

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.

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

It was a good effort to produce an article on this topic. To improve the quality of the article, some suggestions are given below:

Abstract

- The researcher(s) mentioned in the abstract that “.....*The study adopted a case study design with a sample of 76 respondents. Interview, participant observation, questionnaire and documentary review methods were used to collect data.....*” However, in the section of “Design”, no discussion was held about what is a case study and how it was conducted. Additionally, participant observation and documentary review were not conducted and reported in the text.

2. Concerns-Based Adoption Model (CBAM)

- It was informed that the study adopted the concerns-based adoption model (CBAM). The model was explained but there was no discussion specifically by linking it to the findings about how the model was applied and integrated in the study (especially the twelve assumptions [principles of change] that formed the basis of CBAM).

3. Population and Sampling

- The 23 public secondary schools were the site for the research, these were not the population.
- As the study was also composed of the education quality assurers and municipal educational officers, the site for the research was not only the schools but also other related educational organizations (e.g., district education departments etc.).
- It was informed that the study used a stratified random sampling technique to select teachers and students. However, no explanation was given about how this process was conducted. It is essential for the researcher(s) to understand what a stratified random sampling technique is before adopting this approach.
- There was no discussion too about how the sample size for the study was obtained.

4. Instruments

- *“.....The questionnaire was divided into two sections: the first section involved demographic questions such as gender, age, educational level, work experience, and subject.”* Then, what about the second section? There was no further explanation for this.
- *“To achieve validity, the study employed triangulation and back translation”* --- please explain why you said so.
- *“Triangulation by the use of questionnaire and interview methods as well as a source of data was employed on heads of schools, educational officers and education quality assurers, teachers and students. Triangulation was used to ensure the complementarity of data gathered for the study.”* --- These statements were not clear, and the logic of the statements was questionable.
- *“.....some questionnaires and interview guides in the English language were translated into Kiswahili language for some participants so as to help participants understand. Then, the responses were back-translated into the English language as a language of instruction in Tanzania secondary schools.”* --- to ensure the validity of the questionnaires and the accuracy of the translation, it is essential to explain in detail how it was conducted, and the criteria set for the related experts.

5. Data Analysis

- *“.....Analysis of qualitative data was done through the use of content analysis. In the course of facilitating the analysis, the collected data were prepared through coding and editing. The interview method provided massive information that was necessary to be subjected to procedures of data management, reduction and construction of themes related to the research questions. The coding process started after the text had been transcribed, translated and put into the Word documents. The matrix technique was used to create categories of concepts, and meanings and find the similarity between respondents' opinions.”*--- To make readers understand the whole process, it is necessary to relate all this steps with your study/research questions and explain it explicitly; if not these are just ‘cut and paste’ statements from the methodology book.
- *“Collected quantitative data were cleaned up, summarized and then coded before they were taken into the IBM SPSS Statistics 26 for descriptive analysis.”*--- Please explain why the quantitative data (from the interview, I guess) needs to be taken for descriptive analysis. What is descriptive analysis?

6. Results and Discussion

- The discussion should be built on the findings or the summary that the researchers made should be aligned with the findings. This was one example that the summary was made that did not align with the findings: *“Moreover, another issue that was observed is that BLA made students active and partners in knowledge creation motivating students and **creating critical thinking** and, finally, adoption of the BLA can**result in timely coverage of learning syllabi**”*. During the interview, none of the respondents mentioned those benefits highlighted in bold.
- In reporting the quantitative results, especially about the descriptive analysis, we need to report not only the percentage

(%), but also need to present the number involved, for example, 70% (n=65), 18% (n=20) to allow the readers to capture a better picture. Notably, the percentage should come first, followed by the number.

- In the section of 'Design', it was informed that“.....*This study used the exploratory sequential design whereby qualitative data were collected first, followed by quantitative data collection*” and “.....*The results of the qualitative component aided the research in developing a questionnaire to collect quantitative data*”. In line with the above logic, the results of the qualitative approach should be reported first instead of the quantitative approach. However, this was not the case, especially for RQ 2 and 3. In fact, for RQ 2 and 3, the emphasis was given by the researchers to quantitative than qualitative approaches.

7. References

- It is advised to attach a DOI for each article if it is available.
- Please ensure that the references were presented based on the required format of the manual of APA th.