

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

Tri Sagirani

Potential competing interests: No potential competing interests to declare.

Clarity of Research Focus: The research clearly communicates the research topic, which is the adoption and impact of BLA in Tanzanian secondary schools. It also clearly outlines the objectives of the study, which include stakeholders' perceptions, the learning environment, and the extent of BLA usage.

Research Methods: The research gives a brief overview of methods used, which include interviews, participant observation, questionnaires, and documentary reviews. However, it would be helpful to mention the size and diversity of the sample.

Key Results: The study's key results are summarized, it emphasizes positive attitudes toward BLA, its students' motivation through audio-visual materials, and the supportive learning environments in the schools studied. It also mentions high BLA application.

Challenges: The research enhances our understanding of the situation by highlighting issues such as inadequate infrastructure, a lack of institutional support, and insufficient hardware and software facilities that hinder the effective use of BLA.

Conclusion: The conclusion draws attention to the overall positive perception of BLA among stakeholders and suggests that addressing the identified challenges could enhance its application in classrooms.

Language and Structure: The research is well-written and structured logically. It effectively conveys the research focus, methods, findings, and implications.

In summary, the article provides a clear overview of the study, its objectives, methods, key findings, and the challenges faced in implementing BLA in Tanzanian secondary schools. It offers valuable insights into the potential benefits of BLA and the obstacles that need to be addressed for its successful implementation. The study provides useful insights into the positive perception of BLA among stakeholders and its potential to improve education in secondary schools. It also highlights important recommendations for addressing challenges related to teacher training and infrastructure. The findings and suggestions are relevant for policymakers, educators, and school administrators who are working to integrate technology to improve education.