

# Journal of Adult Education in Tanzania

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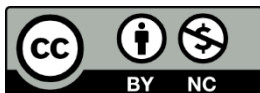
**INSTITUTE OF ADULT EDUCATION**

# **Journal of Adult Education in Tanzania (JAET)**

**Vol. 27, Issue 1, June 2025**

**INSTITUTE OF ADULT EDUCATION,  
TANZANIA**

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## Editorial Note

This issue of the journal presents nine insightful studies that explore critical dimensions of adult, open, and distance education in Tanzania, emphasising equity, digital transformation, inclusive practices, and systemic challenges. Each contribution provides evidence-based perspectives and practical implications for advancing lifelong learning within the national and global education agenda.

The article titled *Influence of Micro and Small Enterprises' Participation in Tax Assessment Processes under the Presumptive Regime* examines the extent to which involving micro and small enterprises (MSEs) in tax assessment enhances compliance under Tanzania's presumptive tax regime. The study underscores the role of participatory governance in fostering tax morale and accountability, especially in informal economic sectors, and calls for increased engagement of MSEs in policy and administrative tax decisions to improve voluntary compliance.

In *Contextual Challenges and Adaptive Strategies of ODL Learners at the Institute of Adult Education, Tanzania*, the study unpacks the multifaceted obstacles faced by adult learners enrolled in ODL programmes. Issues such as limited access to internet services, time constraints, and competing family and work responsibilities are examined alongside learners' resilience and use of peer support. The findings affirm the need for context-sensitive learner support and institutional flexibility to enhance retention and academic success.

The systematic literature review presented in *Digital Literacy-Responsive Adult Education in Tanzania* offers a decade-long synthesis of policies, frameworks, and interventions aimed at integrating digital literacy in adult learning. The paper identifies key advances but also reveals a lack of coordination, persistent gender disparities, and capacity gaps. It advocates for the development of a coherent national digital literacy framework to ensure inclusive and equitable digital skill development for adult learners.

In *The Use of WhatsApp as a Learning Tool among Pre-Service Teachers in Tanzanian Universities*, the study explores how mobile-based messaging applications can supplement traditional instruction. WhatsApp is shown to support collaboration, peer learning, and communication between lecturers and students. However, the study also raises concerns about its limitations, such as a lack of structured content delivery, distractions, and technical issues, suggesting that WhatsApp is best used as a complementary rather than primary learning platform.

The article titled *Challenges and Opportunities in Teachers' Action Research: Secondary School Teachers' Perspectives in Tanzania* explores the readiness of

teachers to engage in classroom-based research. While many teachers recognise its value for professional development and instructional improvement, structural limitations such as lack of time, support, and motivation undermine its adoption. The study encourages institutional investment in research capacity-building and recognition systems to embed action research into school culture.

In *Access Limitations to Assistive Technologies among Visually Impaired Distance Learners: Evidence from The Open University of Tanzania*, the study investigates the digital divide faced by visually impaired learners. It finds that the absence of adequate assistive technologies, unfriendly digital platforms, and limited institutional support hinder learning and participation. The paper calls for inclusive design, targeted resource allocation, and enforcement of disability inclusion policies in higher education.

The paper, *Understanding Pre-Service Teachers' Mental Health Problems and Resilience Mechanisms during Teaching Practice*, addresses a critical yet often underexplored dimension of teacher education—mental health. The study explores the psychological challenges faced by pre-service teachers during their teaching practicum, including anxiety, stress, and self-doubt. It highlights the strategies they employ to cope and remain resilient. These findings underscore the urgent need for teacher education programs to incorporate mental health support, mentorship structures, and coping skills training to foster emotional well-being and professional preparedness among future educators.

The study on *Community Perceptions of the Alternative Secondary Education Pathway Programme for Girls Affected by Early Pregnancies in Momba District, Tanzania*, assesses the community's perceptions on ASEP among dropout girls. The overall findings revealed the community members have little knowledge about the programme, thus recommending that specific awareness on ASEP be provided to community members. Also the establishment of mobilization strategies to help adolescents, notably girls victimised by early pregnancy, to enrol in the programme be prioritised.

The final paper, *Impact of Teaching Methods on Stage II Students' Academic Performance in Mathematics: A Case of Alternative Secondary Education Pathway Programme in Mbozi and Momba Districts*, examined the relationship between teaching methods and the academic performance of Stage II students in mathematics within the framework of the Alternative Secondary Education Pathway (ASEP) programme. The findings revealed that active teaching methods like project-based learning, experiments, educational games, problem-solving and brainstorming are effective in fostering critical thinking and enhancing students'



performance in mathematics. However, the methods are rarely used by teachers, due to their preference on traditional methods such as lecture and question-and-answer techniques. The paper calls for the development of structured training framework aimed at equipping ASEP teachers with effective, modern methods for teaching and learning mathematics.

Collectively, the papers in this volume offer critical knowledge for practitioners, policymakers, and researchers. They highlight the evolving needs of learners, the importance of inclusive and flexible delivery systems, and the imperative to bridge policy and practice through responsive education strategies.

Sincerely,

**Prof. Sempeho I. Siafu**

Chief Editor

Journal of Adult Education Tanzania (JAET)