

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

Bernardo Dorbessan¹

¹ Universidad Simón Bolívar

Potential competing interests: No potential competing interests to declare.

The subject considered is relevant and contributes to a deeper understanding of the benefits of the Blended Learning Approach and the challenges of education in Tanzania.

The article is well structured and it allows you to follow the progression of the content and its relationship with the theoretical fundamentals. It is well written despite some errors in table numbering and its description and citations.

The stakeholders are clearly indicated and the conclusions are in correspondence with the subject, within the limitations of the study and the data presented.

However, taking into account that the title makes reference to Stakeholders' Perceptions in Tanzania Secondary Schools and the research approach is based on a constructivist ontological premise that makes reference to a construct of notions of reality through their cognition, it is suggested to deepen into the representativeness of the sample and reassure the selection of the Purposive Sampling and Stratified Sampling techniques applied.

About this matter, it is not quite clear the population of the secondary schools in Tanzania, it is not considered private schools or if there is any differentiation between public and private schools, that could make the techniques selected not quite appropriate, considering the potential for bias in the sample selection. The study was conducted on two schools among 23 public secondary schools in the Morogoro Municipality, which could make the findings not be generalizable to other schools in the country.