

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.

"Integrating Information Communication Technologies in Education: Stakeholders' Perceptions on the Adoption of Blended Learning Approach in Tanzania Secondary Schools."

Critical Review:

1. Research Objectives and Context The article aims to explore stakeholders' perceptions of the adoption of the Blended Learning Approach (BLA) in Tanzanian secondary schools. The context of integrating information technology in education in a developing country like Tanzania is undoubtedly relevant and significant. However, the article could benefit from a more extensive discussion of the broader educational landscape in Tanzania and how BLA fits into the government's education policies and goals. This contextualization would provide a deeper understanding of the challenges and opportunities faced in implementing BLA.

2. Research Methodology: The mixed-methods approach chosen for this study is appropriate for gathering both qualitative and quantitative data. Nevertheless, the article does not elaborate on how the qualitative and quantitative data were integrated during the analysis phase. A more detailed explanation of how these two data sets were merged would enhance the transparency and rigor of the research process.

3. Sample and Representation: The article's sample size of 76 respondents is relatively small, considering the scope of the research. Moreover, it is essential to scrutinize whether this sample is representative of the diverse range of secondary schools and stakeholders in Tanzania. A more extensive and diverse sample would have strengthened the study's external validity and provided a more comprehensive understanding of stakeholders' perceptions.

4. Data Collection Instruments: While the article mentions the use of interviews, participant observations, questionnaires, and documentary review methods for data collection, it lacks a discussion on how these methods were validated or piloted to ensure their effectiveness. Additionally, there is no information on how interviewees were selected or how bias in participant observations was mitigated.

5. Generalizability of Findings: The study provides valuable insights into the perceptions of stakeholders in the selected secondary schools. However, the article does not explicitly discuss the limitations regarding the generalizability of these findings beyond the sampled schools. It's crucial to acknowledge the potential limitations when extrapolating these

findings to other schools or regions in Tanzania.

6. Challenges and Recommendations: The challenges faced in implementing BLA, such as poor infrastructure and lack of institutional support, are highlighted. However, the article could have delved deeper into potential solutions or policy recommendations to address these challenges. Offering concrete suggestions for overcoming these obstacles would provide practical value to educators and policymakers.

7. Clarity and Structure: The article generally maintains good clarity in presenting its objectives, methodology, and findings. However, there are instances where the language could be more concise. Additionally, the structure of the article could be improved by providing clearer section headings and subheadings to guide readers through the research process.

8. Contribution to the Field: This article makes a valuable contribution by shedding light on the perceptions of stakeholders regarding BLA adoption in Tanzanian secondary schools. It highlights the potential benefits and challenges in integrating technology into education in a developing country context. However, for broader impact, the article could benefit from a more extensive discussion of the implications of its findings for education policy and practice in Tanzania and similar settings.

Conclusion: In conclusion, while the article provides valuable insights into stakeholders' perceptions of BLA adoption in Tanzanian secondary schools, there are opportunities for improvement in terms of contextualization, sample representation, methodology transparency, and policy recommendations. Addressing these aspects would enhance the article's overall impact and relevance to the field of educational technology and development in Tanzania and beyond.