**PhD Viva Voce**

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**Qualifications Attained:**

Aristarick A. Lekule obtained his Certificate of Primary School Education at Kisuluni Primary School, Moshi in 1992. Between 1993 and 1999, he obtained his O’ level and Advanced Level certificates of secondary education from Olaleni Secondary School and Mkwawa Secondary School respectively. In the year 2004, he obtained a Bachelor of Education and later, in 2009, a Master of Arts in Education both from the University of Dar es Salaam. In 2015, he began a PhD program in Education (coursework) at the University of Dar es Salaam. Mr. Lekule is also serving as an Assistant Lecturer in Educational related courses at the Institute of Adult Education (IAE). His areas of research interest include adult education, open and distance learning and open schooling.

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| Title of Dissertation: | Capacity of Open Schools in Offering Quality Complimentary Secondary Education in Tanzania. A Case Study of Dar Es Salaam Region |
| Date of VivaVoce: | 15th March, 2023 |
| Venue: | Board Room-SoED |
| Time: | 10: 00a.m |
| Supervisor: | Prof. Eustella P. Bhalalusesa & Dr. Gennes H. Shirima |

**Abstract:**

This study assessed the capacity of open schools in offering quality complementary secondary education. The study specifically examined learners’ experiences of pursuing their studies in open schools, the quality of facilitators, and the learners' support services provided by the open schools in ensuring the provision of quality complementary secondary education. It was guided by self-directed learning theory on the assumption that learners in an adult education context are self-directed, despite the fact that the self-directed concept must be developed among them. The study was also guided by the CIPP conceptual framework as developed by Stufflebeam. Methodologically, the study adopted a qualitative research approach and a case study design under the umbrella of interpretive philosophical assumptions. Data were collected from 61 participants, including learners, facilitators, open school coordinators, and a Regional Tutor in the Dar es Salaam region. Data were collected through semi-structured interviews, non-participant observation, and documentary review, and later subjected to thematic analysis. The study findings indicated that learners’ experiences with regard to learning in open schools were determined by their categories, motivation for joining open schools, and economic status. Learning experiences among learners, especially in open schools under the Institute of Adult Education (IAE), were affected by a number of challenges, including a lack of full-time facilitators, negative perceptions of open schools, and inadequate instructional time.

Furthermore, facilitators’ quality, specifically their academic background, working experience, working contracts, and teaching capability, had an impact on their capacity to offer quality teaching. Difficulty in managing diverse learners found in open schools, heavy workloads, and a lack of appropriate teaching and learning materials were some challenges that hindered facilitators from carrying out their duties effectively. Finally, learner support services in terms of availability of academic, administrative, and guidance and counselling services were inadequate, though at varied levels. All of these factors had an impact on the open schools' ability to provide quality education. Based on the findings, it is concluded that the capacity of open schools to offer quality education is determined by multiple and interrelated factors ranging from the learners’ characteristics and their motivation to pursue learning in open schools to the quality of facilitators as well as the availability and quality of support services to facilitate effective learning. The study recommends, among other things, a need for the IAE to revisit its role with regard to the management of open schools in Tanzania. It is recommended that the government review the guidelines for registering and establishing open schools in the country to make them more robust and practical in guiding open schools in the country.

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| **Panel Members** | | | | |
| **No** | **Name** | **Designation** | **Rank** | **Unit** |
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|  | Dr. Lulu Mahai | Co-opted Member (appointed by College/School/Institute | Lecturer | SoED-EFMLL |
|  | Dr. [Margareth Bilinga](https://www.udsm.ac.tz/web/index.php/colleges/duce/staff/detail/Margareth%20/538) | Appointee of the Principal for PhD only) | S/Lecturer | DUCE-EFMLL |