

Review of: "Stakeholders' Perceptions on Adoption of Blended Learning Approach in Tanzania Secondary Schools"

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Potential competing interests: No potential competing interests to declare.

The article is poorly structured. There is no a problem statement to warrant the study. The research methodology is very flawed. It is not clear how some respondents and participants were sampled e.g. learners and teachers. It is again not clear how selected schools were drawn or included in this study. Data analysis and presentation are also a nightmare as things are mixed up. Nothing is said about ethical considerations particularly when data was collected also from minors (learners). Double barrelled questions were asked in some cases but only one set of responses were given. There is also lack of consistency in using abbreviations and or acronyms. Literature review was NOT guided by the well-articulated research objectives. It was, therefore, done haphazardly.

2020 was the year when Covid-19 reached the African continent, however, the authors are silent about steps taken to mitigate the spread of the pandemic. Under conclusion, recommendations were also added. Recommendations must be separated from the conclusions and must be bulleted.

THIS ARTICLE IS REJECTED BASED ON THE ISSUES RAISED BY THE REVIEWER.