

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 is a very good research for providing vivid picture mismatch between intended and implemented policy on Blended Learning Approach in Tanzania schools. However, it can be improved well in the following ways: First, by making an argument on why Blended Learning Approach is needed in Tanzania schools. Second, by clearly delineating how we say an approach is not Blended Learning or how can identify a given learning environment is a Blended Learning approach or not. That is 'conceptual accountability' deemed necessary as a teacher may claim he or she used Blended Learning Approach which may not be the case. Third, the authors need to justify further post COVID will sustain its existence in schools. Finally, beyond explaining the Blended Learning Approach as a norm or as a fashion, the authors need to argue what are the rationales to use Blended Learning Approach need to be implemented or enacted in Tanzanian educational contexts with acceptable reasons and sufficient evidences. Minor correction is also important in capitalizing initials words of Acronyms or abbreviations. It is also good to make italic the journal names in the reference sections.