given that the conclusions of this study is made on classroom assessment that the research has outlined represent general practice, or even a significant amount of practice, in schools in Tanzania, then a change, not only in assessment practices but also in teachers' general approach to instruction, will

be required if assessment is to contribute significantly to the improvement of Quality Assurance in Assessment. This change will require teachers to increase their efforts to seek the active role in application of principles of assessment. At a more fundamental level, teachers may need to appreciate that learning is more than improved examinations results, more than the acquisition of information, and that learners should not only acquire, but also generate, master, develop, and create knowledge.

One of the main steps in changing is to recommend teachers be trained thoroughly in managing principles of assessment in order to equip them with assessment skills. Language teachers should be trained that assessment should be an integral and frequent aspect of teaching, in which the assessment focuses on validity, reliability, transparency, inclusive, relevance and practicability. Teachers should develop reasonable, but challenging, expectations for all pupils, using a variety of methods in a variety of situations. To ensure this is done Ministry of Education, in collaboration with stakeholders, should develop overall policies for assessment, in which the goals of assessment systems (public examination, national assessments, classroom assessment) are aligned. The second but most important recommendation of this study is to improve Inspectorate Department of the Ministry of Education. The general teaching process especially in the area of assessment be monitored closely by the inspectorate division in order to ensure its quality. Inspection department is the ministry's 'eye' in quality assurance for primary and secondary education, in terms of quality teachers, availability of books, improved school environment and many other things. It is also further recommended that the Government of Tanzania should consider establishing an independent school inspectorate to increase the level of trust by school teachers and leaders and transparency of the inspectorate.

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## Evolution and Policy Reforms in Tanzania: A Glance on Education Sector Development to Year 2010.

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### ABSTRACT

*This article focuses on the education sector policy development in Tanzania, by a review of related literature. It starts with a brief on education in colonial times through of Mwalimu Nyerere in Tanzania politics; educational aspects of the Ujamaa na Kujitegemea policy leading into Education for Self Reliance; recent educational policies reflecting the reforms experienced in Tanzania; and finally a look at the most recent educational document, ESDP, as a working document. A close look reveals the long persisting educational problems that have been moving with the reforms. It is clear that the educational reforms and policies had, always, political forces behind them as well as global economic changes on its broadest sense. Post 1980 economic forces dismantled whatever was built by the political forces, in the name of reforms. These, when combined with existing problems, raises a number of questions; Is the failure of policy implementation a result of little or no consideration of educational research? And what is the educational research position when it comes to influencing policy implementation? This paper argues that reform and transformations in policies are based on foreign forces, ad hoc measures and limited scientific evaluation of issues from the local initiatives. This has led into catch up approach of policy making in education sector, making it difficult to establish long-term success base. By implication this means that scholars within the state borders, whether by design or default had stayed out of policy processes.*

**Keywords:** *Ujamaa, Kujitegemea, Education for Self-Reliance, Education Policy, Education Reforms*

## **INTRODUCTION**

The term education referred to in this paper is restricted to the formal approach to knowledge acquisition, the 'Western' mode of learning. This definition is adopted to avoid the contradiction that may arise between learning and education. The Western mode of knowledge is associated with literacy as a necessary, though not a sufficient way of determining the positive direction of learning. Education in this manner is assumed to have started as early as the time of the intrusion of foreigners in Tanzania (at that time Tanganyika and Zanzibar) from Europe and mid Asia. For the purpose of this paper, the focus starts with education in colonial times.

### **Education During Colonial Times**

In Tanganyika (the main land part of Tanzania), the first and formal colonial rule was that of the Germans. German rule was established after the Berlin conference in mid 1880s, and formal education at this time was established by the colonial rulers, also their religious communities, aiming at training the lower cadre officers to fit into the state operation and to serve as support staff in religious teaching at the local level. The German defeat in World War I marked the end of its colonial rule in Tanganyika; thereafter the territory was left in UN trusteeship under British mandatory power (Ishumi, 1978 Ssekamwa and Lugumba, 2001). However, the change in the ruling power did not change the focus of education provision. Rather it had an additional dimension in Tanganyika, just as in the other British colonies. For instance, in India the British administrator, Lord Macauley in 1836, clearly set the objective for education as:

We must at present do our best to form a class who may be interpreters between us and millions whom we govern- a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population (Kapoor, 2001). Following the same ideology, a similar class had to

be formed in Tanganyika. The majority of this small group, comprising mainly men who could read and write, was prepared to serve as clerks, office boys and junior officials in the district and provincial administration. For quite a long time, serving in such capacity was a novelty motivating not only the small number of school pupils but also their parents. Religious groups had, for related purposes established their own schools. This was primarily for preparing assistants in promoting the religious faith the missions wished to transfer to the communities. In the course of training African clerics at that time the religious groups also made room for other citizens, with priority to believers and potential believers. This added to the number of Tanganyikans schooled in the colonial times.

However, the balance between formal education and religious teaching varied significantly both between and within the religions. For the Islamic institutions which had a close tie to the Arab world, emphasis was on the Arabic language and on Islamic teaching. This was done in madrassahs as opposed to the missionary schools of the Christians, in which the potential priests had to major in the religious teachings. For Islamic Madrassahs Islamic knowledge was the main target in the name of 'elimu akhera' meaning heavenly knowledge. The sole focus on religious teaching in Islam has contributed to the present imbalance of elites in and between the religious groups in the present Tanzania (Ssekamwa and Lugumba, 2001). The few elites who had the privilege of getting into school formed exactly what Lord Macauley wanted - a group of black Europeans, English to be more specific, in opinion, and in tastes - and this created a gap between the elite and rest of the population. Sir Donald Cameron in 1925 as Governor of Tanganyika is quoted by Ishumi saying [in the calculated words]:

*We must not in fact destroy the African atmosphere, the African mind, the whole foundations of his race ...[instead] we [endeavour] to purge the native system of its abuses, to graft our higher civilization upon soundly rooted native stock ... that [has] its foundations in the hearts and minds thoughts of the people (Ishumi, 1978:36).*

This made the elite very privileged in almost every aspect of social life. It almost created a sort of conflict as the elites were the 'civilized primitive natives' and were placed at the 'more human level'. This classification did not end with the departure of the colonial power; it survived the change at independence which was essentially the removal of white rulers. In relation to this, another aspect of



elitism, the ownership of the means of production, raised itself. In this situation, the civil society felt that the national economy was largely in the hands of the few individuals who were 'at the human level', to put it in Cameron's words. There was a call to return this wealth to mass ownership and stop further expansion of this situation (Eknes, 2003). This resulted in a national campaign following the Arusha Declaration. The declaration was pronounced on February, 5 1967. Before discussing the declaration, it is important to understand that the political changes from Tanganyika to the present Tanzania had in them the inspiration of the first President and most prominent politician in the country, Mwalimu Julius K. Nyerere (Tenga, 1994).

### **Mwalimu Nyerere in Tanzania's Politics**

Julius K. Nyerere is a name that became prominent in Tanganyika in the last decade of colonial rule. He appeared in national politics as early as 1954 as a teacher at Pugu School after his graduation from Makerere, the University of East Africa. He had been elected as first Chairman of the newly formed Tanganyika African National Union (TANU). He organized the independence campaign for Tanganyika, getting people ready for African rule and holding a presentation on behalf of the Tanganyikans before the Security Council of the former United Nations Organization (UNO) which was a necessary condition for establishing African rule in their territory. His presentation was successful and on December 9, 1961 Tanganyika regained her independence and Julius Nyerere was her first prime minister. Nyerere became the first President in 1962 when Tanganyika was made a republic, then the first President of the United Republic of Tanzania as result of Tanganyika, the mainland, uniting with Zanzibar, the Tanzanian islands which by then had just gained independence through a revolution which ended the Sultan's rule in Zanzibar (Ssekamwa and Lugumba, 2001). At this time Nyerere as President seemed to be unimpressed with the progress being made by the country he was leading. The big problem was the country's economy. He looked at wealth distribution in the state, which appeared to contradict the major focus for African self-rule:

*To tap the periphery of resources through mechanisms of capital-drain, resources-drain, body-drain and brain-drain. (Nyerere 1968: 10)*

After independence the gap between the rich and poor was increasing; much of the means of production was in the hands of a few, mainly Europeans and Asians and a privileged few Africans. The education system was cited as an

exacerbating factor for this uneven distribution of wealth, access to the means of production and more seriously the ownership of them (Nyerere 1968, Eknes 2003). Redistribution of wealth in the state and reallocating the means of production was called for in the Arusha Declaration. The Declaration aimed at solving the problem as fast as possible but also to make the solution a long term one. This splits the Declaration into two aspects, the economic aspects of the means of production and wealth redistribution on the one hand and the education necessary to equip Tanzanians with knowledge and to give them an understanding of general national goals on the other. It is in the interest of this paper to look mainly into the educational aspects of the Arusha Declaration (Nyerere, 1968; Ishumi, 1978).

### **Educational Aspects of the Arusha Declaration**

The Arusha Declaration had a strong economic focus. In it there was a push towards a socialist political orientation with the intention to press the state towards mass ownership of resources and utilisation of the means of production (resources) beginning from the grassroots, basically the villages. This was reflected in the Ujamaa na kujitegemea as a main theme in this Declaration. The two terms in the policy carry a meaning related to Socialism and Self-Reliance. The term has a paradoxical relation when it is blindly translated from its literal meaning. Ujamaa reflects a sharing and coming together, while kujitegemea reflects standing independently, being non-dependent. These carry opposing meanings to be combined into the one slogan, or policy for that matter (Tenga, 1994).

However, under these words lies a strong message leading to the real purpose of the Declaration. The real meaning extracted from the Kiswahili\* language under the same dimensions, Ujamaa means 'familyhood'. Family is looked at as the group of people with strong social ties. In this arrangement the members are expected to have common direction in their feelings if not the same magnitude of such feelings when it comes to events affecting the family. This was supposed to mean that the individuals from the group (family) will think of the group benefits first before looking into those of the individual. The kujitegemea aspect was intended to instil a sense of confidence in Tanganyika from the individual level to the national level. With this confidence, they were expected to exploit all the resources and potentials that exist in their localities before thinking of help from foreign sources. The internal mobilization of resources and responsibilities were the main focus of the kujitegemea. The

educational aspects in Ujamaa and Kujitegemea may be summarized as follows (Nyerere 1968, Tenga, 1994).

### **Educational Aspects of Ujamaa**

The education system was meant to shape Tanzanians to look into a new mode of production, the socialist one. The capitalistic mode was to be seen as the colonial hang-over. The practice of Ujamaa was based on an ideology of sharing where the people communally owned the means of production. Social services were to be offered as the products of collective efforts in economic production. As part of the national ideology, every Tanzanian regardless of creed and race should work for the state as well as individual dignity. In turn the government had to provide the social services, including education. The education system in terms of schools was to be for everyone's use. The schools were to shape the minds of the young generation towards the positive aspects of Ujamaa and its principles. The teaching of Ujamaa values proclaimed that:

*In a socialistic society an individual succeeds in terms of respect, administration and love of his fellow citizen, by his desire to serve and by his contribution to the well being of the community. (Tenga 2000:32).*

This states the fact that under the Ujamaa ideology a 'patriotic feeling' forms the main base for individual forces of action. Ujamaa, though identified as paradoxical with kujitegemea to form the Ujamaa na kujitegemea policy, the kujitegemea part of it was also a strong educational element of the Arusha Declaration. This is what formed the concept of Education for Self-Reliance. Education for Self-Reliance has been for a long time used as the education policy in Tanzania and still forms the basis for contemporary educational policies (Tenga, 2000). Some of its features are described below.

### **Educational Aspects of Kujitegemea- (Education for Self Reliance-ESR)**

The Arusha Declaration (Part Three) provides the detailed basis for the Self-Reliance policy. Society is prepared to participate in implementing the policy in two dimensions; the adult population at one end and the younger generation at the other. The central part of this policy and the main objective is to see to it that the local community is in command of its resources. Creativity, initiative, and entrepreneurship is given top priority (Nyerere, 1968). While the economic aspects of the Arusha Declaration demanded the redistribution of wealth, which was done by nationalization of accumulated private property, the educational aspects were intended to prevent the reformation of the classes that

the Declaration intended to wipe out. The educational aspects had two measures to be taken; the first and immediate one was to nationalise all schools and other educational institutions as they were considered the central point of social class formation as addressed by the Declaration. All schools, most of which were owned by foreign linked institutions, which consciously and unconsciously had been creating social stratification leading to capital accumulation, were opposed by the socialists. The second measure in the education system for ESR was to offer an education that aimed to shape the attitude of both youth and adults alike on the qualities and potentials their nation has and how to exploit them. The first focus on the change of attitude was to impart a sense of responsibility to the privileged elite class that it had been easier for them to attend school because the rest of the population had sacrificed their part, without which it would not have been possible for them to reach this far. And for the adult elites ESR had to put down a clear stand as quoted in Eknes (2003): The privileges of the elites would be reduced, the import of luxury items greatly decreased, and a leadership code would forbid private money making activities (Eknes, 2003: 57).

This was to make the elite understand that the education they had received or were receiving, is actually part of the division of labour in their society. That is to say, their piecework is extended to their official responsibilities after their education. It is the role they play after school that counts as their payback for the privileges they had enjoyed as students. This concept is however very much challenged at present by educational economists as their studies indicate that no matter what political situation the society is in, the more time an individual spends in the education system, provided one goes up the academic ladder, the higher the private return achieved as opposed to the higher social returns at lower level of schooling (Nyerere, 1968; Hartog, 2000; and Psacharopolous, 2000). It has been almost impossible for the Tanzanian educational plans and documents to ignore the ideas advocated by ESR, as every document comes with the ESR objectives as the unchallenged or 'given' foundations including issues such as capacity building for youth to actually solve the problems faced in the communities, which are largely rural with a base in agricultural activities. Also, ESR has the intention of linking theory and practice for a more holistic and complete understanding of knowledge. More than thirty years after she gained her independence, Tanzania has been trying different strategies for improving the education performance which is already

in decline. The strategies are found in various official documents that need to be looked into so that one understands better the education action plans and programmes (Ekness, 2003). For the purpose of this article most recent educational policies have been used. This includes the Education and Training Policy of 1995 and the Education Sector Development Programme (ESDP) document of 2000. However, the ESDP, according to my view is a modern and popular document accommodating the current global perspectives on educational development in addition to domestic priorities. In this respect it is outlined, as the document, under a specific section to give it its due weight in section 6.0.

### **1995 Educational Policies and Beyond**

Except for the Arusha Declaration which has in it, the idea of education for Self-Reliance and TANU's party manifesto there has not been any other significant educational policy until 1995 when the government, through the Ministry of Education and Culture (MoEC), released its Education and Training Policy. It is in this policy that the focus is on compulsory education which includes both adult and primary education. Though the policy does give a flexible, unlimited time for an individual to learn in a frame work of adult education, it gives the structure of primary education as seven years, preceded by at least one year of pre-primary education provision (URT, 1995). The Education and Training Policy (ETP) underlines the tasks that the government has to undertake within the plan of action.

These tasks are based either on domestic forces and demand or international forces. In other areas both internal and external forces of demand are noted. This arrangement has actually helped to make the implementation easier as the area of intersection between the two sorts of forces is greater. This means a wider common area in which in the course of implementing one's demand and the others' need is also covered. The formulation of ETP was meant to lay down the strategies the Government of Tanzania has embraced for improving the provision and quality of education. Improving the provision of education indicates Government's focus on the quality of service offered by the education sector to the civil population as a result of increased quantity of Government financial support to the sector, to put it in a simple way. The increased quantity of education sector services, as demanded by the civil population, is required to take care of the quality of the service so offered. This is for covering the

domestic and the external labour markets which at present have a very fine line between them. Also, quality is seen as a recent and necessary attached condition on Education for All, as an international priority. The major objectives of this ETP are to achieve increased enrolments, equitable access, quality improvements, effective utilisation of resources and operational efficiency throughout the system. The objectives form a basis for policy and a plan of action and the wider perspective of the policy is among other things, to enhance partnerships in the delivery of education, broadening the financial base and the cost-effectiveness of education and streamlining education management structures through the devolution of authority to schools, local communities and local government authorities (URT,1995). As the ETP addressed the role and structure of the education sector, focusing on compulsory education (adult and primary level) and secondary education, which is subdivided into four years of ordinary secondary (O-level) and two years of advanced secondary (A-level), there was a need for a policy to address post-secondary education.

The National Higher Education Policy (NHEP) was released in February 1999 for this purpose. Higher education in Tanzania by 1999 had grown from a simple to a complex system since independence when Tanzania (Tanganyika) had only one higher learning institution (the University College of Dar-es-Salaam) to more than 20 higher education institutions. The NHEP has a focus on covering shortfalls and gaps in the ETP and guiding the provision of higher education. It also provides a guide for potential operational problems, conflicts and dissonances with respect to allocation of resources, governance, curricular provision and the final products of the process (URT, 1999). Concern for this policy was raised as result of the newly established Ministry of Science, Technology and Higher Education (MSTHE) in 1992. The NHEP on its first page has quoted one of the MSTHE's ministerial internal memos which stated that:

*...There has thus been a mushrooming of training centres and institutes catering basically for ministries and parastatals. The mushrooming of such centres and institutes appears to have been haphazardly (encouraged) without co-ordination to the extent that overlapping in some of the disciplines is common. (MSTHE Memo EJ/T/3/73 of 6.10.92) (URT, 1999:1).*

The focus on effectiveness and efficiency of the higher education system was and is still a serious concern of the NHEP; duplication of the service offered by

higher education was seen as result of a lack not only of an organizational body but also a lack of a common conceptualized and working definition of higher education. The policy was put forward in 1999, seven years after the formation of the Ministry in 1992, 38 years after Tanganyika's independence. In all this time the problems that weighed heavily enough to get attention under the MSTHE, amidst an uncoordinated and unregulated proliferation of tertiary institutions, backed up seriously by the NHEP are, among others, constrained student enrolment expansion, an imbalance in the intake between the sciences and liberal arts in an age and environment demanding scientific literacy for technological advancement; and inadequate financing and material facilitation of higher education. The NHEP has focused on priorities such as resource allocation to the sub-sector; linking scientific and technological development; and putting an emphasis on training and research for development purposes. It then declares the fact that no national system can efficiently and effectively function without a clear philosophy and set of paradigms and guidelines for well defined goals and objectives in higher education (URT, 1999). The prioritizing of science teaching in the ETP, to the coordination of the higher learning institutions under the umbrella of a higher education system, is taken further by the National Science and Technology Policy for Tanzania (NSTP) of 1996. The pace of national development and its relationship to science training is a linkage that has been strongly advocated by the NHEP and is clearly borrowed from the NSTP in which it states that: *Above all, the science and technology policy must be fully integrated into the overall socio-economic plan if it has to have any impact in enhancing the welfare of the people* (URT, 1996:67a)

This is the intersection point of the three policies in education matters. There are also other policies, which do not necessarily address educational provision, but which rather address development. As part of the national development framework all policies have a focus on three major developmental issues proclaimed earlier at the time of independence as ignorance, poverty and disease. This is the basis for the national development framework and each of the policies must carry a detailed plan aimed at solving at least one of these issues. Of these three issues, ignorance is source of the other two; a solution on it will offer a breakthrough the blanket of problems covering Tanzania. This stands together with the idea that Education is a fundamental human right. It provides children, youth and adults with power to reflect, make choices and enjoy a better life. This breaks the cycle of poverty and is an important

ingredient in economic and social development (URT, 1995; UNESCO, 2002). The role of education in alleviating poverty, has led to its dominant position on the development agenda. The Tanzanian development agenda is no exception. Now and then the education sector is being attentively looked upon. Presently the operationalisation of development in Tanzania has been documented through the Education Sector Development Programme. This is the most recent working educational document available.

### **The Education Sector Development Programme (ESDP)**

The Education Sector Development Programme (ESDP) focuses on operationalising both the Education and Training Policy (ETP) and the vision through programmes and actions that would bring about and enhance the quality of educational services by taking measures to improve resource utilisation including human, material and financial resources. It also aims at strengthening management capacity, improving access and equity and strengthening quality assurance in the course of providing education (URT, 2000). The ESDP is designed to accommodate the macro-economic reforms that have been in place continuously from the mid 1980s to date. These changes in most cases were not taken into account when preparing the policies released in the 1990s, even in some of the most recent documents. The stepping stone in most of the documents that needs a back up mechanism is the role of the government, or rather the nation state in the changing global economy (URT, 1996b).

The ETP implementation plan of action and strategies were meant to take place in a centralized system of decision making. However, in recent years the government has moved into new style of organization. This is stipulated under the Organization and Efficiency reform component of the Public Service Reform Programme (PSRP). Under this reform the role of central government has remained that of formulating policies, provision of regulatory frameworks, monitoring and evaluation (URT, 2002). The ESDP document is seen as a multiple-bridge. It, first of all, links the educational documents to the educational and training policy both in terms of the timing of its release and the detailed content it carries. Through its sector wide approach, it addresses a convenient style of working in the present governmental reforms. Secondly, it serves to link the three Ministries to work together, namely the Ministry of Education and Culture as the responsible ministry for education and training policy, the Ministry of Science, Technology and Higher Education, responsible



for science development both in and out of the education system, and the Ministry of Regional Administration and Local Government which under the new reforms is responsible for mobilizing domestic resources at community level. This linking, as done by ESDP, could not be done better (not with the advantages mentioned) without it. On the one hand ESDP is linking the past and the future of education as in its second chapter it dwells much on the landmarks of change in the education sector right from independence to the present. From the landmarks the thrust behind the reforms is noted and summarized as: Synchronization of all sub-sector programmes for consistency; Restructuring of management and administration; Bottom-up planning of education; Mainstreaming gender and enhancement of gender parity; Educational management information system; Monitoring and evaluation; Financing and financial management; Enhancement of internal and external efficiency; and Growth and/or expansion of education and training services. In relation to these thrusts, the ESDP has laid down targets for a closer look, examining the weaknesses that existed in previous documents and policies.

The targets that the ESDP is to accomplish are listed as:- Eliminate illiteracy by 2010; Attain universal primary education by 2015; Raise minimum qualifications for primary school teachers to grade 'A'; Provide all the schools with permanent and decent physical infrastructure; Establish a nation- wide network of teacher resource centres; Teacher /pupil ratio to be 1:45 (primary), 1:35(lower secondary), 1:30 (upper secondary), 1:25 (teachers training colleges) and 1:25 (higher education); Raise the minimum qualification for a teachers' college tutor to be a university degree with education; Nation- wide network for district based education database to be established; Eliminate the incidence of HIV/AIDS/STDs in education and training institutions; Raise achievement in academic performance at all levels of education to 75%; Attain 60% achievement in academic performance; Attain 50% transition rate from primary to secondary education; and; Attain gender parity at all levels of education. (URT, 2000: 7-8); This list of the targets gives the document an international quality as the issues in the list are global priorities and are within the international time-frame limits. Some are deliberately placed well in advance of international goals. This means the monitoring and evaluation teams have enough time to work and report, before the international workforces.

### **Contemporary Issues in Tanzanian Education**

The Tanzanian education system has been changing from time to time since independence. The major changes that are considered landmarks in the system include; the repealing and replacing of the 1927 education ordinance from the time of colonial rule, in 1962; formulation of the Education for Self-Reliance (ESR) policy in 1967; Musoma resolution on Universal Primary Education (UPE). Advanced level secondary school graduates to gain work experiences and discipline prior to joining higher education was announced in 1974. The Parliament passed the National Education Act no. 25 in 1978 and the amendment of the National Education Act no 25 of 1978 into the Education and Training Policy was finalised in 1995 (URT, 2000; 2001). The motives behind the changes is explained by two schools of thought. One school explains the changes as a reflection of the political trends Tanzania has been following since her independence. For this school the landmarks follow political events from both internal and external influences. The forces exerted on the education system include the independence of Tanganyika in late 1961, the Arusha Declaration as a move toward the Eastern Bloc in the time of the cold war in 1967, the fall of the East African Community which meant an end to the good relations between Tanzania and her two sister countries Uganda and Kenya, and the global campaign for universal primary Education for All pioneered by UNESCO from 1990 in which national plan and policy specificity was demanded of all party countries (Malekela, 1998).

The second school of thought views the series of changes as simply the results of inadequacies in the previous action plans and policies (Neave, 1998). When the one strategy totally fails the evaluation recommendation is to try something different; this is not the case when the action plan at least partly succeeds. The basis on which the two schools stand is basically the same i.e. the rapid and sometimes unpredictable domestic and international social and economic changes steered by a variety of political forces on the globe. Changes in the education system were aimed at solving an endless list of problems in the Tanzanian society. Just like any mechanical system where friction accounts for a reasonable amount of energy, the education system had been facing a number of problems since independence. Some of the problems have persisted for quite a long time and others appeared as time and situation changed. Some of the problems are seen in a vicious cycle relationship as they are actually the focus of the education sector and also make too slippery a surface for the system to achieve its objectives. The list of these problems is too long to be completely

exhausted; however, it is quite fair to name the leading issues as noted in URT (2000) which are: - Dilapidated physical infrastructure: Especially in primary schools is a widely spread problem in the country. In a twenty first century marked by significant advances in science and technology, the schools in Tanzania have barely good furniture. It is not an unusual experience to walk into a school and find a class session conducted under a tree, multiple sessions in the same room and even classes conducted in a church building. This is one of the priority problems to be solved, as cited by the ESDP. Decreasing enrolment: The number of children being enrolled has been falling tremendously. There is a list of explanations for the cause of this situation. Among the reasons mentioned are parents' low income, long distances from the schools, disabilities among the children and cultural barriers affecting education as a priority in communities. High and / or increasing drop outs: These are accounted for by the increased pervasiveness of poverty down to the individual as a reflection of poor economic performance of the country. The school fees in primary schools have been considered the main factor forcing children out of school. As part of the action plan for ESDP, the State has waived the fees at primary school level. However, the indirect costs attached to primary schooling still hold a good number of children out of school.

Lack of teaching and learning materials: The learning process in the schools needs learning and teaching materials in addition to the infrastructure. Most of the schools lack necessary teaching and learning aids, such as text books, reference books even chalkboards let alone teaching models. Low morale amongst the teaching staff: The teacher's position in civil society has been placed at the lowest level. Also, the low wages the teachers get, contribute to the low morale the teachers have. To worsen the matter most teachers, live in the rural areas where the basic needs are barely available. Being far away from the town centres leaves them unevaluated for a long time, hence no feedback on their role or performance keeps their morale low. HIV/AIDS: The pandemic has hit the Tanzanian population and the sub-Saharan Africa region alike. The pandemic has killed and is continuing to claim a good number of lives including participants in the education sector, from the teachers and school pupils to the parents. At the same time AIDS has left a number of orphans, mostly primary school children and potential school children, with nobody to take care of them. This has affected school attendance; as older orphans are left taking care of the young ones in their homes. In this situation, schooling

becomes an unlikely priority, only survival. It has been not so easy to map the problem in an accurate way as the HIV/ AIDS effects are mapped in a vicious cycle kind of relationship. Though the problems have been listed singly, one will find that they have been listed in accordance with the UNESCO's classification of pressing educational issues and problems. UNESCO classifies the issues in four main groups, as summarized below (my italics):

*The first group, not necessarily the priority, is the guiding principles group, which focuses on relevance, quality and efficiency of education; partnership or participation in education; and flexible, comprehensive, future-oriented and development-oriented education.*

Second in the listing is the set of system- articulation and finance issues: this carries in it the decentralization of the education system and management; centralized decision making; federal systems and networks; strengthening of school autonomy; systems of life long learning; transition from one system of education to another; co-ordination and linkages of various systems within the education sector and other sectors in society; types and levels of education. The third category in this listing is the special areas of education which includes the: educational content and curricular integration; methods and materials; teacher training; learning technologies. And lastly, but definitely not the least, is the group named as the learner-related issues: cultural, linguistic and socio-economic backgrounds; illiteracy; gender equity; ethnic minorities; learning in remote and rural areas; and motivation, social and emotional problems (UNESCO, 1995).

Martin Carnoy (1999) would classify the issues as equity driven issues where the emphasis is on addressing opportunity (equal access) of every social group in the country with special arrangements to help the socially disadvantaged groups such as girls, children with physical disabilities and/or minority groups, being equally accommodated in the given education system. The second group in Carnoy's listing would be the competitive driven issues. In this group the focus is on the standard of education measured by the needs of the society with respect to time and technological advancement. The third group of educational issues to be addressed falls under the financially driven issues where the focus is on making the education system work as efficiently and effectively as possible, the measure of performance being the output per unit cost (Carnoy, 1999). Costs are very much viewed from the state expenditure viewpoint as service provided, which means mobilizing local resources by persuading the

stakeholders to pay for the services they receive, it is also viewed as strategy to lower state expenditure. This is actually a shift of costs to the stakeholders, and is considered as a lowering of service provision costs. It is this concept of educational provision costs that lies behind the flood of educational documents, some expressed as policies from the early 1990s in most of the developing countries. This was preceded by the Structural Adjustment Policies (SAP) advocated strongly by the World Bank accounting for educational reform hand in hand with other sectoral reforms (Daun, 2002).

### **Conclusion**

The overview given in this article on the education sector policy development in Tanzania, is meant to narrate a brief on education in colonial times through of Mwalimu Nyerere in Tanzania politics; educational aspects of the Ujamaa na Kujitegemea policy leading into Education for Self Reliance; recent educational policies reflecting the reforms experienced in Tanzania; and finally, a look at the most recent educational document, ESDP, as a working document. A close look at the education system reveals the long persisting educational problems that have been moving with the reforms. It is clear that the educational reforms and policies had, always, political forces behind them as well as global economic changes on its broadest sense. It is politics that placed Tanzania in the Eastern bloc during the Cold War. African socialism had been the basis of Tanzanian educational objectives, and the objectives have always remained unchanged or only slightly changed. It is politics that accommodated the socialist idea where only the ruling class had access to power, influencing all decisions made, including educational matters.

The ideology unfortunately did not get enough time to face the true test of time (Ishumi, 1978). From the late 1980s, economic forces started to dismantle whatever was built by the political forces, in the name of reform, as a result of the former's failure (Eknes, 2003). These, when combined with the persistence of educational problems, raises a number of questions; Is the failure of policy implementation a result of little or no consideration of educational research? And what is the educational research position when it comes to its influence on policy implementation? This forms a central argument of this paper, that reform and transformations in educational policies are based on foreign forces, ad hoc measures and limited scientific evaluation of issues from the local or rather internal initiatives. This as result had led into catch up approach of policy

making in education sector, making it difficult to establish long term success trend. By implication this means that scholars within the state borders, whether by design or default had stayed out of policy processes. This has arguably left the policies subjected to more political forces as opposed to scientific analysis.

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## **The Role of School Library Resource Centres in Resource-Based Learning: A Case of Iringa and Njombe Regions of Tanzania**

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### **ABSTRACT**

*The school library system is the most valuable facility of the school and an integral part of the educational process and a tool for teaching and learning. This study explored the role of secondary school library resource centres in resource-based learning in Iringa and Njombe regions of Tanzania. The study used a cross-sectional descriptive survey design. The study involved a sample of 148 heads of secondary schools and 36 school librarians. The types of secondary schools studied included public and private owned schools. The data were collected using questionnaires. This study found that the secondary school library resource centres were vital tools for teaching in the resource-based learning. Librarians cooperatively work with teachers to facilitate resource-based learning. They are also critical for provision of professional expertise to enable teachers and learners to effectively use the resources and services to foster critical thinking and lifelong learning, a prerequisite for resource-based learning.*

**Keywords:** *Curriculum Support, Information Literacy, Learner-centred Learning, Resource-based Learning, Role of School Libraries, School Library Resource Centres, Tanzania.*



## **INTRODUCTION**

Libraries regardless of their types, be it a special library, public library, academic library (school, college and university libraries), or national library, are nerve centres of the learning process. The school library resource centres (SLRCs) in Tanzanian environment is that which is used by students, teachers, staff, and in some instances by communities around the school. The objectives of the SLRCs) are to support all educational programmes of the school; to cultivate reading habits in students; to develop interest to use the library facility for students' overall development; to inculcate the habit of seeking help of additional sources other than text books; and to develop self-learning skills of students. The SLRCs that are well managed, adequately staffed, furnished with facilities and information resources, and well organized are poised and capable of engaging all domains of learning (cognitive, affective, and psychomotor) and all types of students and teachers (Bush & Jones, 2010), and thus are critical for educational process. The SLRCs are the heart of the school and play vital role in helping the educational system to achieve its goals. They are central to the fulfilment of the instructional goals and objectives of the school and promote this through a planned programme of acquisition and organization of information and dissemination of materials to expand the learning environment of all students (Hoskins, 2006).

SLRCs are indeed centres of information sources and are the leading laboratory for developing critical thinking and for providing instruction that promotes multiple literacies, including information literacy, media literacy, visual literacy and technological literacy (Morris, 2010). The study focused on the role of SLRCs in Resource-Based Learning (RBL). Resource-based learning is defined as the use and application of available assets to support varied learning needs across contexts (Hill & Hannafin, 2001, p. 38). The concept is used in this study to denote learning in which learners develop knowledge, skills, and understanding by using a wide variety of print, non-print and human resources. This term or concept is central to this study. However, although the professional literature abounds with descriptions of RBL and its potential in the learning process, the Tanzanian curriculum for secondary schools does not directly use the term. Instead, the learner-centred learning (LCL) concept is dominant. In the Tanzanian context, LCL is virtually synonymous with RBL. While the RBL underscores learning that greatly depends on resources, LCL focuses on the learner in resource-based learning. This study is based on this understanding. The role of the SLRCs in the education process in Tanzania has not fully been prioritized and exploited to support resource-based learning and

foster the development of deeper understanding, critical thinking and independent learning. Given this, the general objective of this study was to examine the role of SLRCs in resource-based learning. With this general objective, it was assumed that the study would reveal the critical role SLRCs play in RBL. Specifically, the study examined the role of SLRCs on constructs that are relevant for RBL such as support for curricular work and instructional tool; provision of information literacy/user education to learners and teachers; provision of adequate collection of curricular and extra-curricular learning materials in various formats; facilitating consultation by teachers on the selection of appropriate materials for instruction; and teachers and teacher-librarian collaborative teaching. The understanding of the role of SLRCs in RBL is fundamental when gauging whether school libraries are instrumental in the educational process.

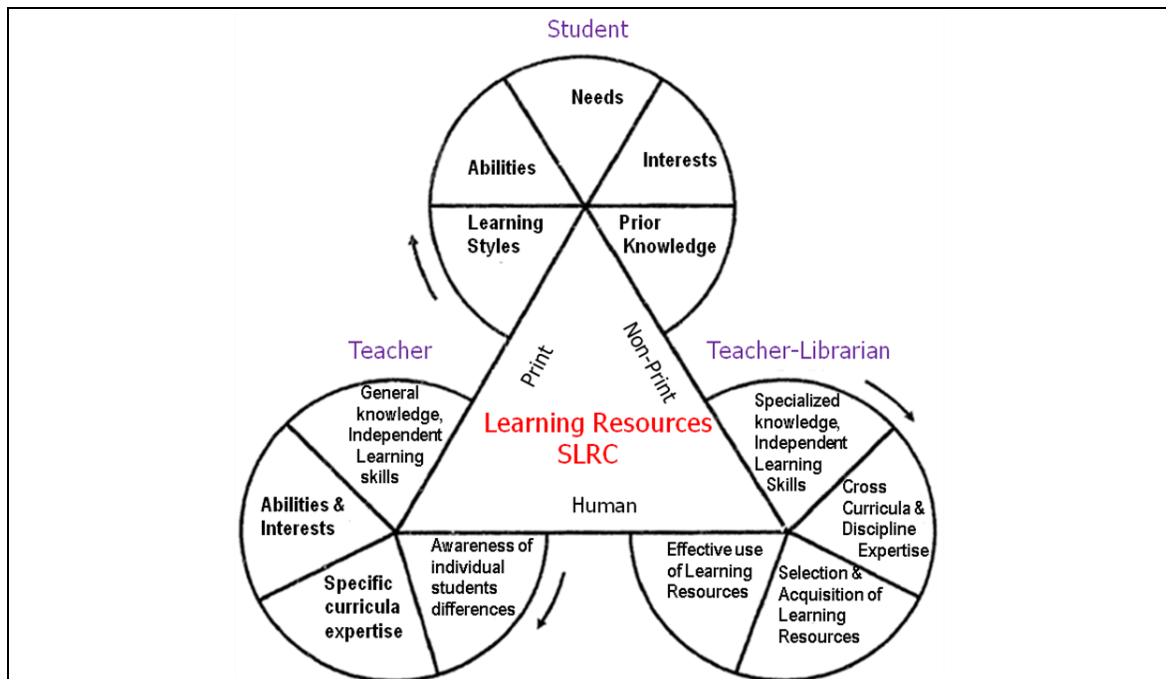
## **Theoretical and Empirical Review of Related Literature**

### *Theoretical literature review*

Primarily, this study deals with the role of SLRCs in RBL. To this end, the study is about learning. In education and psychology, learning theories have been developed to explain what happens when learning takes place and how learners learn. These theories fall under the main philosophical framework but are not limited to behaviourism, cognitivism and constructivism. This study is underpinned by the constructivism theory of learning. Constructivism's basic postulation is that people are active learners and must construct knowledge for themselves. To that effect the traditional mode of lecturing to groups of learners is considered inappropriate and the teachers use materials with which learners can become actively involved through manipulation or social interaction (Schunk, 2000). The Tanzanian curriculum for basic education focuses on constructivism spirit. The syllabi emphasize a learner-centred method of teaching and learning (UNESCO-IBE, 2010/2011). According to Donham (2008, p. 29) constructivism supports the engagement of learners in inquiry, and that engagement in inquiry creates the need for information resources and human resources that bring the learners to the library media centre.

The importance of resource centres as providers of information and human resources to enable learners to actively engage in inquiry is the focus of this study and informs the conceptual model. The constructivism theory of leaning is specified by the Resource-Based Learning (RBL) model. The model as the conceptual framework informing the study was developed by Manitoba Department of Education and Training, an education department of the province of Manitoba, Canada, to facilitate the implementation of the RBL implicit in the schools' curriculum, and as a response to the changing information needs of learners in an information-rich society (MDET 1994). Resource-based learning is a Learner Centred Learning (LCL) in which learners

are actively involved and more accountable for their own learning (Arko-Cobbah, 2004). The model has been adapted by various educational systems. This model fits well in the Tanzanian education system. The Tanzanian curriculum for primary and secondary schools was reviewed in the spirit of constructivism. The focus of the curriculum is competence based. The syllabi emphasize learner-centred methods of teaching and learning. This approach to teaching and learning is assumed to enhance a participatory approach which aims at benefiting learners with different abilities so as to capture their learning needs. In this way, teaching becomes a more reflective practice by increasing awareness of different learning styles, backgrounds, experiences and learning needs (UNESCO-IBE 2010/2011). The RBL is a model in which learners, teachers and teacher-librarians are actively involved in the effective use of a wide range of print, non-print and human resources (MDET 1994).



**Figure 1: Resource-based Learning Model**

Source: MDET, (1994)

Resource-based learning is an educational instructional strategy that use and apply of available assets to support varied learning needs across context. The assets can broadly incorporate teaching and learning resources such as traditional print resources, non-print resources such as digital resources, human resources and other tools that facilitate teaching and learning. Thus the RBL as educational model is designed to actively engage teachers, learners and teacher-librarians in meaningful exploitation of a wide array of appropriate print, non-print and human resources (Hannafin & Hill, 2007; MEDT, 1994). The

resource-based learning as an instructional strategy empowers learners with the needed skills to inquire, discover and construct meaning. This is possible through teachers and school librarians' facilitation of the learning process and learners' interaction with varied and appropriate resources. The outcome of this process is the development in learners of independent learning abilities, critical thinking skills, and tendencies towards lifelong learning.

## **Empirical Literature Review**

### ***Provision of teaching and learning materials***

A broad range of studies has been conducted on the role of school libraries in the educational process. Generally, the role and importance of SLRCs as an essential component and centre in the educational process has been widely recognized (Usono & Usanga 2007; Woolls, 2010; Ajegbomogun & Salaam, 2011). School library resource centres are the right course of action to ensure that learners in primary and secondary schools have access to the right materials at the right time. School libraries are central to education for they provide teaching and learning materials, resources and opportunity for literacy skills which are essential for lifelong learning and learners' achievement (Magara & Nyumba, 2004; Anderson & Matthew, 2010; Equal Education Policy, Communication and Research, 2010). In recognition of the importance of the library to education, Bukhari (2006) asserts that, education and the library are two inseparable and indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. This implies that the provision of quality education, to the great extent, is enhanced and strengthened by the availability of functional SLRCs which are equipped with treasures of knowledge inherent in the resources (learning and teaching materials) which they collect, organize, manage and disseminate (South Africa Department of Basic Education, 2008).

### **Curriculum Support**

The curriculum refers to the substance of the experiences teachers intend for learners to have in school – the content and the experiences of interacting with the content (Donham, 2008). The curriculum in this case denotes the description of the contents of teaching of which teachers should deliver through teaching. Another aspect that needs to be addressed here is the experience of interaction with the content. This aspect of experience entails the process in which a teacher interacts with learners and the knowledge to fulfil the goals of learning (Smith, 2000). The education systems in most African countries focus on inquiry and knowledge which calls for a resource-based curriculum which prepares learners for lifelong learning. The resource-based curriculum takes seriously the availability of resources that makes it possible for teachers and learners to interact with the content for stated outcomes for learners. Such a curriculum demands that teachers and learners have access to resources and to

programmes that emphasize the skills necessary to effectively and efficiently use resources. As the South African Department of Basic Education (2008) notes, the South African curriculum – in its ethos and its pedagogies – cannot be delivered without access to a well-managed collection of learning resources. In this scenario effective school libraries and qualified teacher-librarians are indispensable to deliver an effective resource-based curriculum. The curriculum, as prescribed content or courses to be taught, requires a wide range of information resources that are inherent in that content. To this end the SLRC is central in resourcing, enriching and supporting delivery of the curriculum (South Africa Mpumalanga Department of Basic Education, 2010). The study by Rahme, Saade, and Khayrallah (2020) revealed that despite the critical role school libraries play in educational process, the promotion of research skills and supporting the curriculum are underplayed by Lebanese public school libraries. This is so due to lack of national laws and government policies, insignificant budgets, absence of appropriate resources and facilities, and absence of qualified teacher-librarians.

### **Enhancing Teaching and Learning**

School library resource centres as Ajegbomogun and Salaam (2011) assert, have a powerful influence on stimulating interest in reading and strengthening research and critical-thinking skills of learners. School library resource centres are therefore essential institutions to engage, support and stimulate learning and development and the promotion of a culture of reading for lifelong learning. Functional school libraries and qualified teacher-librarians are essential to deliver an effective resource-based curriculum. In the context of the school library as an integral part of the curriculum, the library's role is to facilitate the implementation and support of the school curriculum by providing materials that supplement and support classroom learning and teaching (Magara & Nyumba, 2004; Dent, 2006). The school library's role according to Mgina and Lwehabura (2011) is to provide teachers with access to materials relevant to the curriculum to enable them to teach and promote professional development. The school library's role is not only to provide a wide variety of information resources to facilitate teaching and learning in schools, but also an important tool for teaching and learning (Ajegbomogun & Salaam, 2011). The school library resource centres are not only instruments for enhancing teaching and learning, they are also effective tools for building a successful reading culture among students. The factors for building reading cultures, according to Loh, Ellis, Pacular and Wan (2017) include: curating the book selection for readers; making the books visible; creating programmes to excite readers; designing space for reading; and building ecology for reading.

### **Promoting Information Literacy**

Information literacy is the ability of an information user to locate, evaluate, understand, and use the information efficiently (Lwehabura, 2007). Taylor (2006) adds more aspects of information literacy to include: the ability to recognize the need for information, access, find, evaluate, use and communicate the information. A careful examination of the definitions one notes a combination of basic library skills (locating the information and access) with the learning process (evaluating, using, synthesizing and communicating the information). As such, to achieve proficiency in information literacy or library skills (user education) instruction in the access and use of information is required. Zervas, Stavrou, and Kounoudes (2015) observe that school library resource centres play an important role in the development of students' information literacy skills. Information literacy and user education focus on learning as a bottom line. As instruments of learning, information literacy and user education are important because learners cannot be taught in class everything, they need in order to survive and reach their desired goals. Teaching children that they can seek out information they need, and they can learn on their own whenever they want will empower learners and help them to become lifelong learners and critical thinkers (Taylor, 2006). Numerous studies consider information literacy as crucial in developing the habits of reading among children to encourage lifelong learning (Ajegbomogun & Salaam 2011).

According to Anderson and Matthew (2010) the only place in Sub-Saharan Africa for children to be provided with the first opportunity to acquire literacy skills is a school. It is the school, not a family, that collects a wide range of information resources for learners to read and study; it is the school which has professional teacher-librarians equipped with professional expertise and experience to orient and impart the learners with information literacy skills; it is the school which provides a library with a pleasant and conducive environment for children to read and study. The role of the school library through its teacher-librarian is to instruct the learner with information literacy skills that would empower them in the exploitation of information resources in learner-centred learning contexts (Martin & Zennier, 2009). It is through information literacy skills that learners would be empowered to competently and independently identify, collect, critically analyse and organise information, solve problems and communicate their understandings. Consequently, learners enrich their intellectual, cultural and emotional growth (Mgina & Lwehabura, 2011). It was interesting to note that while most studies recognize the centrality of information literacy in secondary school libraries for optimal exploitation of resources inherent in the SLRCs, a study by Rahme, Saade, and Khayrallah (2020) found that information literacy is an unknown concept in Lebanese public secondary schools. In this case the school libraries in Lebanese are not

contributing to improving students’ mastery of information literacy skills and use of information.

**Methodology**

This study used a positivism paradigm with a quantitative approach in soliciting and analysing data to answer the research question. The study adopted a cross-sectional descriptive survey design with the aim of describing the role of SLRCs in RBL. Since the target population was large, the survey design was considered appropriate for surveying a sample drawn from the population (Leedy & Ormrod, 2010). The strength of survey research is that, if properly done, it allows one to generalize from a smaller group to a larger group from which the subgroup has been selected (Connaway & Powel, 2010); and gathers data from a sample drawn from the predetermined population and data is collected on a once off basis (Fraenkel, Wallen & Hyun, 2012). The choice of the design was largely based on the fact that descriptive studies portray accurate profile of the phenomenon under investigation (Saunders, Lewis, & Thornhill, 2009) and thus serve as direct sources of valuable knowledge concerning human behaviour.

Further it was determined by the nature of the study of providing a clear picture of the role of school library resource centres in RBL in Tanzania and that the design was the fact that it has been popularly used by most reviewed studies on school libraries (Adeyemi, 2010; Mgina & Lwehabura, 2011). Since the research sought to throw light on the role of SLRCs in RBL in secondary schools, it was thus conducted among 245 heads of secondary schools and 39 school librarians or teacher-librarians who constituted the population of the study. The rule of thumb is that with the survey design the sample size required for a heterogeneous population is relatively large. A greater sample size ensures a greater level of accuracy, confidence, and certainty of the researcher to make inferences (Rea & Parker, 2005). The tables of recommended sizes of sample by Payne and Payne (2004) and Sarantakos (2005) were used to draw a required sample for the study. A stratified proportional random sample of 148 heads of secondary schools and a purposive sample of 36 school librarians were drawn and surveyed.

**Table 1: Population and sample sizes for different respondents’ categories**

Characteristics of the Population	Population Size	Sample Size	Percentage
Heads of public (government)	185	111	60.3

secondary schools			
Heads of private secondary schools	60	37	20.1
Secondary school librarians/teacher-librarians	39	36	19.6
<b>Total</b>	<b>284</b>	<b>184</b>	<b>100%</b>

Questionnaire instrument was used to gather data for the study. A descriptive statistics data analysis was used with the aid of SPSS to make meaning out of the data collected. The data were then visually presented using tables. The questionnaire return rates for this current study were 140 or 94.6% for heads of secondary schools. This was a very good response rate, representative of the sample and adequate for data analysis and reporting of the findings. Out of 39 schools with functioning libraries, as reported by Southern Highlands Zonal Inspector of Schools, 36 school librarians to be surveyed were purposively selected from schools having libraries. This number constitutes 92.3% of schools with libraries; an excellent basis for data analysis (Babbie & Mouton, 2001; Rea & Parker, 2005).

### **Results and Discussion**

The survey focussed on the role of SLRCs in resource-based learning. The heads of secondary schools with functioning libraries, heads of school that had no functioning libraries, and secondary school librarians/teacher-librarians were involved in this study. Each category of respondents was given a different tool that solicited data to answer the research question. The results of the survey are reported and discussed under each category of respondents.

#### **Heads of Schools without School Libraries**

Eighty-seven heads of secondary schools without libraries were surveyed. This category of respondents was asked to give their general opinions regarding the role of SLRCs in education. The result is summarized in Table 2 below:

**Table 2: Heads of schools without libraries’ opinion on the role of SLRCs**

N=87

<b>Statements</b>	<b>Coun t</b>	<b>Perce nt</b>
Facilitates the education process (teaching and learning)	20	23.0
Develops learners independent reading, creativity and problem-solving	19	21.8
Source of information, knowledge and skills not provided by teachers	15	17.2
Improves the quality of education	13	15.0
Improves performance of learners	11	12.6



Inculcates the spirit of love for reading	9	10.3
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The result shows that despite the fact that their schools had no libraries, they had the knowledge of the role of the school libraries in education. They identified six basic roles of school libraries. These roles include: facilitating the education process (that is teaching and learning); developing learners independent reading, creativity and problem-solving; source of information, knowledge and skills not provided by teachers; improving the quality of education; improving performance of learners; and inculcating the spirit of love for reading. It was interesting to note that despite the fact that they have the knowledge of the centrality of school libraries to educational provision they were not having libraries. This could presumably be attributed to negative attitudes of heads of school to SLRCs or rather absent of dedicated budget for development of SLRCs in their premises.

**Heads of Schools with School Libraries**

The heads of schools with libraries were asked to ascertain whether their libraries play any role in the RBL. Eleven statements were given for them to rate their degree of agreement or disagreement using a five Likert scale of 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree and 5-Strongly disagree. The findings are given in Table 3 below. The strongly agree and agree and disagree and strongly disagree are combined to agree and disagree respectively.

**Table 3: Means, St. Dev. and frequency of the role of SLRCs in RBL N=53**

Variable	Mean	SD	Agree	Neutral	Disagree
The school library has adequate of resources for students and teachers	2.33	.828	75%	13.9%	11.2%
The librarian involve the teachers in developing the collection of the library	1.86	.867	88.9%	5.6%	5.6%
The school library is open to teachers and students when they need it	1.58	.770	97.2%	0	2.8%
School library is used for effective teaching	1.98	.909	86.8%	0	13.2%
Teachers design learning experiences for learners that encourage and support the	2.02	.747	90.6%	0	9.4%

effective use of the school library					
The teaching method in this school incorporates the skills necessary for independent and lifelong learning	1.98	.796	90.6%	1.9%	7.6%
Library resources make a necessary contribution to the development of learners' self-confidence, independence and self-work	1.66	.758	94.3%	0	5.7%
The school library programmes are fully integrated with classroom lessons	2.25	1.054	77.5%	7.5%	17%
The teachers and teacher-librarian/school librarian teach cooperatively	2.06	.691	88.7%	3.8%	7.5%
Teachers use resources in their classroom teaching to encourage students to become active rather than passive learners	1.75	.677	96.2%	1.9%	1.9%
Teacher-librarian provides skills to teachers and students to learn how to use the relevant educational materials and exploitation of library facilities	2.08	.829	86.8%	3.8%	9.4%

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**Value:** Strongly agree (1), Agree (2), Neutral (3), Disagree (4), Strongly disagree (5)

Overall, the findings indicate that an average of 88% of heads of schools with libraries agree to all statements that are essential for RBL. With these findings it can be concluded that the presence of functional library in a secondary school can make a difference to the education of learners.

**School Librarians/Teacher - Librarians**

In RBL the role of school librarians and teachers cannot be underestimated. These two professionals are essential in facilitating RBL in secondary schools and thus are instrumental for RBL to be viable. With such an understanding, the school librarians were involved in this survey. Questions for school librarians collected data to establish the extent to which they actively participated with teachers to motivate and facilitate the learning process in

secondary schools. Eight statements were given for them to rate their degree of agreement or disagreement using a five Likert scale of 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree and 5-Strongly disagree. The findings are given in Table 4 below. The strongly agree and agree and disagree and strongly disagree are combined to agree and disagree respectively.

**Table 4: Means, St. Dev. and frequency of the role of SLRCs in RBL N=36**

<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>
The school library is essential for effective teaching	1.64	.723	91.6%	5.6%	2.8%
Teachers and the librarian teach subjects cooperatively	1.94	.893	83.4%	11.1%	5.6%
The librarian promote the use of resources as part of the curriculum	1.67	.717	91.6%	5.6%	2.8%
The librarian teach students skills for effective use of library resources	1.58	.554	97.2%	2.8%	0%
The librarian has knowledge and skills to implement resource-based learning programme that integrate with the curriculum	1.97	1.028	86.1%	2.8%	11.1%
Teachers design learning experiences for learners that encourage and support the effective use of the school library	1.75	.692	91.7%	5.6%	2.5%
Teachers regard librarians as equal partner in the implementation of the school curriculum	1.67	.793	91.7%	2.8%	5.6%
Teachers cooperatively work with school librarian to plan resource-based lessons	1.89	.887	86.1%	8.3%	5.6%

**Value:** Strongly agree (1), Agree (2), Neutral (3), Disagree (4), Strongly disagree (5)

Like the heads of schools with libraries, an average of 89.93% librarians or teacher-librarians agree that they are actively engaged in the curricular based library activities and cooperatively work with teachers in implementing resource-based learning. The findings suggest that school librarians are

essentially important in education provision in RBL. Teaching and learning modes such as learner-centred, competence-based, inquiry-based, outcome-based and resource-based replacing the traditional teacher-centred instruction have elevated the role and the need of school libraries in the education process (Schunk, 2000; Arko-Cobbah, 2004). The school library system is an intellectual space for the development of a wide range of information handling and user competencies that lead to creating deeper knowledge and understanding (Hay & Todd 2010). One of the key objectives of this study was to explore the role secondary school libraries play in resource-based learning. To this effect the objective intended to shed light on whether secondary school libraries are instrumental in supporting the curricular work of the school thereby improving the quality of education for learners. The findings revealed that SLRCs are instrumental in supporting the effective teaching. For students to optimal used the library in resource-based learning, the school librarians should promote the use of the facility, provide user education (information literacy) and have knowledge and skills to implement resource-based learning programme that integrate with the curriculum (URT, 2002). The result further indicated that teachers incorporated within their instructional lessons, independent learning skills and strategy. Independent learning is self-directed learning in which a learner is motivated to learn, and manages and reflects on their learning. These are the attributes that enable the learner to be successful (Harvey & Chickie-Wolfe, 2007). Independent learning requires supportive teaching methods that engage learners in class activities such as group work, individual assignments and leading discussions that call for the utilization of resources and facilitation from both teachers and school librarians.

It also presupposes learners' basic research skills, information management and handling skills (information literacy and user education), and study skills. Teaching imparts skills to learners to foster self-directed learning which improves learning, critical thinking and lifelong learning. For this to happen, the role of the librarians and teachers needs to be closely linked as literature suggests (Mgina & Lwehabura, 2011). A large proportion of school librarians had the knowledge and skills to initiate, plan, develop and implement RBL programmes that integrated with the curriculum. The literature (Dubazana & Karlsson, 2006) supports the importance of resources and library programmes that are curriculum driven for the enhancement of RBL. The literature also points to the importance of the school librarians' responsibility to provide the expertise and leadership necessary to ensure that the school library programmes are an integral part of the school instructional programmes (Morris, 2010). In the RBL collaborative teaching between teachers and librarians is essential for it leads to quality education for learners. To be effective, such collaboration requires mutual trust and understanding between

teachers and school librarians. Other aspects that need to be considered for collaborative teaching to be effective is the method of teaching that fosters collaboration and the teacher's ability to design lessons that encourage learners to use the library's facilities. In support of the mutual trust between school librarians and teachers, 91.7% of school librarians agreed that teachers regard them as equal partners. The basis for this view could be well understood in schools where a teacher is shortlisted to work in a school library which was the case for some schools with libraries in Iringa and Njombe regions. However, in situations where the school library is staffed by a secondary school leaver, an ordinary staff member, or a librarian with a certificate qualification, the concept 'equal partners' is undermined as educators do not view such staff as equals. In view of the foregoing discussion, the role of school libraries in the attainment of educational excellence is yet to be fully appreciated in the Tanzanian context, Iringa and Njombe regions in particular. The reason for such conclusive statement is the fact that majority of secondary schools surveyed had no libraries.

### **Conclusion and Recommendations**

The students to optimal exploit the benefits of RBL, teachers and librarians should cooperatively work together in all aspects of teaching and preparing programmes for students to actively engage. In order to contribute significantly to the RBL secondary schools with libraries should invest more on professional librarians and elevate the SLRCs to be a focal point for education provision. For secondary school that do not have libraries in place, no way that they can compete in the RBL to improve the quality of education to learners. They should dedicate resources for the establishment of library facility and professional librarians to assist in the learning process of students. The education policy implementers are recommended to put in place a mechanism to reinforce the establishment and development of state-of-the-art school libraries in every secondary school as critical tool for education provision.

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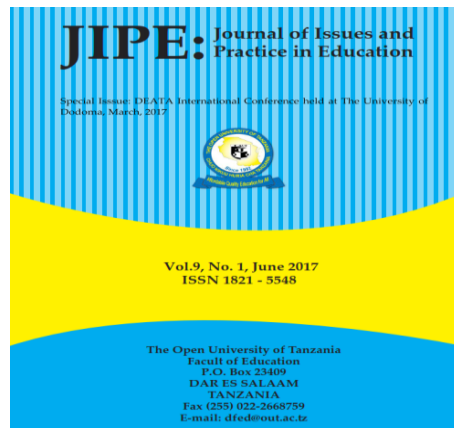
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## *Journal of Issues and Practice in Education (JIPE)*



### *Guide for Authors*

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*Original research articles:* Research articles that make a substantial original contribution to research practice or policy in any research area. Research articles are contributions that have the purpose of publication of original unpublished research which may be reproduced and generalized. They should be between 5000 and 8000 words. Excluding tables. Figures and references. The original research article should follow the conventional structure: Introduction, Materials and Methods, Results and Discussion (IMRAD format).

*Letters to the editor:* These include letters which seek to discuss recent articles published in *JIPE* or report on original research or significant findings. They should not exceed 600 words and five references.

*Book Reviews:* *Journal of Issues and Practice in Education (JIPE)* invites original and insightful book reviews that will provide a comprehensive survey of one or several books. Book reviews should include detailed synopses and evaluations of the books and give an account of the books' aims and remits. As appropriate, review should evaluate critically the contributions of the books to the field of education. Book reviews should be about 1000-2000 words

JIPE is a bi-annual journal with a possibility of special issues based on the Faculty of Education and/or Open University of Tanzania (OUT) academic interests and mandate.