

Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case

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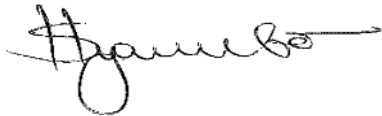
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DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation / thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

A handwritten signature in black ink, appearing to read 'H. van der...' with a long horizontal flourish extending to the right.

Signature

14 November 2017

Date

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DEDICATION

This dissertation is dedicated to my children Joolokeni Iyaloo, Hilma Magano Tulela and Jose Nadhipite liyambo.

ABSTRACT

The Namibian College of Open Learning (NAMCOL) is an open distance learning (ODL) institution that was established by an act of parliament (Act 1 of 1997) to provide learning opportunities for adults and out-of-school youths. The NAMCOL programmes are intended for learners who are unable to gain admission to the formal education system for grade 10 (Junior Secondary Certificate - JSC) or grade 12 (Namibia Senior Secondary certificate - NSSC). Despite the value and benefits of open distance learning, many grade 10 learners studying through NAMCOL in Namibia are faced with challenges and demands of ODL which have an influence on their academic achievement. Studying through ODL requires learners to be self-regulated in order to cope with the challenges and demands of ODL.

The main aim of the study was to explore whether grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of open distance learning. For the purpose of this study, self-regulated learning was viewed through the lens of the social cognitive theory. Zimmerman's (2000) three phase cyclical model of SRL, which is also grounded in Bandura's (1986) social cognitive theory, formed the theoretical framework of the study. In Zimmerman's (2000) model, three phases are distinguished, namely the forethought, performance and self-reflection phases. Each of the three phases comprises specific processes and sub-processes representing the skills self-regulated learners demonstrate when they are completing tasks.

A qualitative research design, guided by an interpretivist paradigm, was used to explore the perceptions of tutors and learners regarding the grade 10 NAMCOL learners' self-regulated learning skills to cope with the challenges of open distance learning. Three NAMCOL centres, six tutors and fifteen learners were conveniently and purposively selected to participate in the study. Semi-structured interviews were conducted to collect data. Content analysis was used to analyze the data using a thematic approach.

The findings revealed that grade 10 NAMCOL learners to a great extent do not have the abilities to cope with the challenges and demands of ODL. Findings also revealed discrepancies between tutors' and learners' perceptions of grade 10 NAMCOL learners' self-regulated skills to cope with ODL and to achieve academic success. The majority of the grade 10 NAMCOL learner participants perceive themselves to possess the SRL skills to cope with ODL. On the other hand Grade 10 NAMCOL tutors perceive most grade 10 NAMCOL learners to lack many SRL skills to achieve academic success. Recommendations are made to assist grade 10 NAMCOL learners to cope with ODL challenges and to develop their self-regulated learning in order for them to be academically successful.

Keywords: academic success, open distance learning, self-regulated learning, social cognitive, tutors, NAMCOL, Namibian context

OPSOMMING

Die Namibiese Kollege vir Oopleer (NAMCOL) is 'n oop afstand leer (OAL) instituut wat gestig is deur wetgewing (Wet 1 van 1997) om leergeleenthede vir volwassenes en buite-skoolse jeugdige te bied. Die NAMCOL-programme is bedoel vir leerders wat nie toelating tot die formele onderwysstelsel vir graad 10 (Junior Sekondêre Sertifikaat – JSS) of graad 12 (Namibiese Senior Sekondêre Sertifikaat - NSSC) kan kry nie. Ten spyte van die waarde en voordele van oop afstandslereer word baie graad 10-leerders wat deur NAMCOL in Namibië studeer, gekonfronteer met uitdagings en eise van OAL wat 'n invloed op hul akademiese prestasie het. Om Die Namibiese Kollege vir Oopleer (NAMCOL) is 'n oopafstandslereer (OAL) -instituut wat gestig is deur parlementêre deur OAL te studeer, vereis dat leerders self-gereguleerd moet wees om die uitdagings en eise van OAL te hanteer.

Die hoofdoel van die studie was om te ondersoek of graad 10-NAMCOL-oopafstand-leerders voldoende self-gereguleerde leervaardighede het om die uitdagings van oopafstandslereer te hanteer. Vir die doel van hierdie studie is self-gereguleerde leer deur die lens van die sosiale kognitiewe teorie besigtig. Zimmerman (2000) se drie-fase sikliese model vir self-gereguleerde leer, wat ook gegrond is op Bandura (1986) se sosiale kognitiewe teorie, het die teoretiese raamwerk van die studie gevorm. In Zimmerman se (2000) model word drie fases onderskei, naamlik die voorafdenke, prestasie- of wilsbeheer en self-refleksiefases. Elkeen van die drie fases bestaan uit spesifieke prosesse en sub-prosesse wat die vaardighede verteenwoordig wat self-gereguleerde leerders demonstreer wanneer hulle take voltooi.

'n Kwalitatiewe navorsingsontwerp, gelei deur 'n interpretivistiese paradigma, is gebruik om die persepsies van tutors en leerders rakende die graad 10 NAMCOL-leerders se self-gereguleerde leervaardighede om uitdagings van oop afstandsonderrig te hanteer te ondersoek. Drie NAMCOL-sentrums, ses tutors en vyftien leerders met 'n gerieflikheids- en doelgerigtheidsteekproef geselekteer om aan die studie deel te neem. Semi-gestruktureerde onderhouds is uitgevoer om data te versamel. Inhoudsanalise is gebruik om die data te analiseer deur middel van 'n tematiese benadering.

Die bevindinge het aan die lig gebring dat graad 10 NAMCOL-leerders in 'n groot mate nie die vermoë het om die uitdagings en eise van ODL te hanteer nie. Bevindinge het ook die verskille tussen tutors en leerders se persepsies van graad 10-NAMCOL-leerders se self-reguleerde vaardighede om ODL te hanteer en akademiese sukses te behaal bekend gemaak. Die meerderheid van die graad 10-NAMCOL-leerderdeelnemers het die persepsie dat hulle wel voldoende SRL-vaardighede te besit om OAL te hanteer. Aan die ander kant het die graad 10 NAMCOL-tutors die persepsies dat die meeste graad 10-NAMCOL-leerders nie oor al die SRL

vaardighede beskik om akademiese sukses te behaal nie. Aanbevelings word gemaak om graad 10-NAMCOL-leerders te help om OAL-uitdagings te hanteer en hul self-gereguleerde leervermoëns te ontwikkel sodat hulle akademies suksesvol kan wees.

Sleutelwoorde: akademiese sukses, oopafstandsleer, self-gereguleerde leer, sosiaal kognitief, tutors, NAMCOL, Namibiese konteks

LIST OF ACRONYMS AND ABBREVIATIONS

SRL	Self- Regulated Learning
ODL	Open Distance Learning
NAMCOL	Namibian College of Open Learning
MBEC	Ministry of Basic Education and Culture
ETSIP	Education and Training Sector Improvement Programme
JSC	Junior Secondary Certificate
NSSC	Namibia Senior Secondary Certificate
NWU	North West University
MQA	Malaysian Qualification Agency
ICT	Information and Communication Technology
UNAM	University of Namibia
NUST	Namibia University of Science and Technology
WTF	World Technology Forum
COL	Commonwealth of Learning COL
SCLT	Social Cognitive Learning Theory

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CHAPTER ONE: ORIENTATION

Introduction and background of the study

The Namibian College of Open Learning (NAMCOL) is an open distance learning (ODL) institution that was established by an act of parliament (Act 1 of 1997) to provide learning opportunities for adults and out-of-school youths (Möwes, 2008). Tait (2013:5) refers to ODL as a system of teaching and learning which is delivered through the separation of learners from tutors in time and geographical space. ODL is delivered through the use of technologies to innovate both pedagogy and logistics. NAMCOL as an ODL institution has operated within the Ministry of Basic Education and Culture (MBEC) since November 1994. The transition of the newly established NAMCOL was completed on 1 April 1998.

NAMCOL took over the responsibility for all continuing education programmes formerly administered by the MBEC. The goal of NAMCOL is to contribute towards the social and economic development of the country by providing opportunities to out of school youth and adults to acquire general education, and upgrade their professional and vocational skills (Namibia. Ministry of Education. 2007).

In terms of NAMCOL's founding act (Act 1 of 1997) the College was set up to design, develop, and offer programmes, using a range of alternative education methods, collectively known as open learning (Namibia. Ministry of Education. 2007). At NAMCOL a selection of distance taught junior and secondary school courses are offered. The aim of these courses is to enable school drop-outs, those who were unsuccessful in obtaining junior or senior secondary school certification at secondary level, as well as those who never studied at secondary level, to complete, or embark on, secondary school education (Möwes 2008; Ministry of Education (2007)).

After independence, the Namibian Government was faced with the problem of providing secondary education for large numbers of learners who could not be accommodated in the formal school sector. Many of these learners are young people who live far from schools in rural areas, or sometimes cannot find a place in a secondary school, because they did not obtain the required marks to continue with formal school. NAMCOL also consists of employed or unemployed adults who left school without completing a secondary school qualification due to various reasons.

The NAMCOL programmes are intended for these learners who are unable to gain admission to the formal education system for grade 10 (Junior Secondary Certificate - JSC) or grade 12 (Namibia Senior Secondary certificate - NSSC). It offers education for grade 10 and 12 learners who did not meet the requirements to pass grade 10 or 12. Learners who have successfully completed grade 10 through NAMCOL can return to formal secondary schools for grade 11.

Learners who complete grade 12 through NAMCOL can continue with tertiary education or join the labour market. Some learners in NAMCOL study on their own after registration, while some attend classes. All the courses offered have to be completed within a year.

The NAMCOL grade 10 programme offers a five-hour orientation workshop after enrolment. Learners are then provided with subject study guides and text books for each subject. Examples of subjects offered to grade 10 learners are Accounting, Mathematics, History, Life Science and Languages. Class attendance at NAMCOL is optional. Learners who attend contact sessions are supported with five hours of face-to-face tuition per week. JSC learners then receive one hour tuition in each subject (grade 10 level), and NSSC receive three hours tuition for each subject (grade 12 level). In addition to the tuition offered, two vacation workshops are organised every year for those learners who cannot attend the weekly tutorial sessions. Each learner is expected to submit three assignments per subject. At some centres study halls are provided. There is no supervision provided for learners at these study halls. They are expected to take responsibility for their own learning and to study independently.

This chapter introduces the study of grade 10 Namibian College of Open Learning (NAMCOL) learners and their self-regulated learning skills to cope with the challenges of open distance learning. It begins by presenting the research problem and motivation for the study (§1.2), followed by the clarification of the key concepts used in the study (§1.3). The research questions (§1.4), aims and objectives of the study (§1.5) are clearly specified. The theoretical perspectives of the study are outlined (§1.6), followed by the research methods used in the study (§1.7) whereby research design (§1.7.1), strategies of inquiry (§1.7.2), and sampling strategy (§1.7.3) are indicated together with data collection (§1.8) and data analysis methods used (§1.9). Trustworthiness of the research (§1.10) as well as the ethical considerations (§1.11) are also explained in this chapter. This chapter further indicates the contribution of the study (§1.12) summary of the study (§1.13) and the outline of chapters (§1.14).

Research problem and motivation for the study

The Ministry of Education's Education and Training Sector Improvement Programme (ETSIP) (2007) revealed that large numbers of learners fail grade 10. Many of these learners drop out of school and become perpetual job seekers with little hope of ever getting qualified for a permanent position in government, industry, business or private sectors. Some grade 10 learners who have failed, enrol with NAMCOL to complete their grade 10 (Junior Secondary Certificate - JSC). However, NAMCOL, which is an open distance learning institution, requires self-regulated learning and the ability to cope with the challenges of ODL.

The research problem was to explore whether the grade ten learners at the youthful age of approximately seventeen years have sufficient self-regulated learning (SRL) skills to study through ODL. Learners who failed grade 10 in the formal school have already shown that they struggle with academic learning and that they could not meet the academic requirements to pass in the formal school education. These same learners are now expected to study independently and to approach tasks with confidence, diligence and resourcefulness as required when studying through ODL. Although ODL became accepted as a recognised mode of education and training relevant to and necessary for meeting the emerging demands of the Namibian society (Möwes 2008), the researcher assumes that many NAMCOL learners are still young and too inexperienced to cope with independent studies and the challenges that come with ODL.

If these learners do not have SRL skills to identify learning goals, to plan, set meaningful tasks, use required learning strategies, sustain their own motivation, etc., successful learning will not occur and academic success becomes difficult to achieve (Zimmerman, 2008). More problems such as low goal attainment, incomplete assignments or even high drop-outs may occur if these NAMCOL learners cannot create positive learning environments, or change behavioural patterns so that they achieve academic success (Duckworth, Akerma, MacGregor, Saller & Vorhans, 2009). Studying through ODL requires SRL skills, because ODL students need to be in control of their studies. In the same vein, Lephhalala and Makoe (2012) report that the majority of the ODL learners, especially those from disadvantaged backgrounds, are not successful in completing their studies. These learners find it tremendously difficult to adjust to and succeed in ODL. The researcher assumes that this will also be the case with rural Namibian students.

Zimmerman (1989) defines SRL as the degree to which learners are metacognitively, motivationally and behaviourally active participants in their own learning process. Self-regulated learners are observed by Bramucci (2013) as active participants in their own learning processes, and capable of managing, directing and controlling themselves, recognising self-awareness and motivation. They furthermore have to decide when, where and what to study (O'Lawrence, 2006).

Learners who lack self-regulated learning skills find it difficult to cope with challenges in ODL, therefore some learners in ODL tend to drop out of their programmes. Such dropouts not only lead to financial loss for both the students and the institution, but also cause psychological distress for students, as they have failed to achieve their ambitions (Bitegeko, 2012). Failure and drop-out from the NAMCOL programme have been problematic for the government; as unemployment rates increased, many of the dropped-out learners were unemployed. The problem of unemployment leads to people being dependent on government for social grants. "Unemployment also negatively affects the already weakened Namibian economy" (Mwinga, 2012:5).

Although some Namibian researchers such as Haufiku (2010), Mowes (2008), Bitegeko (2012) and Mbukusa (2009) report on barriers which students experience in ODL, no documented evidence could be found regarding high school learners making use of open distance learning in Namibia, specifically in the Ohangwena region. This study aimed to fill a gap by exploring the grade 10 NAMCOL learners' self-regulated learning skills in coping with ODL in the Ohangwena region. The setting of the study was in the Ohangwena Region, which is a predominantly rural environment without much technological support in the form of radio, television and Internet facilities. The libraries are also few and far apart, and all of these are challenging factors when studying through ODL.

Clarification of the key concepts

The key concepts used in the study are defined as follows:

1.1.1 *Academic success*

Academic success refers to the acquisition of specific knowledge and skills, and is demonstrated through completion of courses (York, Gibson, & Rankin, 2015).

1.1.2 *Asynchronous learning and teaching*

According to the Western Association of Schools and Colleges (2012), asynchronous learning and teaching refers to instructions and learning that do not occur in the same place.

1.1.3 *Coping*

Coping can be defined as constantly changing of cognitive and behavioural efforts to manage specific external and internal demands, regardless of whether the outcomes are positive or negative (Folkman & Lazarus, 1985, as cited in Donnallen, Havey, Hickey & O'Neill, 2006).

1.1.4 *Open distance learning*

Open Distance Learning (ODL) is defined as a system that should expand educational opportunities and provide access to individuals who do not have the opportunity to study full time (Lephalala & Makoe, 2012). The Western Association of Schools and Colleges (2012:2) also defines open distance learning as "a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instruction and which supports regular substantive interaction between learners and the tutors, either synchronously or asynchronously."

1.1.5 Self-regulated learning (SRL)

Zimmerman (2008) approaches self-regulation from a social cognitive perspective and refers to it as the degree to which students are meta-cognitively, motivationally, and behaviourally active participants in their own learning process. Self-regulation requires self-motivation, perceptions of self-efficacy, personal attributes and intrinsic task interest. SRL also includes meta-cognitive processes such as planning, goal-setting, organisation, monitoring and evaluation of own progress during the execution of a task.

1.1.6 Perception

Murray (2011) defines perception as the mental state that combines available facts and personal ideas to create a meaningful whole to the individual. In this study the perceptions of grade 10 NAMCOL learners and tutors regarding learners' self-regulated learning were explored.

1.1.7 Skill

Skill refers to the proficiency or dexterity that is required or developed through training or experience, as well as to the development of a talent or ability (The Free Dictionary). Skills in the context of this study refer to SRL skills.

1.1.8 Synchronous instruction

Instruction offered synchronously refers to interaction between two or many people communicating in real time at the same time, for example, sitting in the class (Western Association Schools and Colleges, 2012).

1.1.9 Tutors

A tutor is defined as a personal teacher, teaching assistant, or someone who helps a student to catch up in a subject (Oxford advance learner's dictionary 2010). In this study a tutor refers to a teacher who assists grade 10 learners in the NAMCOL programmes at NAMCOL.

1.1.10 Learners

Learners refer to "people who gain knowledge or skill through study, instruction, or experience" (Oxford advance learner's dictionary 2010:806). In this study learners refer to the people registered for the grade 10 NAMCOL programme.

Research questions

The following were the research questions of the study:

Main question:

Do grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of open distance learning?

Sub-questions

To what extent do the grade 10 learners of NAMCOL meet the requirements of ODL according to literature?

What are the perceptions of grade 10 NAMCOL tutors regarding learners' self-regulated learning skills to cope with ODL?

What are the perceptions of grade 10 NAMCOL learners regarding their own self-regulated learning skills to cope with ODL?

Aims and objectives of the study

The aims of the research undertaken were:

Main aim

The main aim of the study was to explore whether grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of open distance learning.

The **sub-aims** were to determine:

1. To what extent the grade 10 learners of NAMCOL meet the requirements of ODL according to literature.
2. The perceptions of grade 10 NAMCOL tutors regarding learners' self-regulated learning skills to cope with ODL.
3. The perceptions of grade 10 NAMCOL learners regarding their own self-regulated learning skills to cope with ODL.

Theoretical perspectives

SRL can be viewed through different theoretical lenses. For the purpose of this study, SRL was viewed through the lens of the social cognitive theory. Albert Bandura is known as the father of social cognitive theory. Social cognitive theory is based on the idea that learners learn by observing and imitating what others do within the social context through interaction and experiences (Miller, 2010). Bandura (1986) developed the theory in 1986 and later expanded the theory, influenced by Miller and Dollard's (1941) theory of social learning. Bandura then expanded

the theory in order to encompass learning and performance of cognitive, social, and motor skills, strategies, and behaviours (Schunk, Meece & Pintrich, 2014)

Bandura's social learning theory "provides a theoretical framework for understanding and explaining human goal-directed actions and behaviours and their interactions with behavioural, environmental, and personal factors" (Matlala, 2011:50). This theory applies in educational setting, for example learners become effortful, active, and pay attention; they are also, highly motivated when they perceive that they have mastered a particular task or imitate a model. In ODL, learners can perceive their efficacy through feedback on their assignments that will assist them to understand their level of proficiency

Zimmerman's (2000) SRL model used in this study is also grounded in Bandura's (1986) social cognitive theory. Therefore, self-regulatory processes such as self-observation or behavioural monitoring, self-judgment or self-evaluation of progress, and self-reaction, including both affective and self-initiative consequences, are influenced by personal and environmental factors (Lee & Jiar, 2014). In Zimmerman's (2000) model, three phases are distinguished, namely the forethought, performance and self-reflection phases. Each phase comprises specific processes, and sub-process representing the skills self-regulated learners demonstrate when they are completing tasks. The forethought phase entails the processes and sub processes before learners engage in a task. Examples of these sub processes are planning, setting goals and maintaining motivational beliefs, such as self-efficacy and task interest. In the performance phase, the learners actually perform the task. In this phase they apply different learning strategies, observe their progress and use different self-control strategies to complete tasks. In the last phase, the self-reflection phase, learners evaluate their performance and make causal attributions about their performance. These attributions create self-reactions that can positively or negatively influence how the learners approach similar and different tasks in future. Zimmerman's (2000) model is cyclical because the self-reflection phase involves processes that occur after learning efforts and influence a learner's self-reflections. Their positive or negative experiences, in turn, influence forethought and volitional processes in subsequent learning efforts, thus completing the self-regulatory cycle.

Greene and Azevedo (2010) and Morrison, Ponitz and McMlelland (2009) report that self-regulated learners always approach tasks with confidence, diligence and resourcefulness. They characterise self-regulated learners by ascribing three major features to them, namely:

- Firstly they are distinguished by their awareness of strategic relations between regulatory processes or responses and learning outcomes, and the use of these strategies to achieve their academic goals.

- The second feature of self-regulated learners is the self-oriented feedback-loop (Morrison et al., 2009). The feedback-loop entails a cyclic process in which students monitor the effectiveness of their learning methods or strategies and react in a variety of ways, adjust or improve their strategies.
- The third feature of self-regulated learning is an indication of why and how students choose to use a particular strategy or response.

Zimmerman (2002a:2) highlights that self-regulated learning, as a “prerequisite for ODL, demands that students are proactive in their study efforts, and aware of their strengths and weaknesses”. An investigation by Schunk and Usher (2012) reports that social cognitive theory assigns a prominent role to self-regulatory processes whereby learners set goals, assess their progress toward such goals, determine which strategies to use and then decide whether to continue or alter their strategies, regulate their behaviours and reflect on their experiences. For the learners to cope with challenges of ODL, they should be motivated, have high self-efficacy and flexible study methods to achieve academic success. Zimmerman (2002a) adds that learners in ODL should also be able to establish a favourable social and physical environment where they can optimise their learning.

Research design and methodology

1.1.11 Research Design: Qualitative research

The study employed the qualitative research design in order to obtain the detailed information on ODL learners concerning their SRL skills and the challenges faced in ODL. The qualitative research design was used because it is descriptive in nature and gives the best accuracy of data and depth of information. Leedy and Ormrod (2010:106) define the qualitative method as a “loosely defined category of research design which is field focused and deals with subjective data in a descriptive form, like note recording or other descriptions”. It is also referred to as interpretative, naturalistic and description research involving small groups of data. Creswell (2009) defines the qualitative approach as an enquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. This research design is applicable when the objective of the study is to understand, explore or describe people’s behaviours, themes in their behaviours, attitudes or trends, or relations between their actions (Davis, 2014).

The researcher was guided by an interpretivist paradigm in order to explore the grade 10 Namibian College of Open Learning (NAMCOL) learners and their self-regulated learning skills to cope with the challenges of open distance learning. A study such as this which deals with views

and opinions of individuals and groups of people about a particular phenomenon is founded in the interpretivist paradigm.

1.1.12 Strategy of inquiry: Case study

Leedy and Ormrod (2010:137) describe a case study as a “particular individual, programme or event that is studied in depth for a defined period of time”. A case study approach was suitable for this study due to its investigative nature on a contemporary phenomenon in a real life situation, and it yields an abundant wealth of detail. Using the case study leads to a deeper understanding of the dynamic nature of the situation: the meaning of a phenomenon under study. As emphasised by Maree (2007:76), the “key strength of the case study method is that it uses multiple sources and techniques on data gathering”. The researcher determined in advance what evidence to gather and which analysis techniques to use with the data to answer the research question. In this study the case was grade 10 NAMCOL learners and tutors in the rural Namibian context whose perceptions of SRL and skills to cope with ODL requirements were explored. Each centre with its learners and tutors presented an instrumental case study which formed part of the larger collective case study design in this study as described by (Maree 2007). Instrumental case study helps the researcher to gain external interest in understanding the phenomena more than a particular case (Fraenkel, Wallen & Hyun, 2015).

1.1.13 The role of the researcher

In line with qualitative research the researcher collected data by means of individual interviews. During the selection of participants, the researcher explained the aim of the research and what was expected from them as participants. The researcher travelled to the centres to carry out the interviews. The researcher avoided being biased by ensuring that the questions asked were not leading to the answers. If the participants found the question difficult to answer, the researcher rephrased the question in a simple and understandable way and asked follow-up questions for more information. The researcher tried to create the good relationship with the participants. Trust and honesty played a big part in the study, amongst others to respect the interview time and date scheduled with the participants. At the end of all the interviews, the researcher thanked all the participants for their voluntary participation. Lastly the researcher transcribed and analysed the data herself.

1.1.14 Site selection

The study was conducted at three NAMCOL centres in the Ohangwena region. NAMCOL does not have its own centres but uses some secondary schools after school hours. All three centres were conveniently selected due to their accessibility to the researcher. Two of the centres are situated in the rural areas while one centre is in a semi urban area. The researcher is employed

in Ohangwena region and lives in a rural area situated in Ohangwena constituency. All the participants speak Oshiwambo as their first language and use English as their second language.

1.1.15 Sampling strategy

Sampling is a process of selecting participants for the study (Creswell, 2009). Leedy and Ormrod (2010) define a sample as a group of individuals, items or events that represent the characteristics of the larger group or population from which the sample is drawn. Convenience sampling and purposive sampling were used in the study. Maree (2007) describes convenience sampling as a quick, inexpensive and useful method of sampling in exploratory research. Maree (2007) further defines purposive sampling as sampling in situations done with a specific purpose in mind. By using purposive sampling the participants were selected based on some defining characteristics that made them suitable for the data needed for the study (Strydom & Delport, 2011).

In this study, fifteen learners and six tutors were purposively selected from the three NAMCOL centres which were easily accessible to the researcher. Two tutors from each centre were selected because they were the facilitators of these learners, and they were in direct contact with learners. Therefore the tutors were able to provide valuable data to answer the research questions regarding learners' SRL skills. Furthermore, from each centre five learners were purposively selected because they were studying through ODL, and they were in a position of providing the researcher with relevant information required for the study. It is therefore important to note that this method of sampling does not aim to identify a representative subset of a population (Strydom & Delport, 2011).

Data collection method

The data collection method employed in this study was semi-structured individual interviews. Strydom and Deport (2011) remind qualitative researchers that the aim of data generation methods is to explore, understand and describe the data.

1.1.16 Semi-structured individual interview

An interview is defined by Maree (2007:87) as a "two-way conversation where by the interviewer gets information and learns about participants' ideas, beliefs, views, opinions and behaviours" through asking questions. Maree (2016) describes semi-structured interviews as a common instrument that the researchers use to verify the information gathered from various data sources. Leedy and Ormrod (2010:188) further add that "semi-structured interviews allow for the probing of participants' reasoning and clarification of answers". Semi-structured interview schedules therefore define the line of inquiry. After the consent had been obtained from the participants, the researcher arranged interview dates with the participant. At each centre only two tutors and five

learners were individually interviewed after the researcher had arranged for the interview schedule with the participants at their centres. The purpose of the semi-structured individual interviews was to get the best and most reliable information regarding the perceptions of tutors and grade 10 NAMCOL learners on the learners' SRL skills to cope with ODL challenges in the Ohangwena region.

Cohen, Manion and Morrison (2011:409) emphasise that "interviews enable participants to discuss their interpretations of the world in which they live, and express how they regard situations from their own point of view". The researcher compiled the interview schedule that consists of 25 questions for tutors (addendum H) and 23 for the learners (addendum I) The questions were then discussed with the researcher's two supervisors to confirm clarity and suitability of the questions. The recommended changes were made and implemented. The questions were compiled according to different themes where by the participants had to give their perceptions regarding SRL skills in ODL.

Each interview lasted for about 30-40 minutes. During the interviews the researcher used a voice recorder, with permission, to record the participants' responses. The researcher also took notes during the interview.

1.1.17 Data collection procedure

After the researcher had obtained the permission from the North-West University's Ethics Committee, with ethical approved certificate (ethics clearance number NWU-00272-16-A2) (see Addendum A), the research commenced. The researcher wrote a letter of request to the Directorate of Ohangwena Region (see addendum B) to conduct research and the permission was granted (Addendum C). The researcher further wrote permission letters to the regional manager of NAMCOL and the permission was granted (addendum D) as well as to the head of NAMCOL centres (addendum E) via the office of the inspectors. The researcher made appointments with the NAMCOL centres to brief the participating learners and tutors on the purpose of the study. During briefing sessions, the learners and tutors were informed about the aim and objectives of the study and encouraged to participate. The participants were assured that the information gathered would only be used for research purposes. Both the tutors and the learners were given informed consent letters (Addendum F and G) to read and sign before participation in the semi-structured interviews.

After all the consents had been signed, the researcher and the participants agreed on the dates to commence with the interview. All the interviews were carried out after working or school hours in order not to interfere with the participants' academic activities. The participants provided their

contact details and agreed on the dates to be interviewed. The conversations were recorded with the permissions of the participants, and transcribed.

Data analysis

Mouton (2014:108) defines analysis as a “breaking up” of the data into manageable themes, patterns, trends and relationships. Mouton further emphasizes that the aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables. This is done to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data. The researcher used the following stages of analysis outlined by Denscombe (2010) in order to analyse the data.

- Stage 1: Data were prepared recorded and transcribed.
- Stage 2: Initial exploration of data (looking for themes or issues, add notes to the data, write memos)
- Stage 3: Analysis of data (coding the data, group codes into categories and themes, comparison, encapsulation)
- Stage 4: Representation and display of the data (writing interpretations of findings and illustrations); and
- Stage 5: Validation of the data (crystallization, validation, comparison with alternative explanation.

In this chapter so far the research design, methodology and paradigm used for this research study have been explained. The sample and research environment, data generation methods and data analysis were also described. In the next section I will discuss relevant aspects of validation of the study, as well as ethical procedures followed.

Trustworthiness

The term “trustworthiness” refers to the way in which the inquirer is able to persuade the audience that the findings in the study are worth paying attention to, and that the research is of high quality (Lincoln & Guba in Johnson, 1985 as cited in Maree, 2007). In this research trustworthiness involves the appropriateness, meaningfulness, correctness and usefulness of the inferences researchers make based on the data collected (Fraenkael & Wallen, 2010). Trustworthiness was ensured in this study through the following:

- The researcher in this study came up with interview questions that generated responses from the participants from the selected centres.(Attached addendum H and I)
- The responses were tape recorded during the interview using an audio recording instrument
- The researcher used interview schedules with the questions to be asked to save time and not to repeat the questions
- An independent person was asked to verify the codes and analysis of the data.
- Asking more participants in the study to review the accuracy of the research report (member checking)
- Verbatim quotes were used in the findings to serve as confirmation.

Ethical aspects

Ethics is defined by Resnik (2010) as norms for conduct that distinguish between acceptable and unacceptable behaviour. Ethical principles as stipulated by Frankel and Wallen (2010:57-60) were applied throughout this research project. These principles include “professional competence, professional relationships with participants, privacy and trustworthiness” (Fraenkel & Wallen, 2010: 57). The necessary ethical applications were submitted to the North-West University’s Ethics Committee and permission was obtained to commence with the research (ethics clearance number is NWU-00272-16-A2), (see Addendum A). Permission was obtained before the research commenced (Maree, 2007) from the following offices or participants:

- The Directorate of Education of Ohangwena region.(Addendum C)
- The regional manager of NAMCOL. (Addendum D)
- The heads of centres. (Addendum E).
- Informed consent from all tutor and learner participants.(Addendum F and G).

The following ethical aspects were to be considered:

- The consent letters from participants confirmed that participation was voluntary and participants could withdraw from the study at any time. (See attached addendum F and G)
- The information gathered and the identity of the participants were treated confidentially.
- The participants were asked permission to be tape recorded during interviews.

- The researcher explained thoroughly beforehand the potential impact of the research and participants were assured that they would be protected from any harm.
- The interview scheduled was submitted to the NWU ethics committee for evaluation before they were administered to the participants.

Contribution of the study

1.1.18 To the subject area or discipline

The dearth of research regarding SRL skills of grade 10 NAMCOL learners in coping with ODL necessitates this research. The study contributes to an understanding of the perceptions pertaining to grade 10 NAMCOL learners' SRL abilities to cope with ODL. Specifically it adds new knowledge about the demands and challenges of ODL for grade 10 NAMCOL learners. This study also adds new knowledge about tutors' perceptions of grade 10 NAMCOL learners SRL skills to cope with ODL. Furthermore the study also provides new knowledge about learners' perceptions of their use of SRL skills to achieve academic success. This study also adds to the contextual understanding of Namibia's education system, particularly in ODL contexts. The practical relevance to emanate from this research could be that; NAMCOL can use this research to improve on the delivery of their educational programmes, plan for infrastructure, organise workshops or training for both tutors and learners on developing SRL and skills to cope with ODL challenges

1.1.19 Contribution to a project research in Research Focus Area

The study's focus on self-regulated learning in open distance learning context in Namibia was relevant to the domain of metacognition in the focus area of self-directed learning. Attention was paid to the perceptions of the tutors and the learners regarding SRL skills in ODL.

Summary

The chapter introduced the background as well the aims of the study. The general overview of the grade 10 NAMCOL learners' self-regulated learning skills to cope with challenges in ODL is presented; that helped in establishing the problem statement of the study. The chapter further presented the clarification of key concepts used in the study. Research questions and aims together with objectives of the study were also discussed. Thereafter theoretical perspectives, research design and methodology, methods of data collection and data analysis were explained. Trustworthiness, ethical aspects and contribution of the study were also outlined. The next chapter provides the review of literature and the theoretical framework of the study.

Chapter outline

Chapter 1: Orientation

Chapter 2: Open Distance Learning and Self-Regulated Learning

Chapter 3: Research design and methodology

Chapter 4: Data analysis and interpretation

Chapter 5: Summary, findings and recommendations

CHAPTER TWO: OPEN DISTANCE LEARNING AND SELF-REGULATED LEARNING

Introduction

Distance learning is originated in the 1700s with the start of correspondence studies in America and in the nineteenth century in Europe, to assist learners to improve qualifications when they could not be present at traditional classes owing to various situations (Breetzke, 2007). By the twentieth century, in the seventies and eighties, distance learning was further advanced through technological progresses such as the usage of satellite broadcasts.

Numerous reasons are mentioned in the literature for the rapid development of open distance learning. An example is the increased growth in non-traditional learners (learners outside the age of 18-24) who require post-secondary education. Globalisation and technological developments in the labour markets required individuals who retired early and returned to the labour markets, to be retrained for new careers; economic conditions made many unskilled house wives to return to the labour market to be trained. Lifelong learning became a way of delivery to meet the educational needs of these non-traditional learners (Williams & Goldberg, 2005 cited in Geduld, 2011). Tertiary institutions started to use distance learning as an appropriate delivery method to meet the educational needs of non-traditional learners who had families, and fulltime jobs; for whom location and situation presented constraints to further learning. Today ODL is a recognised and essential part of the mainstream educational systems in both developed and developing countries. ODL has proved its worth by enabling any learner to register and study for a qualification at his or her own pace, place and time so as to take advantage of meaningful learning opportunities throughout their lives (Bitegeko & Swai, 2012).

This chapter focuses on two main concepts of the study, which are open distance learning (ODL) and self-regulated learning (SRL). The first part of this chapter reviews the literature about ODL, and various definitions of ODL (§ 2.2.), generations of distance education (§ 2.3), values and benefits of ODL (§ 2.4) tutors' involvement in ODL (§ 2.5) demands and challenges of ODL (§ 2.6) are discussed. Self-regulated learning (§ 2.7) is discussed in the second part of this chapter. SRL provides the base for motivation in all areas of life and has a vital impact on learning and academic achievement. This part of the chapter provides different definitions of SRL (§ 2.7.1) from different authors; the characteristics of a self-regulated learner (§ 2.8) and various models of SRL (§ 2.9) also part of this chapter. In this study self-regulated learning is grounded in the social cognitive theory, which is subsequently discussed in the theoretical framework and conceptual framework in (§ 2.10). To conceptualise grade 10 NAMCOL open distance learners' self-regulated learning abilities to cope with the challenges of open distance learning,

conceptualisation of ODL within the framework of SRL (§ 2.11) is presented to explain the interrelation between the two concepts. For the purpose of this study, Zimmermann's (2013) three phase cyclical model of SRL will be discussed since it is the framework on which the study is based (§ 2.12). Finally, factors that influence learners' use of self-regulated learning skills (§ 2.13) are presented in this chapter.

Definitions of Open Distance Learning (ODL)

There are various commonly used concepts related to open distance learning (ODL) such as correspondence education, home study, independent study, external studies, continuing education, distance teaching, adult education, technology based or mediated education, learner centred education, open learning, open access, flexible learning and distributed learning (Malaysian Qualification Agency (MQA), 2011). Besides the different concepts people use to refer to ODL, there are also a number definitions to define the concept ODL.

Although the concepts distance learning and open distance learning are regularly used interchangeably, there are key differences in the two concepts. Keegan (1996) defines distance learning as a form of education characterised by physical separation between the learner and the teacher, an organized teaching programme, use of technological media and two way communication via synchronous or asynchronous interactivity.

Open distance learning, on the other hand, is an umbrella concept used to describe an education policy on the provision of education in a flexible, systematic way, taking into account the geographical, social, age, space and time limits of learners. Similar to distance education, in open distance learning, learners should take responsibility for what they learn, how they learn, where they learn and with whom they learn (Rowntree, 2000) cited by (Geduld 2011).

Rowntree (2000: 18) in Geduld (2011) explains that "open distance learning systems lie on a continuum of openness and closeness, and that no learning system or programme is ever entirely open or closed". Institutions outside the formal education system customarily use open distance learning. In a fully open system:

- Programmes are adapted for individual learners at reasonable prices;
- Learners can study at their own time, place and pace;
- Learners set their own goals;
- Learners choose the content and order of the programme and decide how and when learning should be assessed;

- Learners decide on study material, for example written material, or videos; whether the emphasis is on theory or practice; who should support them and in what way they want to be supported.
- On the other hand a closed system is characterized by:
 - Specific age, occupational and educational requirements for programmes;
 - Limited choices in programmes;
 - Learners are prescribed what to learn, what goals must be mastered and how assessment will take place;
 - Study methods and learner support are prescribed and personal choices are not taken into account.

The following section will take a closer look at definitions of ODL.

According to Tait (2013:5), ODL refers to a “system of teaching and learning which is delivered through the separation of learners from tutors, in terms of time and space”.

The Western Association of Schools and Colleges (2012:2) defines ODL as a “formal interaction which uses one or more technologies to deliver instruction to learners who are separated from the instruction and which supports regular substantive interaction between learners and the tutor, either synchronously or asynchronously”. Asynchronously refers to instructions and learning that do not occur in the same place, while synchronously refers to interaction between two or many people communicating in real time, for example sitting in the class (Western Association of Schools and Colleges, 2012).

Afolayan (2015) defines ODL as a field of education that focuses on teaching methods and uses of technologies with the purpose of delivering teaching often on an individual basis, to learners who are not physically present in a traditional setting such as a classroom.

Furthermore, Ezike and Chigozie (2015:200) define ODL as a “provision of flexible educational opportunities in terms of access and multiple modes of knowledge acquisition”. Flexibility can be understood in terms of the choices individuals can make in their educational activities regarding the time and place to study, considering their work and family responsibilities.

Bitegeko and Swai (2012) assert that ODL is one of the most rapidly growing fields of education and training globally, and that it may be the only way of meeting the growth and participation objectives.

In this study, ODL is viewed as a flexible mode of learning offered by the Namibian College of Open Learning (NAMCOL) with the aim to provide learning opportunities for Namibian learners to obtain junior or senior secondary school certification (Möwes, 2008). The ODL programmes offered for grade 10 learners by The Namibian College of Open Learning (NAMCOL) seem to lie more on a closed system of open distance learning. In this study ODL requires that grade 10 NAMCOL learners engage in various learning processes on their own and with the support of tutors. ODL learners are also required to use various resources and technology in order to interact with other learners and tutors to be academically successful.

Different generations and models in distance education are discussed next.

Generations in distance education

Authors such as Garrison (1995), Lauzon and Moore (1989), Guglielmo (1998), Taylor (1999 and 2001) and Moore and Kearsley (2005) have identified different generations in distance education (DE) (Heydenrych & Prinsloo 2010). The authors classify the generations of distance learning according to specific characteristics, delivery methods and the use of technology to enable and support teaching and learning in ODL. The models or generations of distance learning show a progressive increase in the sophistication of technology to enable inter alia interactivity between the learner and the educator (Geduld, 2011).

Taylor 2001 (cited in Heydenrych & Prinsloo 2010:8) “developed a five generation model of ODL generations”. Taylor’s model of five generations of ODL is summarized in Table 2.1 below.

Table 2-1: Taylor’s (2001) five generation or models in distance education

1 st generation	Correspondence – single medium (print) – mass production of content
2 nd generation	Teleconferencing – audio – communications network – synchronous
3 rd generation	Multi-media and computer-assisted learning – interaction with content
4 th generation	Flexible learning via online delivery – communication enhanced online
5 th generation	Intelligent flexible learning – automated content and responses and campus portals

(Heydenrych & Prinsloo 2010:8)

2.1.1 The first generation: the correspondence model

According to Heydenrych and Prinsloo (2010) the correspondence model used in the first generation of DE is based on print technology. Although educational television and radio also

resort under the first generation, printed study material is the most common form of correspondence in this generation (Geduld, 2011). In this generation learners type their assignments and feedback is given to them in print. Learners rely on the postal system as transport for feedback on assignments, for study material and correspondence from the institution. Gunawardena and Lekamge (2010) state that the advantages of this generation are that printed materials are cheap and portable and can be read by learners at any time and place. The main disadvantage of the correspondence model, however, is the lack of one-to-one interaction between the learners and the educator or tutors that gives rise to feelings of isolation among learners studying through ODL. Postal and transport systems are also slow and often times unreliable, which may result in time delays for study material and feedback on academic work (Geduld, 2011).

2.1.2 *The second generation: the multimedia model*

The second generation or multimedia model is sometimes described as industrialized because large numbers of learners can be served by this type of distance learning by mass production of study material (Taylor, 2001).

The technological delivery in the second generation focuses on an integrated multi-media approach which includes printed material, audio and videotapes, selected readings and computer-based courseware, including computer learning programmes. This generation introduced educational broadcasting such as radio, television, telecommunications satellites and television programmes (Aoki, 2012).

2.1.3 *The third generation: the Tele-learning Model*

Third generation is also called a Tele-learning Model. Technology in this generation is “based on applications of telecommunication technologies that provide opportunities for synchronous communication and provide interaction between the learner and the content” as well as interaction between learners and tutors (Aoki, 2012:1184). A constructivist teaching and learning approach is made possible with this generation, which improves interactivity between the teacher and learner through the use of audio conferencing, video conferencing, audio graphic conferences as well as television and radio (Taylor, 2001). Quick feedback on assignments is made possible by using the internet. Learners can communicate with other learners about studies, motivate one another or even have social conversations (Geduld, 2011). Although the interactivity between the teacher and learner as well as the communication between learners is increased, the disadvantage is that the delivery technology of the telecommunications model is not adaptable with regard to time, place and tempo for learners who do not own or are out of reach of technology.

2.1.4 *The fourth generation: the Flexible Learning Model*

The Flexible Learning Model based on online learning with the enhanced interactivity and access to an increasingly extensive range of teaching-learning resources is offered via the internet. ODL institutions utilize interactive media that enable learners to communicate with other learners and to learn, even if the learner is physically removed from the ODL institution (Taylor, 2001). This generation uses delivery technology such as email, computer conferences, internet searches for information and bulletin boards.

2.1.5 *The fifth generation: the Intelligent Flexible Learning Model*

The fifth model, the Intelligent Flexible Learning Model, focuses on the collaborating use of the internet. This model was originally created before social media and Web 2.0 came into use. Learners interact with the content more on internet or receive their marks from online portal. The model offers further benefits such as automation of administrative and academic learner support systems.

Based on the descriptions of Taylor's (2001) five generations of distance education, it can be concluded that NAMCOL uses the second generation model of distance learning. NAMCOL enrolls large numbers large numbers of learners to complete their Junior Secondary and National Senior Secondary Certificates. In their delivery of ODL NAMCOL offers a basic package of services. The study material, which is mostly printed, comprises study guides and textbooks for each subject, developed by mass production. Radio and television programmes are used in addition to the printed study material. NAMCOL also offers five hours of face-to-face tuition per week in each subject for JSC and three hours of face-to-face tuition per week in each subject for NSSC. Two vacation workshops are offered every year to accommodate those learners who could not attend the weekly tutorial sessions. NAMCOL also provides study halls at different centres where learners can study unsupervised.

In the next section the value and benefits of ODL for learners will be discussed.

The value and benefits of ODL

Across the world in educational systems, ODL is viewed valuable and beneficial due to its flexibility, accessibility and affordability. One of the main advantages of ODL is that learners can study while they continue with work and other responsibilities (Bitegeko, 2012). Tafesse and Mphahlele (2014) concur that ODL is considered the most valuable learning system to broaden educational access while improving quality of education, encouraging collaborative learning and giving the learners a sense of autonomy and responsibility for own learning.

ODL is crucial in education, because it widens education opportunities for those who were prevented by historical, socio-cultural, and economic barriers to have access to higher education (Mushi, Muganda & Rwegerela, 2013).

Another benefit for ODL learners is that studying through ODL provides access to education for all, it promotes lifelong learning and it is cost effective (Onwe, 2013; Mushi *et al.*, 2013). MQA (2011) asserts that the new possibilities and opportunities to study through ODL are the result of the progress and use of advanced Information and Communication Technology (ICT). In the same vein James, Tynan, Baijnath, and Teixeira (2013) report that ODL is currently mainstreamed in a new learning landscape created by availability of technology supporting flexible, accessible and increasingly personalised education. Therefore ODL can provide access to young, elderly and/or disadvantaged groups who are interested in the acquisition of education, and allow them to study anytime and anywhere (Afolayan, 2015).

In the Namibian education context ODL is valuable and beneficial to help in achieving the Namibian “Vision 2030” goals. Malumo (2012) defines these as a dream that will take Namibia from the present into the future. Namibian “Vision 2030” will guide the country through planned efforts to improve the quality of people’s lives through ODL and quality formal education, to the level of their counterparts in the developed world by the year 2030. Hummel (2010:3) points out that due to the “flexibility, accessibility and affordability of studying through ODL, some learners in Namibia who are not able to attend full time, can continue their studies at their own convenience and pace”. Hummel (2010) further views ODL in Namibia as a critical strategy to reach educational goals.

In Namibia there are various institutions that offer studies through ODL, such as University of Namibia (UNAM), Namibia University of Science and Technology (NUST) and NAMCOL, to mention a few. Namibian ODL learners have the same benefits as mentioned in the previous paragraphs. The opportunities to study through ODL are open to everyone and learners can study without any restriction of age, colour, gender, ability, etc. NAMCOL learners also have the benefit of daily contact with tutors and peers (Hummel, 2010).

Tutors’ involvement in ODL

Tutors play a vital role in facilitating teaching and learning in ODL by bridging the distance and the separation between learners and tutors. Segoe (2014) states that learners come to ODL and expect various kinds of support from the tutors with regard to extrinsic motivation, assistance and services. Many tutors fulfil these expectations and spend time motivating and encouraging learners to persist with their studies and not to drop out because of challenges in ODL (Borges, 2014).Tutors also help the learners to monitor and evaluate their academic progress from

feedback after they received their assignments, therefore they impact on learners' academic success in ODL.

According to Tait (2014) a tutor's individual support to learners, both subject specific and in terms of learner progress and success, is vital in a second generation distance education model. Tait (2014) describes a tutor's role in ODL as follows:

Tutors should provide individual support through teaching and assessment of assignments, they should be the fundamental vehicles for learning; they should have main roles within the assessment, accreditation and recognition of qualifications. Tutors should also be responsible to monitor learners' progress and success and have to intervene when learners struggle. They should also facilitate face to face or synchronous teaching and provide opportunities for social learning in cooperative in groups. Tutors should also be involved in administrative and other systemic issues of an ODL institution (Tait, 2014). The specific duties of NAMCOL tutors encompasses teaching, facilitating the learning process, coaching, mentoring and monitoring activities that guide learners through their subjects.

Although ODL is valuable and beneficial as mentioned earlier, learning through this mode of delivery requires the consideration of certain demands and challenges. ODL continues to face unique and similar challenges all over Africa despite its benefits and value.

In the next section the demands and challenges of ODL will be discussed.

Demands and challenges of ODL

Previous studies by Hummel (2010), Bitegeko (2012), Mbukusa (2009), Geduld (2013), Tapfumaneyi (2013) and Brown, Lewin and Shikongo (2014) have reported on the demands and challenges facing ODL learners. Among the above listed researchers, Hummel (2010), Mbukusa (2009) and Brown *et al.*, (2014) have specifically reported on the challenges that face Namibian ODL learners.

Magwa and Magwa (2014) point out that some countries in sub-Saharan Africa, such as Botswana, Tanzania and South Africa, continue to face challenges in the development and implementation of ODL programmes. Onwe (2013) reports that policies and implementation strategies are some of the biggest problems with the evolution of open and distance learning systems in sub-Saharan Africa. The common ODL challenges in Southern African countries include their capacity to adequately respond to the development and mainstreaming of ODL, inadequately trained personnel, failing to meet the growing demand for programmes and services, limited learner support, not having effective quality assurance systems, and lack of comprehensive monitoring and evaluation systems (Magwa & Magwa, 2014).

Several researchers like Lephalala and Makoe (2012), O'Lawrence (2007), Bitegeko (2012) have previously done research on problems that affect learners in ODL. They identified time management, geographical distances, financing to study through ODL, social aspects of studying through ODL, and communication, as main challenges.

Simpson (2012:14) adds that "ODL also demands certain cognitive, organizational and emotional skills from learners to succeed". These skills entail various abilities like developing different learning strategies, being literate and numerate, dealing with job pressures and the demands of family life, organizing a learning environment, prioritizing skills, and managing time and stress. They should also remain motivated and know how to seek assistance.

Geduld (2013) argues that if ODL learners are not motivated to cope with the challenges and demands of ODL, it can lead to barriers in teaching and learning. Most of the learning in ODL takes place outside of the educational institution, therefore, if learners are unable to cope and manage these demands it might lead to dropout, termination of studies, or failure (Geduld, 2013). In a study with post graduate university students, Geduld (2013) found that poor time management, inability to cope with personal stress, inadequate information technology skills, and proficiency in English as instructional language are the prevalent challenges experienced by ODL learners. Tapfumaneyi (2013) also reports on some challenges experienced in ODL such as the lack of conducive learning environments, complexities of family background and support, work situations, peer or group influences, and low societal expectations for academic achievement.

Having thus identified some of the problems and challenges of ODL, it is necessary to examine these demands and challenges in more detail. The following challenges that ODL learners encounter will be discussed: motivation; self-discipline to manage time; financial resources; coping with stress and frustration, barriers in English language skills, isolation, the use of Information Communications Technology (ICT) in ODL; institutional support; academic support and community support, home, workplace and community variables; peer influences, and self-regulated and independent learning.

2.1.6 Motivation

Motivation is defined by Lai (2011) as behaviour that is characterized by willingness and volition to achieve goals. Motivation develops through interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and the expectations of the individual and of his or her peers (Jain, 2015). For example, a learner who spends extra time studying for a test or exam because he or she wants a better grade in the class will put in more effort and persistence into his or her studies. Simpson (2012) reports that learners who can sustain their motivation can successfully complete their studies, irrespective of any

barriers in ODL. A fully motivated learner can find ways to develop appropriate strategies to learn, can go through challenges without giving up, and succeed. Lephhalala and Makoe (2012) report that positive relationships between tutors, learners and the ODL institution result in pleasurable studying which in turn will increase learners' motivation levels. Simpson (2012) suggests that peer learning among learners in ODL should be encouraged because it helps learners get support and experiences from others and increases their level of motivation.

Hummel (2010:3) claims that "learners in ODL at times feel de-motivated and resistant to study owing to factors like lack of support services at regional level". Such support services should include administrative support services like payment of tuition and exam fees; support through tutorials, and adequate infrastructure to support their studies. Sometimes these learners lose hope and doubt their performance owing to lack of motivation.

Geduld (2013) states that learners' motivation is highly influenced and affected by comments made by tutors, and by the presence and support of the lecturers. Learners sometimes doubt their capabilities and academic performance. They therefore need different types of feedback such as motivational, interrogative and attribution feedback to motivate them to persist with their studies. Since lack of academic support is also a challenge in ODL, learners may be less motivated when they are not fully supported.

2.1.7 *Self-discipline to manage time*

Time management can be defined as the ability to choose the sequence of events within the time an individual has available (Tracy and Drucker, 2010). Researchers such as Musingafi, Mapuranga, Chiwanza and Zebron, (2015) and Chimpololo (2010:621) state that "many ODL learners find it difficult to balance their study time with family responsibilities, work and social commitments". Many ODL learners experience role conflict and have difficulty in balancing study time, leisure time and time for work responsibilities. Rao and Giuli (2010) report that it is common for ODL learners to experience difficulty in keeping to due dates for submitting their assignments, owing to lack of time management skills.

Mahai (2014) opines from her findings that community and family events such as weddings and funerals impact on ODL learners' time. Learners are often compelled to abandon their academic work to attend to other responsibilities. Some learners are parents and have to take care of their own children during the day. Others are employed and cannot pay attention to their studies during the day. Therefore Tapfumaneyi (2013) concludes that ODL learners have little free time to pay attention to their assignments because of the workload at work or home. ODL learners must be able to balance work, leisure and study time in order to be academically successful.

2.1.8 Financial resources in ODL

Chimpololo (2010) and Mlay (2013) report that inadequate financial resources are a big challenge for ODL learners. He stated that not all ODL learners have the potential to meet the financial demands of ODL, such as the purchase of Information Communication Technology resources like mobile phone handsets and data storage appliances, payment of internet services and/or payment of registration, tuition and examination fees. With regard to financial challenges Bitegeko (2012) and Silinda (2013) state that learners faced with financial problems are likely to drop out from institutions or seek for employment in order to deal with their financial commitments. Some of ODL learners in the southern part of Namibia originate from socio-economically deprived areas, and subsequently experience huge challenges financially, for instance paying for a taxi travel to ODL centres and internet services (Hummel, 2010:3). In the same vein Geduld (2013) points out that ODL holds hidden financial costs like transports costs to attend contact sessions, and paying for caretakers when learners have to attend classes or write examinations.

2.1.9 Coping with stress and frustration

Rai and Sharma (2015) describe stress as a situation in which the learners feel helpless because of their inability to handle various physical, mental, and emotional demands caused by the changes and events in their lives. Simpson (2012) reports that stress and frustration are often caused by uncertainty about one's potential to be successful in studies. Stress, insecurities, low self-efficacy beliefs and frustration in many cases are caused by ODL learners' disruption of their formal education and their uncertainty about the adequacy of their knowledge to succeed (Geduld, 2013).

Silinda (2013:33) notes that "stress can be caused by academic workload, financial pressures, employment needs, time management and social re-adjustments". Silinda (2013) further adds that stress could be positive or negative, depending on the individual. For instance when learners are confronted by a situation while studying for exam, it might be difficult to deal with and it can lead to poor performance and cause them to lose focus on their studies. Stress can also be negative and may lead to problems such as depression and low self-esteem, leading to dropout or termination of studies. However, ODL learners need to be motivated to deal with such stress and anxiety to be academically successful. Naidoo (2012) states that lack of support, either institutional or from family, is a possible stressor. For example, the apathy of family and lack of tutor support can lead to frustrations and negative emotions toward studies. Simpson (2012:62) claims that "ODL learners need family and institutional support to avoid feelings of isolation, stress, and frustration, to prevent termination of studies, dropout and failure".

2.1.10 Barriers in English language skills

Another demand in ODL is proper English reading and writing skills. English is mostly used as medium of instruction in Namibian education. English is not the mother tongue of learners in rural areas in the northern parts of Namibia where the study took place. Ferreira and Venter, (2011) note that the problem of language in education can cause communication problems for learners to understand ODL expectations. Moreover, Hartman (cited by Geduld, 2013) adds that poor English language and communication skills restrict comprehension, which may cause confusion and misinterpretation of study materials, which will result in failure or underperformance. If the study materials are written in English, and if the ODL learners' English proficiency is poor, they will not understand the content to succeed.

Namibia also has a problem of multiplicity of language and cultural background, which tends to be a challenge to ODL learners. Various dialects, cultures and norms across Namibia make it difficult to be proficient in English, which is the official language of teaching and learning Simasiku (2014) reports that in Namibia, the complexity of the problem of language in education becomes apparent when we consider the variety of languages and dialects found in the country. For example, apart from many languages in the country, there are seven different dialects of Oshiwambo spoken in Namibia, and these could not be used as medium of instruction in educational curricula. Frans (2016) agrees that the cause of poor English proficiency among learners in Namibia is the multi-cultural and multi-lingual society.

Frans (2016) further argues that the barriers in English proficiency has a background from when Namibia was under colonial reign of South Africa. Then the education system was racially driven and more available to specific ethnic groups. Learners were mainly taught in Afrikaans. After the independence English was made an official medium of instruction in Namibian schools except in white English-medium schools and certain private schools. According to Articles 3 and 20 of the Namibian Constitution English in Namibian schools must be promoted. However, Frans (2016) reports that now after 24 years since English as medium of instruction was introduced in schools and tertiary institutions, some Namibian learners' English proficiency is still quite poor. English was then and is still a foreign language to many Namibian learners. Ipinge (2013:68) claims that such English language proficiency barriers impede many Namibian learners' good performances in various subjects, and this proves that lack of English comprehension has an impact on their academic performance. Simasiku (2014) therefore recommends that the Namibian Language Policy should be revised or other strategies must be used in order to tackle the English language proficiency problem in Namibia from early educational stages.

Isolation

In ODL, learners are physically, emotionally and socially separated from the ODL institutions (Mafenya, 2014). Learners in ODL are also isolated from fellow learners, their tutors, and sometimes from their own families, which is also a challenge to the open distance learners (Simpson, 2012). Hummel (2010) adds that the geographical separation of tutor and learners, interpersonal face-to-face contact among the learners and at times instructional contact with tutors, still remains a challenge that results in poor success of some learners in ODL.

Therefore, Simpson (2012) claims that learners should be given opportunity for dialogue with their tutors and peers to discuss their learning related matters, feedback from academic work, difficulties encountered in subjects and so forth. Some ODL learners in remote areas have dealt with the challenge of isolation by forming their own informal study groups. Through these groups, learners experience immediate identification with other learners and lose feelings of isolation and anxiety. Forming own study groups is one way of bridging the isolation of ODL studies because it enables learners to feel the human connection with other learners and tutors, and makes them feel that they belong and that they are valuable (Laphalala & Makoe, 2012).

Simpson (2012) and Tapfumaneyi (2013) confirm that learners in ODL face a number of challenges, and most of these emanate from the fact that they are separated from their institution of learning in terms of space and time. Because of this separation learners have little contact (or none at all) with their tutors. This may not be enough for academic support needed when compared to full time learners as already discussed in (§ 2.4).

Croft, Dalton and Grant, (2011) suggest that, in order to bridge the isolation among ODL learners, the communication needs be supported by the use of technology (internet), communication through emails and discussions via social media networks by creating learning groups to share academic information such as on Google, Facebook, Twitter, etc. However the use of Information Communication and Technology also comes with challenges. These challenges will be discussed next.

2.1.11 *The use of Information Communication and Technology (ICT) in ODL*

Apart from ICT being vital in economic development and participation in global networking society, it also plays a crucial role in facilitating ODL in broadening access to education for all (James, *et al.*, 2013) Therefore, James, *et al.* (2013) focus on the ODL telecommunications infrastructure as well as the policies and laws which regulate the internet, since these also have an impact on the potential of ODL.

Wenger and Synder (2010) indicate that, as the number of ODL institutions in developing countries increases every year, ICT infrastructure and connectivity also become more readily available to mediate educational network systems and to bridge the issue of isolation in ODL. During the last two years, major events have been organized in Africa during the last two years to promote technology-enhanced education, such as the World Technology Forum (WTF) in Botswana (2005) and Ethiopia (2007), or the e- Learning Africa Conference in Ethiopia (2010) and Kenya (2009). Bitegeko (2012) also opines that the rapid development of ICT has been a driving force behind major changes in the world's economy and the emergence of more open, knowledge-intensive, interdependent and international societies. Advances in ICT continue to create new challenges and opportunities for the design and delivery of education and reinforce the trend towards greater online and open delivery in higher education. For learners, the acquisition of 21st century skills is necessary for the workplace and to enable them to actively participate in the new digital world.

However, in ODL many learners still experience challenges with possession of information technological resources, poor infrastructure to use and maintain ICT, and technological skills to use the available ICT (Naidoo, 2012; Geduld, 2011).

To enhance the knowledge and use of technology in "Namibia, the government developed a national ICT and Education policy in 1995 to guide the use of ICTs and to attain educational outcomes" (Taylor, 2010:7). Furthermore, previous study by Taylor (2010) reports that even though Namibia is one of the better developed countries in Africa with good ICTs utilization, good infrastructure and clear ICT policy guidelines, when it comes to education, there are still learners who lack ICT skills

Despite the Namibian initiatives with ICT, Hummel (2010) reports that ODL learners in some regions in Namibia still do not have access to internet services which could foster conducive and instructive learning from home. There is very little technological back-up in the form of internet facilities, radios, televisions, and many other modern communications gadgets, owing to lack of electricity in some rural areas which results in lack of computer skills among many learners in Namibia. In this regard, learners have to travel to places to get access to information and communication technology (ICT) facilities. Many Namibian ODL learners are not able to use internet to download information that can be useful to their study and help them to complete their assignments (Hummel, 2010).

2.1.12 Institutional support

Hummel (2010) argues that, despite the flexibility of studying through ODL, there are some ODL institutional factors that make it difficult for learners to study. These factors include lack of learner

support services at regional level, such as administrative support services for payment of fees and writing of examinations; academic support services like face-to-face tutorials, institutionally organised study groups, library services, access to reliable internet and email services, and even financial support for learners who are unable to pay accommodation fees. Bitegeko (2012:31) points out that those ODL learners need to be supported by ODL institutions to strengthen their motivation, to help them develop effective study skills, and to assist them in tackling numerous personal, social, and academic problems during their learning journey.

2.1.13 Academic support in ODL

In ODL, provision of learner support is vital because it helps learners to overcome learning difficulties and enhances the learners' academic achievement (Mlay, 2013). According to Tait (2014:8), tutors play a pivotal role in supporting their learners academically.

The lack of academic support often leads to feelings of conflict, isolation, stress, frustration and drop outs. In ODL, the educational process is usually reduced from a dialogue to a monologue, where tutors send out study material to the learners to work on their own. Lephhalala and Makoe (2012) reports that the problem arises when the interaction between tutor and learner is not as frequent as expected. Lephhalala and Makoe (2012) further argue that the assumption is that learners do not necessarily require mediation or support as they go through their study material. Therefore the Commonwealth of Learning (COL) (2012) emphasises that the learning materials provided have to be readable, learner friendly and motivating to read. Commonwealth of Learning (2012) affirms that learners in ODL have minimum contact with tutors to ensure sufficient support in assignments and revisions.

2.1.14 Community support

Lack of family and community support can be a challenge in ODL. ODL learners need support from family members and friends to keep them motivated. Hence, Simpson (2012) and Laphalala and Makoe (2012) allege that support from families and communities is not a given, because communities have different cultural norms and values which influence the learner support. For example if there are events such as weddings, funerals and, cultural ceremonies in the families or communities that ODL learners are expected to attend. Many times ODL learners have to abandon their studies to attend these functions which have implications for their study time (Geduld, 2011). Lephhalala and Makoe (2012) report that community duties often take precedence over ODL learners' study time. Many ODL learners cannot dissociate from their community responsibilities for fear of being marginalized and labelled proud or thinking themselves better than others. Therefore, learners may try to avoid being labelled and comply with societal practices such as attending funerals.

2.1.15 Home, work place and community variables

Mbukusa (2009) reports that, ODL learners are highly influenced by environmental variables such as their learning environments at homes, peers, work places and communities. It is particularly important to examine the environmental factors such as favourable learning environments in ODL because it is where the learning processes takes place. Amirul, Ahmad, Yahya, Abdullah, Noh and Adnan (2013) define learning environment as the social, psychological and pedagogical context which can contribute to the learners' achievement and attitudes, whereby behaviour is also affected. Musingafi *et al.*, (2015) add that inadequate learning environment in ODL still remains an obstacle as learners are unable to manage their home environment. Poor learning environments are barriers to studies because one cannot concentrate when there are a lot of disturbances around. This could be a problem for learners who do not have options to structure or change their learning environments.

Although Hummel (2010) affirms that learners in ODL can study successfully while still attending to other responsibilities at home and work, Chimpololo (2010) claims that various responsibilities and commitments at home and work influence the study time of ODL learners. Many ODL learners sacrifice part of their nights for academic work. Therefore, considering the environmental social contexts such as family and work obligations, learning environment still remain a barrier in ODL, according to literature.

2.1.16 Peer influences

Leka (2015) reports that when learners associate with peers it happens in a social context that exposes them to certain values, behaviours and opportunities through socialisation. ODL learners can be positively or negatively influenced by peers in these social contexts, which can have a major impact on their studies. For example it is not beneficial for learners to spend most of their time socialising at drinking places and sports functions. On other hand Olubunmi (2015) says peer interaction and socialisation can be beneficial to ODL learners if peers have similar educational goals and values, and as long as they share ideas on subject related matters and help one another with tasks.

2.1.17 Self-regulated learning and independent learning

Due to openness in ODL, learners are expected to operate with autonomy and self- direction (Mafa, Mpofu & Chimenga 2013); learners have to work independently and take responsibility for their own learning. Onwe (2013) states that the autonomous way of learning, or self-regulated learning, provides freedom to learners to learn independently, organise their learning and set their learning objectives with various strategies that suit them. In order to be successful in ODL, learners should be able to work independently amidst their struggles to cope with the challenges

and demands of ODL. In addition, Karsenti and Collin (2012) point out that ODL requires learners to also work collaboratively with others and tutors to succeed in ODL

As the main aim of this study was to explore ODL learners' self-regulated learning skills to cope with the challenges in order to achieve academic success, SRL will be discussed in the following section.

Self- Regulated Learning (SRL)

SRL is practised mainly in formal school environments where tasks and goals are usually set by teachers (Kaplan, 2008).

2.1.18 Definition of SRL

Zimmerman (1989, cited in Zimmerman, 2013:137) defines "SRL as the degree to which learners are metacognitively, motivationally and behaviourally active participants in their own learning process". Kramarski and Michalsky (2010) add to Zimmerman's definition that SRL is a process which involves meta-cognitive, motivational and strategic involvement in the meaningful learning processes.

Pintrich (2000, cited in Saks and Leijen, 2014) also defines SRL as an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate and control their cognition, motivation, and behaviour, guided and constrained by their goals and contextual features of the environment

Panadero and Tapia (2014) understand self-regulation as the control that learners have over their cognition, behaviour, emotions and motivation through the use of personal strategies to achieve the goals they have established.

Banarjee and Kumar (2014:331) highlight two important concepts needed to define self-regulated learning (i) "Self-regulation process, such as perception of self-efficacy, and (ii) strategies, which are designed to optimize these processes, such as intermediate goal-setting". Banarjee and Kumar (2014) highlight the processes included in SRL; planning, goal-setting, organisation, monitoring and evaluation of own progress during the execution of a task. According to these authors, SRL requires self-motivation, perceptions of self-efficacy, personal attributes and intrinsic task interest.

In summary, SRL refers to the learning processes that focus on how learners manage and engage actively in their own learning, in order to acquire knowledge and skills, make their own decisions and solve problems through accessing, manipulating, and utilizing existing knowledge.

Zimmerman and Schunk (2011) explain the SRL processes where individuals create self-oriented feedback loops to monitor their effectiveness in completing a task and adapt accordingly to experience success.

Although various researchers have define SRL differently, the common conceptualization of SRL is that learners are metacognitively, motivationally, and behaviourally active participants in their own learning. Metacognitive processes refer to planning, goal-setting, organisation, monitoring and evaluation of own progress during the execution of a task. Motivation involves self-motivation, perceptions of self-efficacy, learning goal orientations, personal attributes and intrinsic task interest. Behaviour consists of strategies, persistence and choices when seeking information and help, and then creating a positive learning environment for optimum study (Zimmerman, 2000).

The characteristics of self-regulated learners will be discussed in the next section.

Characteristics of self-regulated learners

Zimmerman, Schunk and DiBenedetto (2015:90) view “self-regulated learners as proactive in their learning”. Zimmerman (2013:143) explains that proactive learners engage more effectively in high-quality forethought and performance processes such as setting goals to their studies, planning for various learning strategies, being self-motivated and practising self-control to achieve their expected outcomes in order to succeed. Zimmerman (2013:137) indicates that SRL learners “set superior goals proactively, monitor their learning intentionally, use strategies effectively, and respond to personal feedback adaptively”; not only do they attain mastery more quickly, but they are also more motivated to sustain their efforts to learn. They regulate their cognition by planning, organising and evaluating their learning process. They also control their behaviours by selecting, structuring and creating environments to learn.

Zimmerman (2013) further opines that learners who are not proactive are reactive learners who lack efforts to regulate their learning process so as to attain positive outcomes. A reactive learner regulates less in forethought processes and relies mainly on feedback from others and tutors to interpret his/her performance outcomes.

Bramucci (2013) describes self-regulated learners as active participants in their own learning processes, capable of managing, directing and controlling themselves, recognising self-awareness and motivation. Similar to Zimmerman (2000), Bramucci (2013) further explains that self-regulated learners are able to manage not only their activities but also their internal mental processes. Those mental processes involve the use of metacognition to analyse task demands regarding own strengths and weaknesses and regulating of behaviour to optimize learning processes by employing various learning strategies to achieve academic success. Perry, Thauberger and Hutchinson (2010) describe self-regulated learners as ones who demonstrate

motivation for learning, who focus on progress and who strive to gain deep understanding. Self-regulated learners furthermore attempt challenging tasks in order to develop new skills, view errors constructively and develop different problem-solving skills and learning strategies to complete different tasks (Zimmerman, 2002b).

Self-regulated learners control their emotional states, adapt to the surrounding environment to support their goal striving. Wolters (2010) pointed that, self-regulated learners are motivated to effectively manage their learning environment in order to achieve personal learning goals.

Through “metacognitive processes, self -regulated learners plan, set goals, organize, self-monitor and self-evaluate at various points during the learning process” (Tabak & Nguyen, 2013:120). In addition, Tabak and Nguyen (2013) state that these processes enable learners to be self-aware and knowledgeable; decision makers in their approach to learning in terms of motivational processes.

Models of SRL will be discussed next in order to understand more about how learners regulate their learning.

Models of SRL

Depending on the philosophical orientation of the researcher, different SRL models are used, such as the behaviourist, phenomenological, Vygotskian, cognitive constructivist and socio-cognitive perspectives (Zimmerman, 2002a).

Zimmerman (2010) reports that a number of researchers tried to integrate research about SRL into one of four models of self-regulation. Bembenuitty, Marie, White and Vélez (2015) and Labuhn, Zimmerman and Hasselhorn (2010) describe the four models of self-regulated learning commonly employed in educational research studies as follows.

2.1.19 Winne and Perry’s (2000) model

Winne and Perry’s model (2000) of self-regulation focuses on the “learners’ metacognition and specific ways in which learners cognitively adapt to the task demands to regulate their learning strategies” (Zimmerman & Schunk, 2011:4). In this model learners are aware of their own strengths and abilities to plan effective learning strategies for their studies in order to achieve positive outcomes.

2.1.20 Boekaerts’ (2007) model

Boekaerts’ model (2007) of self-regulated learning looks at learning episodes, in which learners display context-specific, goal-directed learning behaviour and create learning episodes that are

essential to reach their goals. According to Jarvenoja (2010), this model views SRL as adaptable during every learning situation where learners choose to focus on their own learning, evaluate their learning processes and make general appraisals of the learning situation.

2.1.21 Pintrich's (2000) model

Pintrich's (2000) model suggests four stages where self-regulated learning occurs. The stages are cognitive, motivational or affective, behavioural, and contextual areas. Bembenutty et al. (2015) view Pintrich's (2000) SRL model as one which clearly focuses on academic performance where learners judge and monitor their learning within the stage of cognition, by controlling their learning environment, for instance, changing from a distractive learning environment to a conducive one. Jarvenoja (2010) also reports that in this model, together with the cognitive strategies, motivation plays a strong role in successful self-regulated learning.

2.1.22 Zimmerman's (2000) model three phase cyclical model of SRL

Zimmerman's (2000) SRL model is described as one of the "most comprehensive models and presents specific information on various self-regulation processes" (Panadero & Tapia, 2014:451).

Zimmerman (2000) distinguishes three phases in his model of SRL. Phase one, the forethought phase, occurs when learners prepare for performance. Phase two, performance or volitional control, involves all processes performed during learning, and the third phase of self-reflection takes place when learners evaluate their performance against the goals and make adjustments to their applied strategies as deemed necessary (Zimmerman, 2008). The three cyclical phases of Zimmerman's model are assumed to be "causally related in a circular fashion as each process within each phase influences the next one" (Bembenutty et al., 2015:17). For instance, after learners have engaged in self-reflection, they continue the cycle in forethought with a new task or a revision of the previous one, as forethought phase predicts the performance phase, which predicts the self-reflection phase.

In this study SRL is viewed from Zimmerman's (2000) model of SRL which is based on the social cognitive theory. This model is applied comprehensively in the SRL process to help us understand the self-regulated learners' social and cognitive behaviours. Therefore the social cognitive theory which forms the basis of Zimmerman's model and the theoretical framework of this will be discussed next. Thereafter Zimmerman's (2013) model for self-regulated learning will be discussed in more detail.

Theoretical framework and conceptual framework

2.1.23 The Social Cognitive Learning Theory

The foundation of SRL theory used in this study is grounded on Bandura's (1986) Social Cognitive Learning Theory (SCLT). According to Schunk, Meece and Pintrich (2014), Bandura's (1986) theory was influenced by Miller and Dollard's (1941) theory of social learning. The social learning theory focuses on four basic variables, namely, "observable and non-observable behaviour, expectations and reinforcement in the context in which the behaviour occurs" (Schunk et al. 2014:141). Bandura (1986) expanded on the social learning theory by adding enactive and vicarious learning, self-efficacy and self-regulatory processes. Bandura's social cognitive learning theory emphasises the critical role cognition plays in peoples' capability to construct reality; self-regulation, encoding of the information and performing of behaviours. Ojonugwa, Hamzah, Bakar and Rashid (2015:24) view SCLT as an "approach to personality that involves a mutual relationship between the social environment and the person's conscious cognition".

Bandura's SCLT provides a theoretical framework for understanding and explaining human goal-directed actions and behaviours and their interactions with behavioural, environmental, and personal factors (Matlala, 2011). In an educational setting, this theory explains, for example why learners work diligently or not, exert effort or not, are active, pay attention and become highly motivated when they perceive that they have mastered a particular task or when they imitate a model.

According to Bandura's (1986) social cognitive theory human functioning is the product of a dynamic interaction in a series of personal, behavioural and environmental factors. Humans learn within a social context through interactions with their environment and by observational learning, therefore learning is influenced by all three factors (Schunk et al. 2014; Bembenutty *et al.* (2015). Lee and Jiar, (2014) concurs with the two previous authors that most human actions are goal directed and that human functioning is influenced by interactions between personal behavioural and environmental factors. Therefore, self-regulatory processes such as self-observation or behavioural monitoring, self-judgment or self-evaluation of progress and self-reaction, include both affective and tangible self-initiative consequences, that are influenced by personal and environmental factors.

Personal factors refer to "cognitive and psychological variables variable in a learner for example learners' understanding, comprehension, metacognitive processes, knowledge, goals, plans, and expectations" (Maftoon & Tasnimi 2014:845). The personal factors or determinants in a learner are influenced by behaviour determinants of the learner. For example, a learner's behaviour determinants are persistence, self-observation and use of learning strategies a learner uses to

achieve academic goals. Zimmerman (2013) describes behavioural determinants or factors as self-observation of one's performance, and the strategical adjustment of strategies and methods to be successful.

The influence of behaviour determinants on personal determinants can be seen when a learner who succeeds in passing a moderately easy mathematics test, experiences high self-efficacy beliefs and intrinsic task interest in mathematics, and at the same time becomes inspired to study for a more difficult mathematics test.

Zimmerman (2013) describes environmental determinants as social and physical structures that include, for example, a room's temperature, noise and light visibility that might influence learning. Maftoon and Tasnimi (2014:845) add that "environmental influences involve modelling, verbal persuasion from peers or teachers, direct assistance from others and the structure of the learning environment". Environmental determinants can influence personal determinants. For example if a learner has to study in a crowded, noisy, unsafe environment with lots of disturbances, it will influence his or her ability to focus and to concentrate (personal determinants).

According to Bembenutty *et al.* (2015:11), "triadic reciprocity shows how human functioning involves complex reciprocal interactions under the control of the individual". The diagram below indicates how the individual influences the environment and behaviours.

Zimmerman (2013), Zhou and Brown, (2014) and Li, Guo, and Ito (2014) also state that Bandura's triadic analysis of human functioning in terms of behavioural (given actions) and environmental processes (natural-social influencers) enables self-regulated learners to adapt to changes in their social and physical environments, behavioural outcomes, and covert thoughts and feelings.

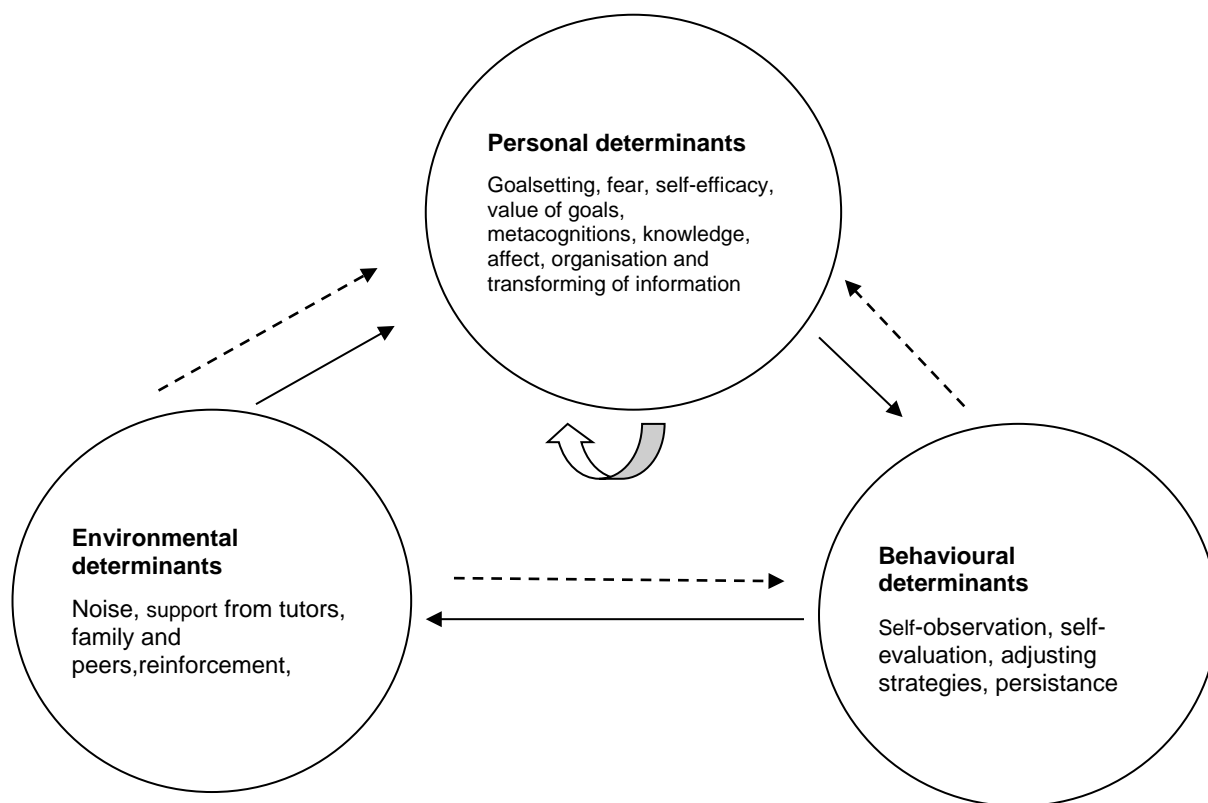


Figure 2-1: Adapted model of triadic reciprocity (Bandura, 1986, Schunk et al. 2014).

2.1.24 How SCLT was used in the study

According to Bandura (cited by Zhou and Brown, 2014:24), SCLT used in education holds that “portions of an individual’s knowledge acquisition that can be directly related to observing others within the context of social interactions, experiences and outside media influences”. The theory declares that when learners observe a model performing certain behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviours.

Schunk and Usher (2012) emphasise that social cognitive theory assigns a prominent role to self-regulatory processes whereby learners set goals and then assess their progress toward such goals, determine which strategies to use and then decide whether to continue or alter their strategies, regulate their behaviours and reflect on their experiences.

Self-efficacy is identified as the key element of social cognitive learning theory that refers to the belief in one’s capabilities to organize and execute the sources of action required in adapting to prospective situations Bandura (cited by Matlala 2011& Bedel, 2015). Therefore from this theoretical perspective, learners are viewed as agentic, meaning they should be self-organising,

proactive, self-reflecting and self-regulating rather than reactionary and shaped by environmental forces or inner impulses.

Schunk and Usher (2012) report that social cognitive theory assigns a prominent role to self-regulatory processes whereby learners set goals, assess their progress toward such goals, determine which strategies to use and then decide whether to continue or alter their strategies, regulate their behaviours and reflect on their experiences. Learners should be motivated, have high self-efficacy and flexible study methods to achieve academic success to cope with challenges of ODL. In ODL, learners can perceive their abilities through feedback on their assignments that will assist them to understand their level of proficiency. Zimmerman (2002b) adds that learners in ODL should also be able to establish a favourable social and physical environment where they can optimise their study.

Conceptualising ODL within the framework of SRL

The main aim of the study was to explore to what extent grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of open distance learning. SRL is required for academic success in ODL (Perry *et al.* 2010; Geduld, 2013). Academic success in ODL is mostly determined by the ODL learners' self-regulated learning abilities to direct and manage their learning processes by taking responsibility for their own learning, setting realistic and achievable goals and developing and adopting suitable learning strategies for their academic accomplishment. Since the learners' autonomy and self-regulated behaviour characterize the requirements of the ODL environment, it is valid to assume that self-regulated learning is an imperative and critical factor for academic success in ODL.

The self-regulated processes and sub-processes described in Zimmerman's (2013) model (see figure 2.2) are the same skills ODL requires for academic success. ODL demands that learners be proactive in their study efforts, aware of their strengths and weaknesses by judging their performances, monitoring their actions, setting their goals, adjusting their efforts, employing suitable studying strategies for specific tasks and regulating themselves accordingly in order to succeed in ODL.

ODL requires self-regulated learners who engage actively in their own learning (Nyoni 2014). Learners in ODL are exposed to various influences and they need to be self-regulated to control their behaviours, structure their environments (especially during socialising with peers), and plan for suitable learning strategies to succeed.

As Bitegeko (2012:84) emphasises, ODL requires learners who are "self-motivated to study and self-directed in their learning in terms of setting learning goals and reflecting on the outcomes to determine how they can improve their efforts effectively" in order to cope with all challenges and

demands of ODL. Learners will only be able to cope with challenges in ODL when they are self-regulated enough, work independently, are highly motivated in their own learning and plan for strategies to achieve academic success (Labuhn *et al.* 2010).

Zimmerman’s (2013) three phase cyclical model of self-regulated learning

In this study Zimmerman’s (2000) cyclical phase model was viewed to address inter-relations between the SRL processes, motivational beliefs and learning outcomes as they explain the results of efforts to learn (Zimmerman, 2013).

Zimmerman’s (2013) model is relevant for exploring whether grade 10 NAMCOL open distance learners have self-regulated learning abilities to cope with the challenges of ODL in order to achieve academic success. Three cyclical phases and processes of Zimmerman’s model are analysed and illustrated in the Figure 2.2 below. The processes and sub-processes in each phase of the three phases in Zimmerman’s model will be discussed next.

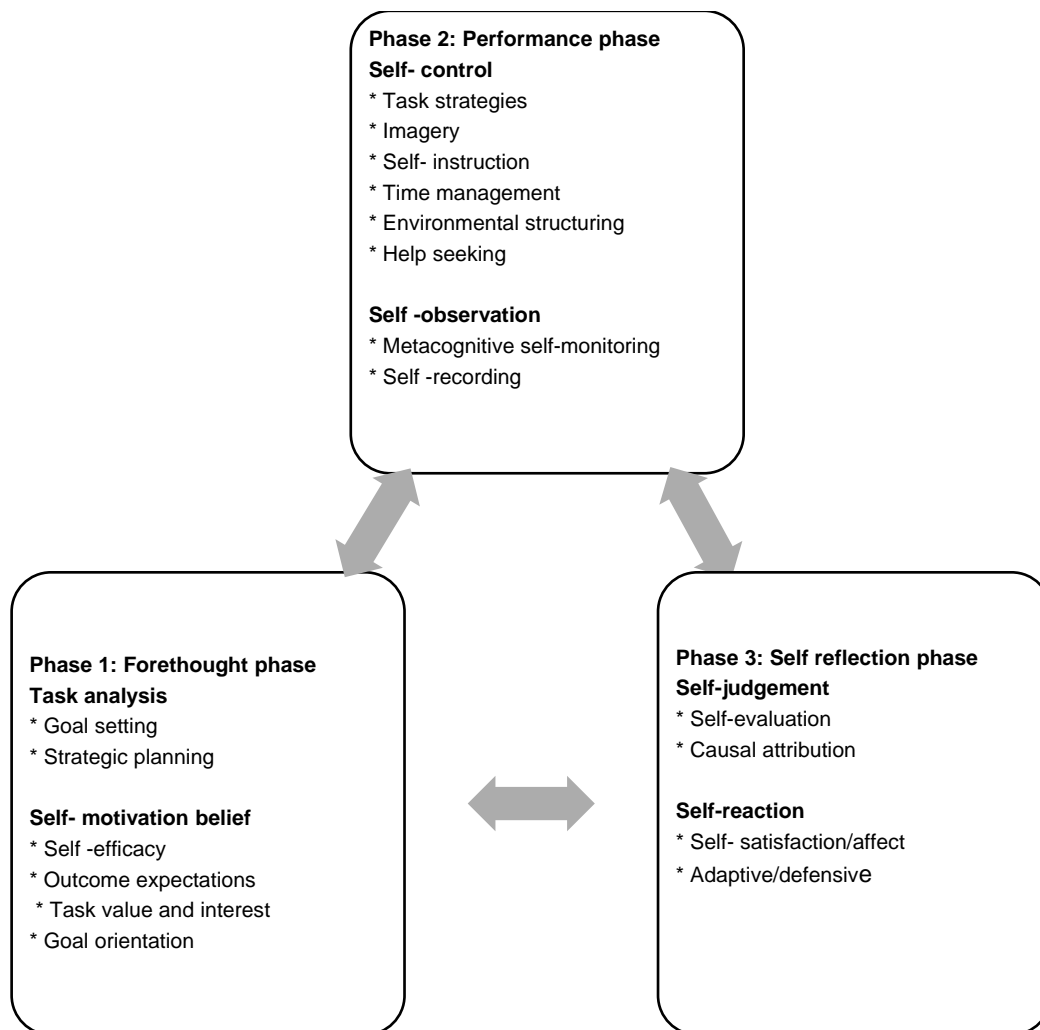


Figure 2-2: Zimmerman’s (2013) three phase SRL cyclical model

2.1.25 Phase one: The forethought phase

Zimmerman (2010:67) explains that the forethought phase refers to the “influential processes and beliefs that come first, before efforts to learn”. During this phase at the beginning of a course or task, learners set goals, plan on strategies to achieve their goals, tasks or assignments with high motivational self-beliefs (Kitsantas 2013) The forethought phase has two processes and sub-processes which will be described next.

- Task analysis

One of the main processes in the forethought phase is task analysis. Zimmerman (2013:143) observes that self-regulated learners first try to understand a learning task using their analytic skills to analyse the task before they start to complete it. During the task analysis process they set goals on a specific outcome and start to plan strategically. Goal setting and planning are the two sub-processes of task analysis and are the key conditions for self-regulated learning to occur (Panadero & Tapia, 2014). Self-regulated learners have the abilities to develop skills to understand what is required to complete the tasks and to plan which strategies they should use to successfully complete the tasks.

- Goal setting

The first sub-process under task analysis in Zimmerman’s (2013) model is strategic planning (see Figure 2.1). Goals in learning can be defined as a guiding tool that directs a learner towards the way that he or she should act (Schunk & Usher, 2012:10). Zimmerman et al. (2015:90) indicate that during the sub-process, goal setting, self-regulated learners set proximal, distant, specific and challenging goals that give them direction and guide them in what they want to achieve. When self-regulated learners have goals, they are more likely to work harder, to be more motivated and to persist in difficult times in order to see positive results at the end of their learning process (Gonzalez, 2013).

- Strategic planning

The second sub-process in Zimmerman’s (2013) model is strategic planning (see Figure 2.1). It is essential for self-regulated learners to plan strategies to aid and guide their learning process. Zimmerman (2013:143) states that “planning is a key self-regulatory process and a good predictor for academic success”. During this process self-regulated learners can for example start planning for distant goals by drawing up a year plan or time table for their studies. For more proximal goals, self-regulated learners will decide on which learning strategies to use, when, where and with whom to study, and which resources they need to achieve their goals.

- Self- motivation beliefs

The second main process in the forethought phase is self-motivational beliefs (see Figure 2.1). The process task analysis is influenced by the process self-motivational beliefs. In other words if a learner's self-motivational beliefs are high, it will positively influence the manner in which he or she analyses a task, plans and sets high goals. The opposite is also true. Learners with low self-motivational beliefs will set lower goals and spend less time on planning (Zimmerman, 2000). According to Zumbrunn, Tadlock and Robert (2011:10), "positive motivational beliefs assist learners to keep themselves on track toward learning goals and to work with diligence to attain them". Merino and Aucock (2014) note that learners' self-motivation can be positively affected by the belief that the task at hand is achievable through one's own efforts and ability. When learners perceive their learning goals to be unrealistic, they can feel de-motivation and their efforts to achieve learning goals is reduced. Self-motivation beliefs include the following processes:

- Self –efficacy

The process self –efficacy is a key variable in self-motivational beliefs. Bezuidenhout (2011:46) defines self-efficacy as the individual's confidence in his or her capabilities to achieve set goals through personal efforts, persistence by coming up with solutions when they face challenges. It is believed that learners with high self-efficacy beliefs are likely to succeed in tasks and achieve their goals. Therefore Zimmerman et al. (2015) argue that in order to form self-efficacy judgment the learners must not only assess their knowledge of a particular task, but also their capability to perform such task. Bembenutty *et al.*, (2015:14) report that "learners with high self-efficacy beliefs delay satisfaction and remain focused on the task to complete it successfully". On the other hand, learners with low self-efficacy beliefs easily become distracted and readily divert their attention from completing the given task.

According to Schunk *et al.*, (2014) self-efficacy beliefs causally influence learning strategies, academic time management, resisting peer pressure, self-monitoring, self-evaluation and goal setting. For example the more capable learners believe themselves to be, the higher the goals they set for themselves and the more firmly committed they remain to these goals. When learners fall short of attaining their outcome goals, those who are self-efficacious increase their efforts, whereas those who are less self-efficacious decrease their efforts and self-doubters withdraw.

Bandura (cited in Matlala, 2011) identifies ways in which self-efficacy beliefs are created:

- Firstly self-efficacy beliefs are formed by performance accomplishments. Past experiences of success and failure in attempts to accomplish goals are the most important regulators of self-

efficacy. This means that learners who have been successful in the past will have higher self-efficacy beliefs because of their past success.

- Secondly self-efficacy beliefs are formed by vicarious experiences. When individuals witness the successes and failures of others, they are provided with information, which they can use as a basis for comparison for their own personal competence in similar situations. This means that when learners observe what others do to be successful with a learning task, their beliefs in their own capabilities to perform similar tasks increase.
- Thirdly self-efficacy beliefs are formed by verbal persuasions of others. Being told by others that one can or cannot completely perform a particular behaviour can lead to increases or decreases in self-efficacy.
- Fourthly self-efficacy beliefs are formed by emotional arousal. Levels of self-efficacy are also influenced by the degree and quality of the emotional arousal an individual experiences when engaging in a particular behaviour in specific situations. Tasks that arouse negative emotions like fear of failure or anxiety will for example be avoided. Tasks that arouse positive emotions like pride and self-satisfaction increase self-efficacy beliefs.
- Outcome expectations

Outcome expectations refer to long term consequences one expects from completing learning tasks. Zimmerman (2013) and Zumbunn et al. (2011) assert that learners who have positive outcome expectations of their studies tend to achieve their learning goals, but learners with low outcome expectations make less effort, and that leads them to feel dissatisfied which in turn discourages them from further efforts to learn.

- Task value and interest

According to Tabak and Nguyen (2013), during the forethought phase learners evaluate how interesting and valuable the task is to them, and focus on their ability to complete the task successfully. If learners have intrinsic value in the learning task or find the learning task interesting, they will persist longer and work harder to achieve their academic goals.

- Goal orientation

Goal orientation is a self-motivational belief. This self-regulation process is concerned with learners' purposes for engaging in achievement behaviour, their reasons for engaging into tasks and the way they approach learning tasks (Zimmerman, 2000). Two types of goal orientations are distinguished, namely a mastery and a performance goal orientation. Learners with a mastery goal orientation demonstrate more self-regulated learning behaviour. Such learners are focused

on learning and mastering the task according to self-set standards of self-improvement. A learner with a performance goal orientation, in contrast, demonstrates a focus on out-besting others and working hard to achieve goals for extrinsic reasons only (Schunk et al. 2014).

In the next section the second phase of Zimmerman's model (2013) will be discussed.

2.1.26 Phase two: The performance or volitional phase

In the performance or volitional control phase learners employ various learning strategies to make progress on the learning tasks and to monitor the effectiveness of those strategies as well as their motivation for continuing toward the goals set on the task (Zumbrun *et al.*, 2011). Self-regulated learners tend to focus and draw their attention to the task and engage in self-instruction and self-observation in the second phase of Zimmerman's model (Tabak & Nguyen, 2013). The two processes involved in the performance phase are self-control and self-observation. The first process, self-control, will be described next:

- Self-control

Self-control processes such as self-instruction, attention focusing and learning strategies help learners to focus on learning tasks (Zimmerman 2000).

For learners to be successful, they need to apply study methods or strategies and adapt these methods and strategies depending on their task outcomes which were selected in forethought phase (Zimmerman 2002b). Self-regulated learners should demonstrate the following self-control sub-processes in a learning task (see Figure 2.2):

- Task strategies

Zimmerman *et al.* (2015:92) refer task strategies to "systematic processes whereby specific task components are addressed", such as creating steps in problem solving in Maths. Learners then plan for strategies that fit a certain task to perform well. For instance, learners have to complete given assignments using given materials or other resources, do the revision, memorise the content (in history test) or prepare for exam.

- Imagery

Learners can use imagery, which is the use of mental images or pictures that organize the information and help them to focus attention. Imagery enhances learning and aids memorization Zimmerman, (cited by Panadero & Tapia, 2014).

- Self- instruction

Self-instruction refers to self-descriptions of how to carry out a task, such as reminding oneself to stick to the format of writing a letter when they are writing letters (Zimmerman et al., 2015).Learners are therefore reminded to concentrate on the relevant aspects of the task.

- Time management

Time management is vital in task accomplishment. Zimmerman, *et al.*, (2015) assert that time management strategies are used to accomplish tasks on schedule by setting specific task goals, time on tasks, and monitoring progress in attaining those goals. DiBenedetto and Zimmerman (2010) indicated that learners, who spend more time studying and use self-regulatory processes effectively, produce positive achievement. Learners can set up a time table to manage their study time effectively by engaging other responsibilities.

Panadero and Tapia (2014) argue that if learners do not manage their time, their performance will be affected; especially if they realise that there is not enough time to finish the task, their outcome expectations could decrease, as they do not feel capable to be successful. Kitsantas (2013) points out that it is important for learners to keep to timelines and assignment due dates in their course programmes.

- Environmental structuring

Banarjee and Kumar (2014) state that self-regulated learners manage and adapt their learning environment to concentrate optimally. Self-regulated learners know how to eliminate internal and external distractions when they are busy with learning tasks; self-regulated learners choose quiet and distraction free study places where they can concentrate better. Andrade (2012) suggests some specific strategies that learners can use to control their learning environment and to eliminate distractions during studying. The author suggests learners should turn off cellular phones and televisions when they study. They should also close doors to enhance their concentration, to prevent noise from outside from entering the room.

- Help Seeking

Mahasneh, Sowan and Nassar (2012) describe academic help-seeking as a learning strategy that requires learners to accept the responsibility to obtain the necessary help or advice in situations where they may come across difficult content and need support in order to continue with their learning process. Moreover, Barnajee and Kumar (2014) add that self-regulated learners productively seek out information when needed and take the necessary steps to master certain information and comprehend it. Barnajee and Kumar (2014) and Andrade (2012) state that self-

regulated learners view help seeking as a positive strategy to help them learn when they realize they have difficulty in learning and need help to complete learning tasks and accomplish goals. They are always eager to learn and ask for help from their peers who are competent and from tutors. According to Zimmerman and Moylan (2009), help-seeking is an effective strategy and mostly low performing learners are found to be reluctant to seek help. Not seeking help is a defensive strategy low performing learners use to avoid admitting their incompetence to do a task and to protect their self-esteem (Zimmerman, 2000).

- Self-observation

Zimmerman *et al.* (2015) define self-observation as the effort a learner takes to examine his or her behaviour and to ignore other aspects. For example, a learner who focuses on the content he or she needs to understand, rather than on the quantity of text. The two key processes of self-observation are self-monitoring (metacognitive) and self-recording. These processes are explained as follows.

- Metacognitive self-monitoring

Zimmerman (2013:143) refers to metacognitive monitoring as “informal mental tracking of individuals’ performance processes and outcomes”. Zimmerman *et al.* (2015) explain that during the self-monitoring process, learners will make a list of tasks they need to accomplish before beginning their study, and then verify each task as they complete it. During this process learners also do simple inquiry about their own progress. Learners will reflect on their progress, talk to themselves overtly and covertly about the strategies they need to use or why they need to change strategies to complete the task (Zimmerman, 2000). During self-observation learners become aware of their cognition, their motivation, their use of time, the context in which the task must be completed, and how learning should occur.

- Self-recording

Self-recording refers to “creating formal records of learning processes and or outcomes, such as a graph of one's successes and progress” (Zimmerman, 2013:143). The advantage of self-recording is that it provides information about the context of a personal event and enhances self-control; for instance, learners may record where and with whom they were studying (Zimmerman *et al.*, 2015).

In the next section the third phase of Zimmerman's model (2013) will be discussed.

2.1.27 Phase three: Self-reflection phase

In the self-reflection phase self-regulated learners self-assessing and reflect on their progress. (Zimmerman, 2010). The self-reflection phase includes the following sub-processes:

- Self- judgement

A key type of self-judgement is self-evaluation, which refers to “comparing the learning outcome with a goal or standard” (Labuhn *et al.*, 2010:174). Zimmerman *et al.* (2015) describe self-judgment as one's application of personal standards to evaluate self-observations of performance. During this phase learners attribute success or failure, identify the source(s) of errors in order to identify successful strategies that may be helpful. Self-judgement includes the following processes.

- Self-evaluation

According to Zimmerman (2000) self-evaluation refers to comparing self-monitored information with a standard or goal. The four types of criteria self-regulated learners use to evaluate themselves are mastery criteria, previous performance, normative standards and collaborative criteria.

During the self-evaluation phase, learners assess their academic performance to determine whether they are satisfied with their performance. Their self-assessment is guided by their self - chosen goals from the forethought (Tabak & Nguyen, 2013; Zimmerman (2013). Labuhn *et al.* (2010) emphasise that learners will only be able to self-regulate their learning effectively if they monitor and evaluate their progress accurately and make adaptations based on a correct analysis of their performance. Self-evaluation is an important sub-process of self-regulation because learners' motivation does not stem only from the goals they set, but rather from the self-evaluative reactions to outcomes of those goals.

The results of learners' self-evaluation is closely linked to two sub-processes namely, self-reaction and self-satisfaction (Zimmerman, 2000).

Based on their self-evaluation of the task, learners will make causal attributions.

- Causal attribution

Panadero and Tapia (2014) explain causal attributions as explanations that learners give to themselves about their success or failure in a task. These processes determine success or failure of the learner in a task that may influence their motivation and outcome expectation on the next process to be discussed.

- Self-reaction

Self-reaction refers to “feelings of satisfaction or dissatisfaction stemming from evaluative judgement of one's performance” (Zimmerman *et al.*, 2015:88). Self-satisfaction affects the application of positive or negative self-reactions to use adaptive/ defensive strategies. Zimmerman *et al.* (2015) further stresses that learners make their motivation level high by self-rewarding and self-satisfaction in order to improve their performance during subsequent attempts to learn.

- Self- satisfaction or affect

Learners who are successful experience self-satisfaction. Self-satisfaction is defined as the positive affective and cognitive reactions that learners experience when they are judging themselves (Zimmerman & Moylan, 2009; Panadero & Tapia 2014).Learners who attain their goals feels satisfied. Their positive feelings enhance their self-efficacy beliefs and other motivational beliefs for future tasks. Satisfsaction depends on the intrinsic value of the task. Highly self-regulated learners value their intrinsic feelings of self-respect and self-satisfaction from work well done more highly than acquiring material awards.

- Adaptive or defensive behaviour

Learners who are unsuccessful experience dissatisfaction and demonstrate adaptive or defensive behaviour with regard to learning tasks. Adaptive or defensive inferences are conclusions about how one needs to alter his or her self-regulatory approach during efforts to learn or perform (Schunk *et al.*, 2014). Adaptive inferences will direct learners to new and potentially better forms of self-regulation, such as changing goals or choosing different strategies. Panadero and Tapia (2014) opine that when learners make adaptive decisions, they are willing to improve and redo the task using different learning strategies in order for them to gain better results.

Defensive self-reactions protect unsuccessful learners from future dissatisfaction and aversive affect, but undermine successful adaptation of effort and strategies. According to Zimmerman (2002a), during this phase learners make an effort to protect their image by avoiding or withdrawing a chance to learn. Examples of defensive self-reactions are feelings of helplessness, procrastination, task avoidance, cognitive disengagement and apathy. These defensive self-reactions of unsuccessful learners are self-handicapping strategies, because despite the fact that they are used to protect the self, they ultimately limit personal growth (Schunk et al 2014).

As already mentioned, the aim of this study was to explore ODL learners' self-regulated learning skills to cope with the challenges in order to achieve academic success. In order to achieve this aim it is important to also consider various factors that influence learners'

willingness and abilities to use SRL skills. According to Zimmerman (2000), the degree to which learners are self-regulated differ. Some learners are more self-regulated and others are less self-regulated, depending on situations and their personal agency to be self-regulated. Some of the factors that influence learners' use of self-regulated learning skills will be briefly discussed next.

Factors that influence learners' use of self-regulated learning skills

Zimmerman (2000) and Paris and Paris (2001) mention the following factors that may cause poor self-regulated learning.

Many dysfunctions in self-regulated learning are mainly caused by learners' ineffective use of forethought and volition phase strategies (see Figure. 2.2). Instead of proactive methods, less self-regulated learners use reactive self-regulation methods. Reactive methods of self-regulation are generally ineffective because important processes such as goal setting, strategic planning and personal agency must already take place before performing a learning task (Zimmerman, 2000; Geduld 2011). With reactive self-regulation, goal setting and basic information about learning tasks are not demonstrated by learners.

Age, cognitive development, explicit instruction of SRL and changing demands in classrooms influence SRL, that is why learners in primary grades exhibit less SRL than older learners in higher grades. Therefore learners who have difficulty to focus on tasks and to use SRL skills might need explicit SRL instruction.

SRL also varies between the school day or school year. Some learners are more vigilant during the morning than in the afternoon; some maybe more careful when reading mathematics or science, while some learners may be more focused and careful when they are interested in the subject matter. After a long school day cognitive fatigue can result in lack of SRL; that is why learners need periodic rests to be able to concentrate again.

Learners' personalities are also a factor that influences SRL. Learners differ with regard to impulsivity, activity levels, patience, and resistance to distractions; internal locus of control might also contribute to differences in SRL.

Another reason is that some learners have greater capacities than others to monitor and to regulate their learning behaviour.

Many learners lack social learning experiences. In such cases where by individuals grew up in homes or communities where they are not taught, modelled or rewarded for self-regulated behaviour, they will find it difficult to emulate self-regulated behaviour in their studies and lives in general.

Lack of motivation is also a personal limiting factor that leads to underachievement and poor self-regulated learning. Lack of motivation can be seen in the presence of apathy or disinterest in studies. Because the most effective self-regulatory techniques require anticipation, concentration, effort, and careful self-reflection, they are used only when learners are motivated and the task or its outcome is valued highly by learners. If learners do not value academic success or if their studies do not hold positive outcome expectations, they will demonstrate disinterest in their academic work.

Another common dysfunction associated with poor self-regulation is the presence of learning disabilities, such as cognitive problems in concentration, recall, reading and writing. These learning disabilities are widely believed to have neurological origins and lead to a number of self-regulatory dysfunctions. Learning disabled learners set lower academic goals for themselves, have trouble controlling their impulses and are less capable of assessing their abilities. They are also more self-critical and less self-efficacious about their performance and tend to give up more easily.

Summary

The purpose of this chapter was to present the review of the literature on ODL challenges and demands of ODL that learners experience, SRL characteristics. The literature conducted has provided the insight of the two concepts. Firstly learners in ODL have to cope with the challenges such as motivation; self-discipline to manage time; financial resources; coping with stress and frustration; barriers in English language skills; isolation and the use of Information Communications Technology (ICT) in ODL; institutional, academic and community support; peer influences, and self-regulated and independent learning. Secondly ODL learners require SRL skills to be successful in their studies. Some of the SRL skills that ODL learners need for academic success are: motivation, goal setting, planning, and self-monitoring.

The literature also presented a clear understanding on the social cognitive theory and the mutual relationship between behaviour, environment and personal factors and how they influence one another. Learners need to plan for strategies to control the influences. Independent learning, self-determination and self-motivation leads to success; therefore learners have to be masters of their own learning, believe in themselves and expect positive outcomes toward their goals.

Characteristics of self-regulated learners were described. Self-regulated learners apply various SRL strategies in their studies to achieve academic success. Examples are: goal setting and planning; seeking information and assistance from peers and teachers; keeping records and monitoring progress; structuring learning environments; using learning strategies like rehearsing and memorizing; reviewing tests; reviewing notes; self-evaluation; organizing and transforming

information. All of these strategies are part of the cognitive, metacognitive, and behavioural strategies in Zimmerman's (2013) three phase cyclical model for self-regulated learning. Lastly common dysfunctions in self-regulated learning were discussed.

In the next chapter, Chapter 3, the research design and methodology of the study will be discussed.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

Chapter 2 provides a review of literature relating to self-regulated learning in ODL and other related concepts of the topic under investigation. The focus of the study was to explore the SRL abilities of ODL learners to cope with challenges in ODL. Attention was paid to the requirements of ODL and characteristics of SRL that enhanced the understanding of ODL and SRL in the study.

In this chapter the methodological aspects of the investigation are discussed. Methodological aspects include the aims of the empirical research (§ 3.2), research methodology (§ 3.3.), research paradigm (§ 3.3.1), research design (§ 3.3.2), strategy of enquiry (§ 3.3.3), population and sampling (§ 3.3.4), data collection method (§ 3.3.5), data collection procedure (§ 3.3.6), and data analysis. (§ 3.3.7). Furthermore, in this chapter the trustworthiness of the data is explained (§ 3.4), as well as ethical issues (§ 3.5) adhered to during the course of the study. Finally the summary (§ 3.6) of the chapter is provided.

Aims of the empirical research

The main aim of the study was to explore whether grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of ODL.

The sub-aims were to determine:

- To what extent the grade 10 learners of NAMCOL meet the requirements of ODL according to literature.
- The perceptions of grade 10 NAMCOL tutors regarding learners' self-regulated learning skills to cope with ODL.
- The perceptions of grade 10 NAMCOL learners regarding their own self-regulated learning skills to cope with ODL.

To address the aims of the study, the main research question with three sub-questions were posed.

Main question

Do grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of open distance learning?

Sub-questions

- To what extent do the grade 10 learners of NAMCOL meet the requirements of ODL according to literature?
- What are the perceptions of grade 10 NAMCOL tutors regarding learners' self-regulated learning skills to cope with ODL?
- What are the perceptions of grade 10 NAMCOL learners regarding their own self-regulated learning skills to cope with ODL?

Research methodology

3.1.1 *The research paradigm*

A paradigm is a “theoretical framework based on certain assumptions and which implies a working model for scientific activities” (Bandura, 2001:20). The researcher was guided by an interpretivistic paradigm in order to explore the grade 10 learners' perceptions of SRL skills in ODL. A study such as this, which deals with views and opinions of individuals and groups of people about a particular phenomenon, has its bases in the interpretivistic paradigm. According to Maree (2007), interpretivists makes five assumptions.

The first assumption is that in order to understand the human being you need to understand how persons exist within their social worlds. Secondly, the interpretivist assumes that there is no objectively determined reality, but that reality is socially determined. Thirdly, according to interpretivists, the human mind is the purposive source of origin of meaning. The fourth assumption is that human behaviour is affected by the knowledge of the social world. The fifth assumption is that the social world does not exist independently of human knowledge.

The above interpretivist assumptions were reflected in this study in the following ways:

Experiences and perspectives within the social context of Grade 10 ODL learners and tutors were explored through individual interviews to gain insight into ODL and SRL. Understanding the human mind of participants and their experience of reality with regard to SRL is reflected by the researcher's quest for understanding the phenomenon of SRL.

3.1.2 *Research Design: Qualitative research*

The study employed the qualitative research design. Leedy and Ormrod (2010:106) define the qualitative method as a loosely defined category of research design which is field focused and deals with subjective data in a descriptive form like note recording or other descriptions. It is also referred to as interpretative, naturalistic and description research involving small groups of data.

This research design is descriptive in nature and it will be used to collect data because it gives the best accuracy of data and depth of information.

Creswell, Ebersohn, Elof, Ferreira, Jansen and Van der Westhuizen (2007) define the qualitative approach as an enquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. This research design is applicable when the objective of the study is to understand, explore or describe people's behaviours, themes in their behaviours, attitudes or trends, or relations between their actions (Davis, 2014).

Creswell (2014:234) summarises the characteristics of qualitative research as follows:

- Qualitative research is conducted in a natural setting (the field), a source of data for close interaction.
- Qualitative research focuses on participants' perspectives, their meanings, their multiple subjective views.
- Qualitative research is based on a worldview and has beliefs.
- Qualitative research presents a holistic picture where the researcher reports a complex picture of the phenomenon being studied
- The researcher is the key instrument and gathers data by her/himself through examining documents, interviewing participants or observing behaviours.
- The researcher gathers multiple types of data such as interview, observation documents or audio/visuals.
- The researcher uses both inductive and deductive reasoning to analyse the data.
- The researcher reports the perspectives of the participants and their multiple meanings.
- The researcher reports the setting or context in which the problem is being studied.

The researcher in this study used a qualitative research design in order to find out the detailed information on ODL learners regarding their SRL skills and the challenges faced in an ODL environment.

3.1.3 Strategy of enquiry: Case study

The case study approach method of enquiry was used in this study. Leedy and Ormrod (2010) view a case study as a particular individual, programme or event that is studied in depth for a defined period of time. A case study approach is suitable due to its investigative nature on a contemporary phenomenon in a real life situation, and it yields an abundant wealth of detail. Using the case study leads to a deeper understanding of the dynamic nature of the situation: the meaning of a phenomenon under study.

According to Maree (2007), the key strength of the case study method is that it uses multiple sources and techniques and data gathering processes. The researcher determines in advance what evidence to gather and which analysis techniques to use with the data to answer the research question.

In this study the case study was to explore the perceptions of grade 10 NAMCOL learners and NAMCOL tutors in the rural Namibian context in the Ohangwena region of SRL skills and learners' abilities to cope with ODL requirements. Each centre with its learners and tutors presented an instrumental case study which forms part of the larger collective case study design in this study as described by Maree (2016:82). Fraenkel, Wallen and Hyun, (2015) explain instrumental case studies as cases whereby the researcher is more interested in understanding the phenomenon than focusing only on a particular situation.

3.1.4 Population and sampling

Creswell (2009) states that a population refers to a universe of units from which a sample is selected. Creswell (2009) defines sampling as a process of selecting participants to take part in a research study. Leedy and Ormrod (2010) concur and define a sample as a group of individuals, items or events that represents the characteristics of the larger group or population from which the sample is obtained.

In this research, the population was all the Grade 10 learners in the Ohangwena region who are studying through distance education provided by NAMCOL. There are 15 NAMCOL centres in the Ohangwena region, of which three centres were conveniently identified due to their accessibility to the researcher. The first centre consists of 330 grade 10 NAMCOL learners; the second centre has 142 learners, and the third centre has 200 learners. The total target population was 672 learners. The population of eight tutors at each centre formed a total population of 24 tutors. The sample from the tutor target population was 6 tutors in total from three selected centres.

Qualitative research strives to find individuals, groups and settings where the particular phenomenon being studied is most likely to occur (Strydom & Delpont, 2011). The study used convenience sampling and purposive sampling. Maree (2016:197) describes convenience sampling as a “quick, inexpensive and useful method of sampling in exploratory research”. Convenience sampling was used, based on the fact that the learners were readily available and centres chosen were easily accessible to the researcher.

Purposive sampling means that participants are selected based on some defining characteristics that make them suitable for the data needed for the study (Strydom & Delpont, 2011). In this study, six tutors and fifteen learners were purposively and conveniently selected from the three NAMCOL centres which were easily accessible to the researcher. Two tutors from each centre were selected because they were the facilitators of these learners, and they were in direct contact with learners. Therefore the tutors were able to provide valuable data to answer the research questions regarding learners’ SRL. Furthermore, five learners from each centre were also purposively and conveniently selected because they were studying through ODL, and they were in a position of providing the researcher with relevant information required in order to answer the research question for the study. It was however important to note that this method of sampling does not aim to identify a representative subset of a population (Strydom & Delpont, 2011).

3.1.4.1 Participants contextual information

The study was conducted in the Ohangwena region in the northern part of Namibia near the border of Angola and Namibia. Three centres were selected because of their accessibility to the researcher. The participants in the study were the grade 10 ODL learners who had enrolled with NAMCOL and their tutors. As the study employed purposive and convenience sampling the participants were selected using the criteria below. Both male and female tutors were willing to take part in the study.

- Inclusion criteria for tutors

Six tutors were purposefully and conveniently selected and invited on the following criteria. They had to be qualified tutors with teaching qualifications accredited by the Namibian Qualification Authority and approved by the Ministry of Education; teaching staff of the three NAMCOL selected centres in the Ohangwena Educational region; able to give information about learners’ self-regulated learning and their abilities to cope with challenges in ODL; and willing to participate voluntarily.

Fifteen learners were purposefully and conveniently selected and invited on the following criteria: they had to be ODL learners from the three selected centres in the Ohangwena Educational region, and willing to participate voluntarily.

Learners' biographical information

The grade 10 NAMCOL learners who participated in the study were previously full time learners in grade 10 and enrolled with NAMCOL. At the time of data collection they had not obtained the required marks to progress to grade 11. All the participants' home language was Oshiwambo and many of the participating learners were attempting to improve English Second language as a subject in grade 10. Some NAMCOL learners lived in the villages that surround their centres and some lived far from their centres, which compelled them to travel long distances to their centres. The biographical information of learners is summarised in the table below.

Table 3-1: Biographical information of the grade 10 NAMCOL learners

Centre 1	Age	Gender	Years in NAMCOL	Subjects taken in NAMCOL
Learner 1	20	F	1	Agriculture and English
Learner 2	22	F	2	Agriculture and History
Learner 3	19	F	2	English, Agriculture and History
Learner 4	20	M	1	Life science and English
Learner 5	21	M	2	Geography and English
Centre 2	Age	Gender	Years in ODL	Subject
Learner 1	19	F	2	English and Life science
Learner 2	18	M	1	Life science and English
Learner 3	19	F	2	History and agriculture
Learner 4	24	M	3	English and History
Learner 5	18	F	1	Life science and English
Centre 3	Age	Gender	Years in ODL	Subject
Learner 1	21	F	2	English and Agriculture
Learner 2	19	M	1	History and Agriculture
Learner 3	18	F	2	English and Life science
Learner 4	22	F	2	Geography and Life science
Learner 5	19	F	2	English and Life science

According to the learners' biographical information, summarised in Table 3.1, ten females and five males participated in the study. The average age of the participants was nineteen years. This shows that they were older than the average age of grade 10 learners in secondary schools, where learners are approximately sixteen years old. From the learners' ages in Table 3.1 it can be concluded that many had been repeating grade 10 at NAMCOL for two and three years. From Table 3.1 it can also be concluded that many of the NAMCOL learners had not met the requirements for passing English in grade 10, which is why they had to repeat the subject English in the NAMCOL course.

Tutors' biographical information

The selected tutors who participated in the study were between the ages of 33-45, one male and one female from each of the three selected centres. A total of three males and three females took part in the study. Four tutors who participated in the study were full time teachers at other schools while two are full time teachers at the NAMCOL centre. Table 3.4.2 provides biographical information of the tutors.

Table 3-2: Biographical information of the tutors

Tutors	Age	Gender	Years of tutoring in ODL	Subject tutored
Tutor 1 Centre 1	40	M	6	Agriculture
Tutor 2 Centre 1	33	F	2	English
Tutor 1 Centre 2	43	F	4	English
Tutor 2 Centre 2	35	M	2	History
Tutor 1 Centre 3	30	M	3	Life Science
Tutor 2 Centre 3	33	F	2	English

It can be concluded from Table 3.2 that tutors did not have many years of tutoring experience in NAMCOL. The average age of the tutors was 35 years, and it can be concluded that they were experienced teachers in formal schools.

3.1.4.2 Contextual information about the research site

The study was conducted at three NAMCOL centres in the Ohangwena region. All the centres were formal secondary schools that offered classes to full time learners. Two of the centres were situated in the rural areas while one centre was in a semi-urban area. Rural areas are agricultural areas or villages and urban areas refer to town. The selected three centres were accessible to the researcher. They are described as follows:

Centre 1

The centre is situated in a semi-urban area where there is a small town and some nearby villages. The centre is a secondary school for full time learners from grade 8-12, but is also used as a NAMCOL centre after school hours as NAMCOL does not have their own buildings. Some ODL learners travel about five (5) kilometres to attend their contact sessions and or for submission of their assignments. There is main road a few metres away from the centre which makes it easier for learners and tutors who live far to get access to a taxi. The centre is quiet and there are no disturbances around. The centre accommodates 300 ODL learners with 10 tutors. The centre has a library which is not open for NAMCOL learners but outside the centre there is a community library with internet and other resources. Some tutors are full time teachers at this secondary

school, while some are teachers from different schools in the region. The majority of the learners at this centre speak Oshiwambo as their first language and use English as their second language.

Centre 2

The centre is situated in a rural area. The centre is a senior secondary school for full time learners from grade 8-10. There is no library, and although there is electricity there is no access to facilities like the internet. The centre is close to the main road where cars are always driving. This centre does not lend itself to a good learning environment because of noise of the cars on the road. There are a few entertainment centres and bars near the centre. The centre consists of 142 learners and six tutors. Learners who have enrolled in NAMCOL at that centre travel to the centre from different parts of the region for contact sessions, submission of assignments or other support services. Some learners walk long distances to the centre and others make use of taxis. In the morning classes are offered to full time learners and in the afternoon the same centre is used for ODL classes some days in the week. All the learners at this centre speak Oshiwambo as their first language and use English as their second language.

Centre 3

The centre is situated in a semi urban area. The centre is also a secondary school that accommodates full time learners from grade 8-11. NAMCOL learners walk and those who live far from the centre sometimes take taxis to reach the centre. The centre is quiet and conducive for study. The centre is used by full time learners in the morning and on some days in a week by NAMCOL learners in the afternoon. The centre accommodates about 200 NAMCOL learners.

3.1.4.3 The role of the researcher

In line with qualitative research, the researcher collected data by means of individual semi-structured interviews. The researcher then transcribed the data collected. With the selection of participants, the researcher explained the aim of the research and what was expected from them as participants. The researcher with the help of the tutors selected the learners who were interested to take part in the study. The researcher travelled to the centres to carry out the interviews. The researcher avoided being biased by ensuring that the questions asked were the same to all participants. If the participants found the question difficult to answer the researcher rephrased the question in a simple and understandable way and asked follow-up question for more information.

The researcher tried to established good relationships with the participants, as trust and honesty play a big part in the study. Respecting scheduled interview times and dates with the participants is important to establish trust. Lastly the researcher analysed and interpreted the data herself. At

the end of all the interviews, the researcher thanked all the participants for their voluntary participation.

3.1.5 Data collection method

Strydom and Delport (2011) remind qualitative researchers that the aim of data generation methods is to explore, understand and describe data. The data collection method employed in this study was semi-structured individual interviews. An interview is defined by Maree (2007:87) as a two-way conversation where by the interviewer gets information and learns about participants' ideas, beliefs, views, opinions and behaviours through asking questions. Maree (2016:93) describes semi-structured interviews as a common instrument that researchers use to verify the information gathered from various data sources. Leedy and Ormrod (2010:188) add that semi-structured interviews allow for the probing on participants' reasoning and clarification of answers. After the consent had been obtained from the participants, the researcher arranged interview dates with the participant. At each centre two tutors and five learners were individually interviewed. The purpose of the semi-structured individual interviews was to get the best and most reliable information regarding the perceptions of tutors and grade 10 NAMCOL learners on the learners' SRL skills to cope with ODL challenges in the Ohangwena region.

Maree (2007) emphasises that, as a researcher, one must be a good listener and pay attention to the responses of the participant so that one can identify new emerging lines of inquiry that are directly related to the phenomenon being studied, and explore more. Maree (2007) further warns that at the same time, it is easy to get information that does not relate to the study. If this happens one needs to guide participants back to the focus of the interview.

The purpose of the individual semi-structured interviews was to explore the views of the tutors (see Addendum H) and grade 10 NAMCOL ODL learners (see Addendum I) in the Ohangwena region on SRL ,and learners' abilities to cope with the requirements to study through ODL. Cohen, Manion and Morrison (2011) emphasise that interviews enable participants to discuss their interpretations of the world in which they live and express how they regard situations from their own point of view. Semi-structured interview schedules were therefore used to define the line of inquiry. Semi structured questions were based on literature review and they were used to generate details and the participants' views about the topic under discussion. The interview questions were compiled and discussed with the researcher's two supervisors, and applicable changes were made and implemented. The questions were compiled according to different themes whereby the participants had to provide information to the questions asked under each theme.

Maree, (2007) suggests that by using the open-ended questions, the participants give answers in detail and provide extremely interesting information and categories, which help in thematic analysing of data. Cohen *et al.*, (2011:416) add that open-ended questions are flexible and allow participants to probe, to answer in depth, and also help to test the limit of the participant's knowledge. In the same regard, Cresswell (2014) highlights that interviews in qualitative research provide useful information and the researcher has better control over the types of information received because the interviewer can also ask specific questions to elicit information.

In this study, five learners and two tutors from each of the three selected centres were interviewed individually according to arrangements planned by the researcher and participants. Each interview lasted for about 30-40 minutes. During the interviews the researcher used a voice recorder, with permission of participants to record the interviews. The researcher also took notes of the responses from the participants. All recordings were transcribed and typed into computer files for analysis.

3.1.6 Data collection procedure

After the researcher had obtained the permission from the North-West University's Ethics Committee, with approved certificate ethics clearance number NWU-00272-16-A2 (see Addendum A), the research commenced. The researcher wrote a letter of request to the Directorate of the Ohangwena Region (see addendum B) to conduct research, and the permission was granted (Addendum C). The researcher further wrote permission letters to the regional manager of NAMCOL and permission was granted (addendum D). The researcher wrote letters to the head of centres (Addendum E). The researcher made appointments with the NAMCOL centres to brief the participating learners and tutors about the purpose of the study. During briefing sessions, the learners and tutors were invited to be briefed about the aim and objectives of the study, and encouraged to participate. The participants were assured that the information gathered would only be used for research purposes. Both tutors and the learners were given informed consent letters (Addendum F and G) to read and sign before participation in the semi-structured interviews.

After all the consents had been signed, the researcher and the participants agreed on the dates to commence with the interview. All the interviews were carried out after working or school hours in order not to interfere with the participants' academic activities. All the participants provided their contact details and agreed on the date they would be interviewed. During the interview session the researcher asked question to obtain the information from the participants. The conversations were recorded with the permission of the participants, and transcribed.

3.1.7 Data analysis

Mouton (2001:108) defines analysis as a “breaking up” of the data into manageable themes, patterns, trends and relationships. Mouton further points out that the aim of analysis is to understand the various constitutive elements of one's data through investigating the relationships between concepts, constructs and/or variables. The researcher used content analysis to analyse the data. Fraenkel *et al.*, (2015:476) define content analysis as a “way of studying human behaviour through their (the humans’) communication”.

Qualitative data analysis was based on an interpretative philosophy that aims to examine the meanings and symbolic content of the responses (Maree, 2016). The researcher's aim to analyse the data was to establish an understanding of perceptions and views of the participants regarding learners' SRL skills in ODL. The researcher followed these processes to analyse the data.

Firstly, all recorded interviews were transformed into a typed text (transcriptions), (Addendum J). In this study the researcher used content analysis to analyse the data collected from the participants during the interviews. To ensure trustworthiness in the study, an independent, qualified person was invited to check if the transcriptions were done according to the protocol. The participants were also given a chance to read through the transcribed interviews to see if what was transcribed was what they had said.

During the next process, the researcher manually organised six transcriptions for the tutor participants and fifteen transcriptions for learner participants, and explored the data by reading through the transcriptions over and over to understand the meaning of the data. Good analysis depends on the researchers' understanding of the data, which can be gained by reading and re-reading the text (Maree, 2016).

A priori codes were identified by the researcher from the literature review on ODL and Zimmerman's (2000) model of SRL (Maree, 2007). Fraenkel *at al.* (2015) state that a researcher can determine the categories and themes based on previous knowledge, theory and experience, before commencing with the analysing process. A thematic approach was used to identify sub-themes from the text. In this study the researcher went back and forth through the transcribed interviews to identify patterns that emerged from the responses regarding students' self-regulation skills and their abilities to cope with the requirements of ODL. The codes were identified and highlighted in phrases later grouped to create sub-themes (Addendum K).

The two main themes created were ODL demands and challenges and SRL characteristics. Under the first theme, ODL demands and challenges, thirteen sub-themes were created, namely: motivation, time management, financial, human and personal resources in ODL, stress and

anxiety, support, independent learning and dependency on tutors, technology, favourable environment, isolation, commitment, responsibility of own learning and peer learning.

Under the second theme, SRL skills, the following ten sub-themes were formulated: motivation, help seeking, goal setting, planning of learning strategies, self-monitoring, responsible of own learning, self-efficacy, commitment, positive outcome expectation and cognitive strategies and self-evaluation.

The researcher categorised the coded data by grouping them together under their sub-themes and this continues until all the coded data were analysed. After detailed analysis the researcher made judgements and conclusions on the findings.

Trustworthiness

3.1.8 Validity and Reliability

Validity refers to the appropriateness, meaningfulness, correctness and usefulness of the inferences researchers make based on the data they collect. Validity therefore depends on the amount and type of evidence there is to support the interpretations that will be made concerning the data collected (Fraenkel *et al.*, 2015).

Bogdan and Biklen (2006) and McMillan and Schumacher (2001) point to strategies that enhance validity in the conduct of qualitative inquiry which a qualitative researcher can use as a combination to ensure validity:

- Lengthy data collection period: In this study the researcher provided sufficient opportunities for all participants to contribute during interview session;
- Field research and observation: In this study the researcher conducted the research in a natural setting to promote the reality of life experiences of the participants more accurately than a contrived setting would.
- Participant review: In this study the participants were asked to review the transcribed interviews to check for accuracy of presentation.
- Position of the researcher: In this study the position of a researcher was well explained and declared the biases relating to the data collection and analysis.

“Reliability refers to the consistency of the interpretations the researcher makes over time, location and circumstances” (Fraenkel *et al.*, 2015:456). In qualitative research, the perspective of the researcher plays a significant role. Qualitative researchers use various techniques to check

the tutors' and learners' perceptions in order to ensure that they are not being misinformed. Researchers from a qualitative research paradigm prefer to use different terms for validity and reliability. Shenton (2004) revised the terminology (validity and reliability) which was predominantly used within the positivistic paradigm to fit into the unique nature of qualitative research, namely credibility, dependability, conformability and transferability. These three terms are collectively known as trustworthiness. In order to ensure credibility, dependability and conformability in the qualitative part of the study, measures as stipulated by Poggenpoel and Myburgh (2004), were followed.

3.1.9 Credibility

Credibility refers to the "extent to which a study measures what it is supposed to measure" (Poggenpoel & Myburgh, 2004:421). Strategies to ensure credibility in this study include:

- Spending extensive time in the field,
- The use of thick descriptions and feedback from others,
- The use of instruments to collect data.
- Recording personal thoughts while conducting observation and interviews,
- Member checking and interviewing individuals more than once.

To ensure that the results were credible, the responses were tape recorded and the data were analysed. In the data analysis and discussion of results, verbatim quotes of participants were provided to substantiate the conclusions the researcher made. Learner participants and tutor participants from three centres were able to judge the credibility of the results in data interpretation and analysis by using member checking strategies.

To ensure that the study produced accurate and credible results, triangulation was used. Creswell (2014:283) define triangulation as a "process of validating evidence from different of sources, individuals or methods in qualitative research". In this study the researcher obtained valuable insight into ODL and SRL from the literature review. Additionally data was collected from tutors and learners at three different NAMCOL centers, through the form of individual interviews. Triangulation used in this study decreased the insufficiencies of single-source research by engaging three data sources (Creswell, 2014).

3.1.10 Dependability

The dependability of a study indicates the consistency of data collected (Poggenpoel & Myburgh, 2004; Shenton 2004). Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2011).

In this study dependability was obtained by means of the following steps:

- Interviews were tape-recorded (Audio trail) and transcribed. Evidence hereof can be found in Addendum J.
- In this study the researcher made use of an independent person to verify the codes and analysis of the data.

3.1.11 Confirmability

Confirmability of the study refers to the neutrality of the data (Poggenpoel & Myburgh, 2004). The researcher ensured confirmability in this study by:

- Asking for more participants in the study to review the accuracy of the research report (member checking).
- Reaching consensus between myself and an independent coder and analyser to confirm the authenticity of the qualitative findings which were reported.
- Including direct quotations in the findings to serve as confirmation.

3.1.12 Transferability

According to Bitsch (2005:85 as cited in Anney 2014:277) transferability refers to the “degree to which the results of qualitative research can be transferred to other contexts with other participants”. To ensure that transferability in this study was addressed, purposive sampling was used. Selected participants were in positions to provide valuable data for the research. Transferability was ensured during data description to generate the answer to the research questions. This process gave the researcher the ability to transfer the conclusion of inquiry to other cases or to repeat as closely as possible the procedure of this project.

Ethical aspects

Ethics is defined by Resnik (2010) as norms for conduct that distinguish between acceptable and unacceptable behaviour. Ethical principles as stipulated by Frankel and Wallen (2010) were

applied throughout this research project. These principles included: professional competence, professional relationships with participants, privacy and trustworthiness (Fraenkel & Wallen, 2010).

The necessary ethical applications were submitted to the North-West University's Ethics Committee and permission was obtained to commence with the research. The ethics clearance number is NWU-00272-16-A2 (see Addendum A).

All participants agreed to complete and sign the consent, providing the researcher with permission to participate in the research. The consent letters confirmed that participation was voluntary and participants could withdraw from the study at any time. The information gathered and the identity of the participants were treated confidentially. The participants were asked to give permission to be tape recorded during interviews. The researcher thoroughly explained beforehand the potential impact of the research. The dates for the interviews were set by the researcher and the participants to make sure that the schedule did not interrupt the teaching hours of the tutors and contact sessions of the learners.

Participants were assured that they would not come to any harm while participating in the research. Care was taken that no harm, risks, discomfort and frustrations were experienced by the participants during the research. All three centres had controlled access to the premises to ensure participants' safety in the premises.

Maree (2016) emphasises that before the research begins, the researcher has to be granted the permission first. In this regard permission was obtained from the following offices or participants:

- The Directorate of Education of the Ohangwena region.(Addendum C)
- The regional manager of NAMCOL. (Addendum D)
- The heads of centres. (Addendum E).
- Informed consent from all tutor and learner participants. (Addendum F and G).

SUMMARY

Chapter 3 provides a detailed discussion of the research design, the research paradigm and methodology used in this qualitative study. In this chapter population, sampling, data generation methods as well as the data analysis methods were described. Considerations pertaining to validity, trustworthiness and ethical aspects were discussed. The researcher throughout adhered to the ethical guidelines provided by the University.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

Introduction

In Chapter 2 the concepts self-regulated learning (SRL) and open distance learning (ODL), which formed a conceptual and theoretical framework for this research study, were presented. Learners in ODL are required to be self-regulated in order to cope with ODL demands and challenges. Chapter three presented the research methodology used in the study which included the: research paradigm, qualitative research approach, case study as strategy of inquiry, sampling strategy, data collection methods, data analysis, trustworthiness and ethical aspects of the study. As seen in Chapter 3, six individual interviews were conducted with six NAMCOL tutors and fifteen individual interviews with fifteen NAMCOL learners. All the interviews were transcribed and data were analysed using content analysis (Chapter 3, Addendum J).

This chapter presents the empirical findings of the study where by analysis of qualitative data (§ 4.2) and the findings of the qualitative data (§ 4.3) are discussed.

Process of analysis of qualitative data

The researcher followed the steps of Denscombe (2010) to analyse the data. According to Denscombe (2010) data analysis consists of five main stages which was applied in the data analysis of this study. These stages of data analysis include:

- Stage 1: Data preparation (transcribing text)
- Stage 2: Initial exploration of data (look for themes or issues, add notes to the data, write memos)
- Stage 3: Analysis of data (code the data, group codes into categories and themes, comparison, encapsulation)
- Stage 4: Representation and display of the data (write interpretations of findings and illustrations); and
- Stage 5: Validation of the data (crystallisation, validation, comparison with alternative explanation).

Firstly, all recorded interviews were transformed into a typed text (transcriptions), (Addendum J). In this study the researcher used content analysis to analyse the data collected from the participants during the interviews. To ensure trustworthiness in the study, an independent, qualified person was invited to check if the transcriptions had been done according to the protocol.

The participants were also given a chance to read through the transcribed interviews to see if what was transcribed was what they had said. None of the participants made any changes. This was done to ensure dependability in the study (§ 3.4.3).

During the next stage, the researcher manually organized six transcriptions for the tutor participants and fifteen transcriptions for learner participants, and explored the data by reading through the transcriptions over and over to understand the meaning of the data. Good analysis depends on the researchers' understanding of the data, which can be gained by reading and re-reading the text (Maree, 2016).

Thirdly, *a priori* codes were identified by the researcher from the literature review on ODL and Zimmerman's (2000) model of SRL (Maree, 2007). Fraenkel *et al.* (2015:478) state that a researcher can determine the categories and themes based on previous knowledge, theory and experience, before commencing with the analysing process. A thematic approach was used to identify sub-themes from the text, (see attached addendum K). In this study the researcher went back and forth through the transcribed interviews to identify patterns that emerged from the responses regarding students' self-regulation skills and their abilities to cope with the requirements of ODL. The codes were identified and highlighted in phrases later grouped to create main themes and sub-themes. The researcher categorised the coded data by grouping them together under their sub-themes, and this continued until all the coded data were analysed.

In the fourth stage, after detailed analysis, the researcher made judgements and conclusions on the findings. Lastly the data were validated and compared between learners and tutors.

The two main themes created in the data analysis were firstly ODL demands and challenges and secondly SRL skills. Table 4.1 below shows the sub-themes under the main theme ODL demands and challenges as well as the sub-themes of SRL skills.

Table 4-1: Sub-themes created from semi structured interviews with tutor participants

Sub-themes from ODL demands and challenges	Sub-themes from SRL skills
1. Tutor participants' perceptions of learners' time management	1. Tutor participants' knowledge of SRL
Tutor participants' perceptions of learners' financial resources in ODL	2. Tutor participants' perceptions of learners' motivation
Tutor participants' perceptions of learners' stress and anxiety,	3. Tutor participants' perceptions of learners' goal setting
Tutor participants' perceptions of learners' language barriers	4. Tutor participants' perceptions of learners' abilities to plan

Tutor participants' perceptions of learners' isolation	5. Tutor participants' perceptions of learners' abilities to take responsibility for own learning
Tutor participants' perceptions of learners' access to technology	6. Tutor participants' perceptions of learners' abilities to seek help
Tutor participants' perceptions of learners' support for learners	7. Tutor participants' perceptions of learners' cognitive learning strategies
Tutor participants' perceptions of learners' favourable learning environments	
Tutor participants' perceptions of learners' independent learning and dependency on tutors	

As indicated on the Table 4.1, under the first theme of ODL demands and challenges nine sub-themes were created on tutors responses. Under the second theme, SRL characteristics, seven sub-themes were created. The researcher believes that the sub-themes that were created are significant to answer the second sub-question regarding the perceptions of grade 10 NAMCOL tutors about learners' self-regulated learning skills to cope with ODL.

The following Table 4.2 shows the sub-themes created from the semi structured interviews with NAMCOL learners.

Table 4-2: Sub-themes identified from semi structured interviews with NAMCOL learners

Sub-themes on ODL demands and challenges	Sub-themes on SRL skills
1. 1 Learners' perceptions of their time management	1. 1 Learners' perceptions of their motivation
2. 1 Learners' perceptions of their financial resources in ODL	2. 1 Learners' perceptions of their self-efficacy beliefs
3. 1 Learners' perceptions of their stress and anxiety,	3. 1 Learners' perceptions of their goal setting skills
4. 1 Learners' perceptions of their language barriers	4. 1 Learners' perceptions of their planning skills
5. 1 Learners' perceptions of their Isolation	5. 1 Learners' outcome expectations of their studies
6. Learners' perceptions of their access to technology	6. 1 Learners' perceptions of their self-monitoring skills
7. 1 Learners' perceptions of support in ODL	7. 1 Learners' perceptions of their skills to seek help
8. Learners' perceptions of their favourable learning environment	8. 1 Learners' perceptions of how they take responsibility for own learning

9. Learners' perceptions of peer influence	9. 1 Learners' perceptions of their use of cognitive learning strategies
10. Learners' perceptions of their abilities to learn independently	10.1 Learners' perceptions of their self-evaluation skills

The Table 4.2 indicates ten sub-themes that were created under the second main theme ODL demands and challenges, and ten sub-themes under the second main theme, SRL skills were created. The researcher believes that the sub-themes that were created are significant to answer the third sub-research question on learners' perceptions of their own SRL skills to cope with ODL demands and challenges. In the next section the qualitative data analysis will be discussed.

Discussion and analysis of qualitative data

The data collected from the tutor participant interviews gave the researcher rich information to understand their perceptions of learners' SRL skills to cope with ODL demands and challenges. As already mentioned in this study two major themes were created; namely ODL demands and challenges and SRL skills. These two main themes were created based on the phenomena to be studied and they formed the umbrella for the sub-themes that were created. Some sub-themes have been created after the review of literature, while new emergent themes were identified during text coding of the transcribed interviews in the data analysis process.

The results of tutor participants' perceptions of grade 10 NAMCOL learners' SRL skills to cope with ODL demands and challenges will be presented firstly. Thereafter learners' perceptions of their own self-regulated learning skills will be presented. Verbatim quotes, printed in italics were used to provide a rich description of participants' perceptions and experiences. The researcher used pseudonyms codes placed after the verbatim quotations to represent the participants and their centres as follows: T1 C1 indicates the responses of tutor participant one from centre one and L1 C1 indicates the responses of learner participant one from centre one.

4.1.1 *Sub-themes created from tutor participants' perceptions of ODL demands and challenges.*

In the literature various authors identified the demands and challenges that ODL learners must cope with to be successful in ODL (See Chapter 2). The same demands and challenges identified in Chapter 2 were used as sub-themes to explore tutor participants' perceptions of grade 10 NAMCOL learners' abilities to cope with ODL. The nine sub-themes created under the theme demands and challenges of ODL are: time management, financial resources in ODL, stress and anxiety, language barriers, isolation, technology, support in ODL, favourable learning environment and lastly independent learning and dependency on tutors.

The different sub-themes that were indicative of tutor participants' perceptions of grade 10 NAMCOL ODL learners' abilities to cope with ODL will be discussed next.

4.1.1.1 Tutor participants' perceptions of learners' time management

It emerged from tutor participants' responses that time management is very important in completion of the tasks and assignments in order to succeed in NAMCOL. All tutor participants emphasised that good time management leads to success in all spheres of life. Most tutor participants indicated that learners do not manage their time as well as ODL requires them to do.

This is the response of one tutor participant:

You find the learner trying to finish the assignment on the due date. Some end up submitting their assignments although some questions are left unattended. (T1C1).

Another tutor agreed:

...we have realized that some of them they are doing assignments at the last minute. They come to submit and they are still sitting there writing... (T1C2).

Tutors also indicated late coming of learners to the contact session. Late coming is also a sign of poor time management which can result in poor performance because when learners are late they miss out on parts of a lesson:

Whenever they are coming either for lesson to say maybe the lesson is starting at 2 they are coming even 30 minutes after. (T2C3)

This sub-theme revealed that tutor participants perceive NAMCOL grade 10 learners to have poor time management skills. This finding is supported by Tapfumaneyi (2013) and Rao and Giuli (2010) who reported that many learners in ODL have difficulty to keep up with the due dates of their assignments owing to their workload at work or home (§2.6.2).

4.1.1.2 Tutor participants' perceptions of learners' financial resources in ODL

Finances can become a challenge and a barrier in ODL owing to costs learners are required to pay. Tutor participants have indicated that learners in NAMCOL travel long distances to go to their centres for contact sessions and to collect and submit their assignments, all of which require transport costs. Learners also struggle financially to look for information from the internet, because they have to pay fees at internet cafés. Similar to the financial situation of the NAMCOL learners in this study, Hummel (2010) reports that many ODL learners in rural areas learners are socio-economically deprived; coping with finances to study remains a big challenge to ODL

learners (§2.6.3). The following responses of tutor participants confirmed that many grade 10 NAMCOL learners struggle to cope with the financial demands of ODL.

One tutor indicated:

...Money for taxi and money to pay for internet café, so that part they are disadvantaged. (T1C2)

Another one added:

They just carry their babies and then when you ask they say nobody will taking care of the child in their absence and they cannot afford to pay a baby sitter. (T2C3)

Another tutor participant indicated:

... we end up telling them to go and buy the other relevant materials, they will tell you we do not have money.(T1C1)

This sub-theme revealed that many NAMCOL grade 10 learners are parents at a young age. They lack financial resources to buy additional study material which their tutors suggest, to pay for babysitters and for transport costs to attend classes. According to literature, many ODL learners are full-time employed adults with various financial responsibilities. In this case of grade 10 NAMCOL learners, financial challenges seem huge. Most of the learner participants do not earn salaries, are not employed and some have small children to care for, therefore they experience similar financial challenges as adult ODL learners. This finding is supported by Geduld (2011) who notes that many South African ODL learners, are battling with the hidden costs of ODL such as transport costs to attend contact sessions, payment for caretakers for their children and other dependants when they have to attend classes or write examinations. Therefore many NAMCOL ODL learners have to look for jobs to pay for their tuition fees and other costs associated with ODL, which in turn influences their time for studies (§2.6.3).

4.1.1.3 Tutor participants' perceptions of learners' stress and anxiety

Not coping with stress can negatively affect learners' performance. Tutor participants emphasised possible causes and the effects of stress on grade 10 NAMCOL learners because of their studies:

When they fail the subject or they do not understand it affects learners in a negative way. (T2 C1)

...uncertainty of whether going to pass, am I making it right, the uncertainty of also for the worries of life because as a teenagers they are also having responsibilities which can make them worry. (T1C2)

... the family cannot cater for their needs, as they are coming to our centre they are comparing themselves with the others who look better, they feel uncomfortable... (T2C3)

Another tutor explained:

Stress can affect learner's mental health and lead to poor performance. The level of difficulty of questions they find in the assignments or tests put them under stress. (T2C2).

Dealing with of stress and anxiety is a requirement to succeed in ODL, but the responses revealed that tutor participants believe grade 10 NAMCOL learners have difficulty in coping with stress and anxiety in their studies. Learners in ODL have to cope with difficult demands amidst their studies to succeed. According to the responses it can be concluded that many grade 10 NAMCOL learners experience stress and anxiety because of their fear of failure, the doubts they have about their cognitive abilities to succeed academically. It also seems that some learners are ashamed of their poor economic backgrounds, which might cause anxiety to fit in and belong with other more affluent learners. The perceptions of the tutor participants regarding grade 10 NAMCOL learners abilities to cope with stress and anxiety are supported by Silinda (2013) (§2.6.4).

4.1.1.4 Tutor participants' perceptions of learners' language barriers

Language of instruction has a crucial impact on learning. Language influences learners' comprehension of content, feedback from tutors and instructions to complete tasks. Some tutor participants indicated in their responses that language among NAMCOL learners is a problem since all their subjects are delivered in English and their study materials are also written in English. Grade 10 NAMCOL learners struggle to understand the content, because English is not their mother tongue.

One tutor participant indicated that:

...English is a concern worldwide. It is a challenging subject (T2C1).

Another tutor participant added:

...Their reading skill is too low. If they do read the book they do not understand at all enough for them to execute what the book is saying (T1C2).

Another one elaborated:

...Many of them can come back to class without doing anything, telling you they do not understand, they say the questions are difficult although you rephrased them (T1C1).

This finding is in agreement with Frans (2016) and Liping (2013) who assert that English language proficiency barriers impede many Namibian learners' academic performances in various subjects (§2.6.5). This sub-theme revealed that tutor participants perceive grade 10 NAMCOL learners to struggle to cope with the English language in ODL.

4.1.1.5 Tutor participants' perceptions of learners' isolation

Learners in ODL are physically, and socially separated from the institution, their tutors and fellow learners. Mafenya (2014) maintains that physical and geographical isolation in ODL causes learners to have poor contact with their tutors or other learners (§2.6.6). In the case of grade 10 NAMCOL learners, the geographical distances between learners and other learners also influence groupwork or pairwork assignments, opportunities to share ideas with other learners, or to get motivation from peers. The following responses of tutor participants indicate why they perceive grade 10 NAMCOL learners not to cope with isolation in ODL:

...They do not get time to contact each other or to come together due to other responsibilities and distance. (T1C2)

Another tutor participant explained:

What they found most hard is travelling long distances to centres, there are also economic challenges, there is a case of isolation, like when you want to give the work for one to do in pairs, and they will tell you I have no one to do it with because I live far away from the rest of the group. (T2C2).

This finding is supported by Laphalala and Makoe (2012) and Simpson (2012), who emphasise the need for human contact, constant support from family and peers, the importance of good emotional and social connections between tutors and learners to bridge the isolation (§2.6.6).

4.1.1.6 Tutor participants' perceptions of learners' access to technology

James et al. (2013:8) indicate that in the global networked society, ICT plays a role in facilitating open and distance learning to widen education to everyone (§2.6.7). Technology in ODL is used to assist learners to search for information on internet, using search engines, discussions with other learners on educational topics on various online platforms, and downloading of resources. Tutor participants indicated that many grade 10 NAMCOL learners have limited access to internet, lack of technological skills and devices such as smartphones and laptops in order to search for information related to their studies, still remain a challenge for many of them (§2.6.7). Tutor participants from centre 2 and 3 revealed that their grade 10 NAMCOL learners do not have access to internet facilities at their homes and lack technological skills. However tutor participants

at centre 1 indicated that their grade 10 NAMCOL learners do not have any challenges with access to technology and technological skills to help them in their studies.

The following responses were made by two tutor participants from centre 1:

Those who have background of using computers and other technologies they use to run to nearest library. (T1C1)

They have access to internet because we have wireless at school and it is for free. (T2C1)

The following responses were made by two tutor participants from centre 2 and 3:

...in our area technology devices are not that much accessible, maybe at some places but you have to pay for it and money is also a problem, money for taxi and money to pay for internet café. (T1C2)

Another one explained:

They are not having access to internet, unless those who are having Smartphone. We do have computers with internet but in most cases it is always occupied by full time learners. (T2C3)

Similar to the findings of Hummel (2010) who reports that ODL learners in some regions in Namibia do not have access to internet services to foster conducive and instructive learning from home (§2.6.7), the responses of tutor participants of centres 2 and 3 revealed that access to technology and technological skills are demanded by ODL, but is a challenge for some grade 10 NAMCOL learners. The conclusion can be made that some grade 10 NAMCOL learners do not cope with the technological requirements of ODL.

4.1.1.7 Tutor participants' perceptions of support for learners

Lack of support can be an obstacle to succeed in any learning setting but more so in ODL where learners are isolated from their tutors, institutions and fellow learners all from whom they can get necessary academic support for their studies. Lephalala and Makoe (2012) note that minimum interaction between the tutors and ODL learners can lead to poor performance, therefore ODL institutional support in the form frequent contact sessions is required (§2.6.9).

All tutor participants from the three centres indicated that they do support ODL learners academically. However from the various responses it could be concluded that the support offered varies among the tutors of the three centres.

This is what one tutor participant said:

I use to give them attractive materials that I use, I normally use to give them hand-outs well summarised, through giving them those well summarised hand-outs, they normally use to turn up. (T1C3).

Another tutor participant emphasised:

I tried by all means, after every assignment we discuss the solutions. I also gave them the proper way to answer questions, how they are supposed to answer them, and I even encourage them to make sure they first have to study and find out the information which is required for each question in the assignment. (T2C3)

Another tutor said:

...after the test, assignment result or an activity I provide feedback (T1C2)

The tutor participants' responses concur with the literature where Tait (2014) suggests various ways in which tutors can support the ODL learners to succeed (§2.6.9). From the responses it can be concluded that ODL learners have the advantage of supportive tutors who help them to cope with the cognitive and motivational demands and challenges of ODL.

However some tutor participants indicated that they have insufficient time to render support to grade 10 NAMCOL learners. The following quotations encapsulate the tutor participants' responses on the challenges of their own time to render extra support and learners' unwillingness to attend additional discussions:

... We also do not have enough time we just give them classes; sometimes I also invite some learners. But what I have seen no learner has come when the time I allocated for discussion. (T1C2)

Another tutor added:

We tutors are teachers for full time, we are just helping them after hours when we come to them without energy we mostly do less, we do not assist as much as it should be... (T1C1)

This sub-theme revealed that all the tutor participants are full time teachers at different schools. It seems their commitment to learners in their full time positions and after school hours tutoring at NAMCOL centres differs because of their workload. By the time they teach grade 10 NAMCOL learners they are already tired after a full day's work and the support given to grade 10 NAMCOL learners might be insufficient.

4.1.1.8 Tutor participants' perceptions of learners' favourable learning environments

Learners have to study in a favourable learning environment in order to concentrate on tasks and to study without interruptions. Learners' learning environments are influenced by the social and economic contexts in which they live and where they are interacting with peers and other people who could influence in their studies. Leka (2015) claims that when an individual learner associates with peers in a social context, he or she is exposed things to certain values, behaviours and opportunities through socialisation (§2.6.12). Peer and community influences can be positive or negative. For example, if a learner is exposed to alcohol use or abuse in a community or if a community does not value education, that learner might adopt the same behaviour he is exposed to. In the same vein Mbukusa (2009) reports that ODL learners are highly influenced by environmental variables such as their learning environments at homes, peers, workplaces and communities (§2.6.11).

Three tutor participants indicated that even though they do not know NAMCOL learners' learning environments, they assume, based on the socio-economic situation of Namibians in the region, that many learners lack good or favourable learning environments.

One tutor participant indicated:

...I do not think their home environment is conducive at all; they cannot get support from their relatives. But at the centre the learners use the full time learners' classes in the afternoon. The library we are having at this school is not free to learners in NAMCOL. (T2C2).

Some learners' learning environments are influenced by domestic duties, noise made by other family members and other responsibilities they have at home:

...Majority of them do assist with domestic duties, like looking after livestock, looking after their own or others' babies, but of course their duties sometimes could keep them away from attending class. (T2 C2)

The following tutor tried to explain how the social and economic contexts and learning environments influences learners' commitment to study.

...You might experience a person coming, but seems like the boy is drunk coming to sessions, they consume alcohol. (TIC3)

This theme revealed that tutors do not perceive grade 10 NAMCOL learners to have favourable learning environments and support at home. Banarjee and Kumar (2014) state that self-regulated learners should be able to manage and adapt their learning environments to concentrate optimally

(§2.12.2), but in the case of the grade 10 NAMCOL learners it can be concluded that it is not always possible for them to do so.

4.1.1.9 Tutor participants' perceptions of learners' independent learning and dependency on tutors

"Independent learning is very important as it provides freedom to the learners to learn autonomously by organising their learning environment and planning suitable learning strategies to succeed" (Onwe, 2013:126). In order to be successful in ODL, learners should work independently and try to cope with the challenges and demands of ODL (§2.6.13). However, if learners depend on their tutors for everything, they will not be able to control their environment and will be unable to set successful goals for their study.

One tutor participant explained that:

"They are too much on tutors. Because you give them something to do, an activity of 5 questions, many of them can come back to class without doing anything, telling you they do not understand." (T1C1)

Another tutor participant added:

What I observed they can arrive there, you can give them something to discuss for a while and you see that, they will just be waiting for your input first before participating. They take the information which they want; they come there as if they are empty vessels. (T2C3)

Even though Mafa, Mpofu & Chimenga (2013) point out that learners in ODL should work independently and take great responsibility of their own learning, (§2.6.13) this theme revealed that tutor participants do not perceive grade 10 NAMCOL learners as able to work autonomously to be academically successful.

In the next section tutor participants' perceptions of grade 10 NAMCOL learners' SRL skills to cope with ODL will be discussed.

4.1.2 Sub-themes on tutor participants' perceptions of grade 10 NAMCOL learners' SRL skills to cope with ODL

Another research aim was to explore the tutors' perceptions of grade 10 NAMCOL ODL learners' SRL skills to cope with the challenges of ODL. Seven sub-themes that were created under the theme: SRL skills to cope with ODL will be discussed next.

4.1.2.1 Tutors knowledge of SRL

Zimmerman (1989) defines SRL as the degree to which learners are metacognitively, motivationally and behaviourally active participants in their own learning process (§2.7.1). Tutors are required to know what SRL is and what it entails in order to develop and support their learners to be self-regulated in their ODL studies. In order to explore tutor participants' knowledge of SRL, the researcher asked them if they had ever heard of the concept SRL.

Four tutor participants revealed that they know what the term SRL means and that they know the characteristics of self-regulated learners as well.

This is how one tutor participant explained his understanding of SRL:

Self-regulated learning, it refers to the learning in which the learner or student have this self-control, self-monitoring, self-planning, self-motivation (T1C1).

Another one added:

SRL is when the learner is guiding himself toward his own study without too much attention on a teacher or tutor. (T1C2)

Another tutor participant elaborated:

...when learners are studying on their own, discovering and exploring things on their own and be in charge of the study as they are in NAMCOL. (T2C3).

Two tutor participants indicated that they had never heard of the term SRL before:

SRL it is a new concept to me (T2C1).

No, I am coming across it for the first time (T2C2).

This sub-theme revealed that four tutor participants have knowledge of SRL and the characteristics self-regulated learners should demonstrate. Even though two tutor participants indicated that they do not have knowledge of SRL, from the conversations during the interview it seems they know SRL by other names such as learner centred education and self-orientated learning.

The following are sub-themes and responses from tutor participants' about grade 10 NAMCOL learners' self-regulated learning behaviour.

4.1.2.2 Tutor participants' perceptions of learners' motivation

Motivation in ODL plays a major role in learners' academic success. Researchers like Simpson (2012) believe that learners who can sustain their motivation can successfully complete their studies, irrespective of barriers (§2.6.1). The following are responses to the question on how tutor participants perceive the motivation of ODL learners:

One tutor participant describes grade 10 NAMCOL learners' motivation in this way:

Their level of motivation is very less (poor); this is a result of the poor motivational background from home. (T1C1)

Another participant supported the view above:

I think their motivation level is not that much deep. Because you can just see the way they handle their study. Even though they are trying, I think maybe they do not have the technicality of how to do... to go about to about their study. (TIC2)

Tutor participants' responses revealed that many ODL learners lack motivation. They perceive some learners as individuals with low intrinsic and extrinsic motivation:

These learners lack motivation one can say they lose hope, maybe they are not impressed by others who have progressed further than them. (T2C3).

The responses of tutor participant T2C3 concur with the findings of Jain, (2015) who states that motivation develops through interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and the expectations of an individual (§2.6.1). It can be concluded that many of the grade 10 NAMCOL learners do not have expectations for academic success therefore they are unmotivated.

Tutor participants' also described the grade 10 NAMCOL learners as learners with low self-efficacy beliefs. The following are responses of two tutor participants:

... Learners have doubts if they will make it and they end up getting stress. Some use to ask me whether they will pass. (T1C3)

...even when you are talking to them they can tell you that they do not think they can make it, they are doubting their performance and perceive themselves with low self-esteem. (T2C1)

Another one elaborated:

When they fail the subject or they do not understand it affects learners in a negative way. (T1C1)

The findings of this sub-theme correspond with the findings of Zimmerman (2013) and Zumbrunn, Tadlock and Robert (2011) who state that learners with low self-efficacy beliefs and outcome expectations make less effort with their studies, which results in feelings of dissatisfaction and reluctance to continue with learning (§2.12.1).

4.1.2.3 Tutor participants' perceptions of learners' goal setting

Learners who are self-regulated set specific goals towards their studies and work hard to attain them. Gonzalez (2013) and Zimmerman et al., (2015) argue that learners who set proximal, specific, challenging goals and clear goals in their studies tend to study and practice better (§2.12.1). From the responses of tutor participants it seems they perceive some learners to have poor goal setting in their studies.

This is what one tutor participant stated:

...they are not ambitious and I always give them examples of people who make it through NAMCOL. (T1C1)

Another one added:

...Then they forget that they are learners because they are free, unlike full time learners and most of their time they embark on non-educational related activities. (T1C2)

Another tutor participant claims:

...They attend sessions just for a sake of saying I am a learner. But that learner sometimes uses to be busy attending to the cell phone during the contact lesson and use the eyes or ears to listen but these learners do not have full understanding of what they are aiming to achieve. (T2C3)

This sub-theme revealed that, according to the tutor participants' responses, many grade 10 NAMCOL learners lack goal setting skills and do not know which aspect of the work is important and which one is not. It seems that many grade 10 NAMCOL learners do not set educational goals in order to succeed (§2.7.1).

4.1.2.4 Tutor participants' perceptions of learners' abilities to plan

Zimmerman (2013:143) suggests that "planning is a key self-regulatory process and is a good predictor for success" (§2.12.1). On the question asked about learners' planning skills one tutor responded as follows:

...You can just see the way they handle their study. Even though they are trying, I think maybe they do not have the technicality of how to do... to go about to about their study. (TIC2)

This sub-theme revealed that most tutor participants perceive grade 10 NAMCOL learners to lack the self-regulated skills to do proper planning for their studies.

4.1.2.5 Tutor participants' perceptions of learners' ability to take responsibility for own learning

Bramucci (2013) maintains that self-regulated learners are active, self-aware participants in their own learning processes, capable of managing, directing and controlling themselves (§2.8). In contrast to Bramucci (2013) the responses below indicate that many of the grade 10 NAMCOL learners do not take responsibility for their own learning and still wait for the tutors' guidance to study. Four tutor participants perceive learners not to be ready to take responsibility for their own learning:

...they are required to study so sometimes they only depend on me, is the problem because if I am not there they will not make it. (T1C1)

...girls like visiting; they like making friends and pay less attention to their studies. (T2C1)

...they normally use to go play football instead of attending contact sessions. (T1C3)

...They are not serious and they tend to have many responsibilities, some are important some are not. Many of them they engage them self in using alcohol at bars, which means they spend most of their time at the bars drinking. The sportsmen spend their time on soccer, netball and so on, so the person can come from home and he or she will not attend school will just go to the soccer field and play. (T1C1)

This sub-theme revealed that the tutor participants perceive ODL learners not to be committed and responsible for their studies. From the responses it seems grade 10 NAMCOL learners, instead, value other things such as their social lives and sporting activities. It can be concluded that the grade 10 NAMCOL learners at the ages of 18-24 (see Table 3.1) are still not mature enough to take responsibility for their own learning.

4.1.2.6 Tutor participants' perceptions of learners' ability to seek help

In general learners do not always accomplish assignments or tasks on their own; they have to look for help from peers or tutors when needed. Mahasneh, Sowan and Nassar (2012) describe academic help-seeking as an important learning strategy that requires learners to take responsibility to obtain the necessary help or advice in situations they may come across in order to continue with their learning process (§2.12.2). Two tutor participants indicated that only a few learners seek for help from them to assist them with their academic tasks and progress. The ability to seek help is a characteristic of a self-regulated learner.

This is what one tutor participant stated about grade 10 learners' abilities to seek help:

You find a person come up with an essay and straight to you "Miss Can you poke out my problems? (T2 C1)

Another tutor participant added:

...maybe they were attending other subjects and they find out that you are still at the centre in that afternoon. They can come to you and then they ask you to assist, (T2C3)

There are some learners who do not seek for assistance during their studies, which affects their learning.

This tutor indicated that:

... even if you give them something to do, an activity of five questions, many of them can come back to class without doing anything telling you they do not understand, they say the questions are difficult. (T1 C1)

The sub-theme revealed that many learners look for help to aid their understanding of their subjects they are studying, as a self-regulated learner is required to do. On the other hand, some learners expect their tutors to analyse the tasks and point out their mistakes. These learners fail to reflect about their academic tasks in order to change their strategies and to improve their understanding. In contrast to literature (Barnajee & Kumar, 2014) which reports that self-regulated learners productively seek out information when needed and take the necessary steps to master such information and comprehend it (§2.12.2), the grade 10 NAMCOL learners' seem to lack these abilities to seek help. A possible reason that grade 10 NAMCOL learners are reluctant to seek help can be related to what Zimmerman and Moylan (2009) refer to as defensive strategies to avoid admitting their incompetence to do a task and to protect their self-esteem (§2.12.2).

4.1.2.7 Tutor participants' perceptions of learners' cognitive learning strategies

Tutor participants' responses indicated that they perceive grade 10 NAMCOL learners not to use different cognitive learning strategies to help them understand their tasks:

Modules, they do understand them a bit; they need more explanation from their tutor. (T1C3)

The next tutor participant elaborated:

...from their own performance in the assignments which they do with their modules, with the information provided instead of scoring 100% they are scoring even 50% (T2C3)

The sub-theme revealed that many learners have poor cognitive learning strategies to complete academic tasks on their own. This might also be the reason why these learners rely on tutors for more assistance to support their comprehension.

In the next section grade 10 NAMCOL learners' own perceptions of the demands and challenges they experience in ODL will be discussed.

4.1.3 Sub-theme on learner's perceptions on the demands and challenges of ODL

During the individual interviews with the learner participants they, gave their opinions on their own perceptions of their SRL skills which they use to cope with the challenges and demands of ODL. In order to address the third research question, ten sub-themes were created under the main theme namely learners' own perceptions of their : time management, financial resources in ODL, stress and anxiety, language barriers, isolation, technology, support in ODL, favourable learning environment, peer influence and peer learning. The themes were mostly similar to the challenges and demands tutor participants have identified in their interviews as well as the themes identified from literature.

4.1.3.1 Learners' perceptions of their time management skills

As already mentioned, time management is very important requirement in ODL. Some learners indicated in their responses that they have insufficient time to study and to attend sessions owing to other responsibilities. Here are some of their responses:

...I did not get time to study I just get on the house work instead of studying (L3C1)

...every time you are coming to the centre you may be late or you will be made late because of some work at home or else maybe some problems. (L5C2)

Some people calling you at that bar to come drink, once you go there; you go drink alcohol and once you come you are so drunk you would not continue with your chapter anymore (L5C2)

...You were drunk last night instead of studying you were drunk and today you are writing an examination, (L2C2)

The responses above are in contrast to the findings of Geduld (2011) who reports that the ODL learners in her study could manage to work in fixed routines and could still meet the requirements of ODL, because they worked regularly and constantly by organising their time well (§2.6.10). From the responses it can be concluded that some grade 10 NAMCOL learners are unable to efficiently manage leisure time, time to attend sessions and study time.

However a few other learner participants indicated that they do balance their study time well with their other responsibilities as ODL requires. The following learner participants indicated that they are aware of time management and that they plan their study programmes to achieve their goals (DiBenedetto & Zimmerman (2010) (§2.12.2).

One learner participant said:

I am also employed as a volunteer in Red Cross society but I manage because at the job, I only go when they call me. (L1C1)

Another one added

...put on a stop watch on your study, study, when one hour is over then it's just over and just have to go do something else. (L2 C2)

Another one described:

I have a study timetable where I write my time to start studying and time to relax and a for doing other things at home (L5C3)

This one stated:

I complete my assignments normally before the due date, I like doing my things earlier, studying earlier before exam, (L5C1)

4.1.3.2 Learners' perceptions of their financial resources in ODL

Financial constraints are reported as a barrier in ODL in literature as well as in the interviews with tutor participants. Many learner participants stated that they live far from their centres and that they spend money on transport to travel to their centres for contact sessions or other support services regarding their studies. In the following responses they described the demands and challenges that they experienced in ODL:

I use to travel long distance and sometimes I use to take a taxi so that I can reach here. I use to be late sometimes (L5 C3).

...When I go for contact sessions, I cannot afford the taxi, I just walk. (L4C3)

In addition this one added:

NAMCOL is very expensive; you have to spend money when registering (L2C2)

Another explained

...you have to pay N\$40-00 to go to Eenhana library, N\$40-00 to Ohangwena. It is a long distance. (L1C3).

The sub-theme revealed that learners lack money for transport to reach to their centres for all needed support and contact sessions. These findings are supported by Geduld (2014) (§2.6.3).

4.1.3.3 Learners' perceptions of their stress and anxiety

Inadequate time for studies, conflict with other responsibilities and low self- motivational beliefs have been identified by researchers in the literature as causes of stress among many ODL learners. From the responses below it is evident that learner participants' experience stress and anxiety because of their ODL studies. It can be concluded that most of the learner participants' have difficulty to cope with the stress and anxiety they experience.

One learner participant stated:

I use to get stress sometimes even by my family, this time you have to be too with your books but you have to do that, it can cause me stress sometimes you need a help but the tutor did not help. (L4 C1)

Another learner participant added:

Sometimes I want to go to the centre but tutor say that tomorrow we are going to do something very important and you do not have taxi money, I get stressed(L2 C3)

This learner participant elaborated:

...Like you find yourself writing like the final exam you find yourself writing in the 12th and again on the 13th you still write, you do not have enough time to study. You cannot change the timetable (L1C3)

The findings also revealed that two learners believe they are able to cope with stress and anxiousness alongside their studies. They regard stress and anxiety as part of life. They motivate themselves to move on.

This is what one learner participant stated:

... I do not really get stressed, I just take things easy as they are, if you put yourself in stress then another problem, you just have to be a stress free person even though everyone gets stress. (L2 C2)

In the same sentiment the next learner participant indicated:

...I just use to overcome it through motivating myself this will not be the end of the day, and this whole life is in life where there are challenges (L5C2

This sub-theme revealed that most of the grade 10 NAMCOL learner participants have difficulty to cope with stress and anxiety because of their ODL studies. Many grade 10 NAMCOL learners do not know how to cope with their situations where they are faced with stress from their families to do home chores, lack of resources and poor time management. This sub-theme revealed, in agreement with (Silinda, 2013), that ODL learners can get stressed due to academic workload and/or financial constraints, but they should be able to deal with stress to succeed in ODL (§2.6.4).

4.1.3.4 Learners' perceptions of their language barriers

The Commonwealth of Learning (2012) emphasises that the learning materials provided to ODL learners should be readable, learner friendly and motivating to read (§2.6.5), otherwise learners will experience comprehension and learning problems. Ferreira and Venter (2011) indicate that language problems cause communication and comprehension problems (§2.6.5), therefore learners need to be able to interpret their study material in a language that is understandable to them.

Most learner participants' responses indicated that they experience English as language of instruction as a challenge and a barrier in their studies:

I do not understand because some information is not clear and there are difficult words, and I cannot try to explain on myself. I use with my dictionary. (L2C1)

One learner participant who is repeating grade 10 said his/her previous experience in high school with the content of a subject helps him/her to understand:

I understand my material I did the subject before. Is more like a revising and learning that I did not get in full time. (L3C2)

The following response encapsulates the perceptions of most of the learner participants' views of studying in English:

...I do not understand, because some information is not clear and there are difficult words, and I cannot try to explain on own. (L2C1)

This learner participant's responses are supported by lipinge (2013) (§2.6.5) who reports on the general lack of English proficiency of Namibian learners and the negative effect poor English language proficiency has on learners' academic performances. From the many grammatical errors the learner and even tutor participants made in their conversations, during the interviews, it can be concluded that many Namibians are not proficient in English as a spoken language.

4.1.3.5 Learners' perceptions of their isolation

Isolation in ODL is a challenge because learners are geographically isolated from tutors, peers and the ODL institution. From the following learner participants' responses it is evident that they are struggling to cope because of the isolation and the little support from their own families:

...I am doing a subject where there is no tutor (L2 C2)

...I just study alone the problem is some peers are very far; there is long distance between our houses (L2C1).

...In our house is only me in grade 10, and my classmates, their houses are far (L1C2)

The learner participants identified the geographical separation between learners and other learners and their tutors as a challenge. The grade 10 NAMCOL learner participants, need the interpersonal face-to-face contact with other NAMCOL learners and the instructional contact with tutors in ODL Hummel (2010) (§2.6.6). It can be concluded that some learner participants find it difficult to cope with the isolation they experience. Some learner participants do not have opportunities to meet with their tutors and peers to discuss learning related matters, feedback and difficulties encountered in subjects which could help them to achieve academically (Simpson (2012) (§2.6.6). However, the learner participant responses in (§4.5.3.10) indicated that some learner participants do meet with peers on Saturdays to discuss learning related matters.

4.1.3.6 Learners' perceptions of their access to technology

The use of information and communication technology (ICT) plays a vital role in ODL. Many learners at centres 2 and 3 indicated poor technological skills and equipment in their following responses.

One learner participant stated:

...I do not know computer. (L1C2)

Another one commented:

...I do not even have a cell phone with internet. (L3C2).

These two learner participants added:

...no internet here, I am living too far from the town. I do not even have a phone that support internet. (L4C3 L2C2 L4C2)

In ODL, learners do not only depend on the available sources, that is why some learners travel distances to places which are well equipped with properly established infrastructure to accommodate wider access to information and communication technology (ICT), or they buy a phone that can access internet, but airtime is also a problem. In their responses they indicated that.

...if I manage to go to Ohangwena library there are computers (L1C3)

I use to have a simple phone so that I use to Google for information (L2C3)

In contradiction with the literature and above findings, all the learners at centre 1 revealed that they do have necessary skills when it comes to technology, and the nearby library gives training on ICT and the centre has computers too. In their responses one learner participant said:

At the library there are computers there; I will just make use of the computers to search for information. (L1C1)

Another learner participant asserted:

...once I visit the library, I can also come to use computer to look for information on internet. (L2C1)

Another learner participant added:

...library have a lot of books and some I did not get the information from books I can go to the computer and get some information from the computer going through the internet (L3C1)

Another learner participant elaborated:

...In the library if you need something from internet, they can give you a computer to search for that information (L4C1)

Another learner participant stated:

...We have a nearest community library there. It's very big; there are a lot of resources there. There are computers, (L5C1)

Even though Taylor (2010) reports that Namibia is one of the African countries which has good utilisation of ICTs infrastructure in education, many learners are still lacking technological skills to use ICT (§2.6.7). The sub-theme also revealed that the supply of electricity in the rural areas is a barrier to the use internet facilities.

4.1.3.7 Learners' perceptions of support in ODL

Bitegeko (2012) points out that ODL learners need support to strengthen their motivation, to help them develop effective study skills, and to assist them in tackling numerous personal, social, and academic problems in their learning journey (§2.6.8). This theme revealed that some learners do receive academic support from their tutors, family and friends:

...They use to give me transport money to go to the library, to go get my assignment from the centre. (L5C2)

...they give me space, they just understand about my study; they do not give me a lot of pressure. (L1 C1)

...My friends always encourage me to be self-confidence and you must believe in yourself. (L4 C1)

However the rest of the learner participants' responses indicated a lack of academic support from tutors across the three centres and their families:

...Sometimes our tutors, I do not know if they are tired, when you went to ask them question they cannot answer you in a good way. They just complain; go, we are tired, we use to come early and we knock off around five. (L1C3)

...They do not care about me because a school is far I use to walk a long distance they could not provide me with any amount of money even to take a taxi (L2C1)

...they insult me with bad languages like you fail grade 10, (L4 C2)

...not always tutors attend lesson. (L3 C2)

The findings on the academic support offered by tutors are in contrast to Tait (2014) who states that tutors should play an essential role in supporting their learners academically (§2.6.9).

4.1.3.8 Learners' perceptions of their favourable learning environment

Poor learning environments are barriers to studies because learners cannot concentrate in a distractive environment. Musingafi *et al.*, (2015) state that poor learning environments for ODL learners still remain an obstacle in ODL (§2.6.11). Most of the learner participants across the three centres indicated that they do not meet this requirement for ODL studies (§2.12.1).

One learner participant stated:

...I just use to study in the house and it can be some disturbances, because there are kids who make noise even though I think it is a safe place it is not, I just stop studying and when disturbance is not there, then I can go back to study (L2C1).

There is a main road near the school there are shebeens and bars, (L2 C2, L5 C2& L3 C3)

...I did not get time to read because there are some works in the house to be done. (L1C2)

I am always busy with my business of selling fish, prepare breads and ice. (L3C2)

One participant seems to have the ability to control external distractions:

...I do not study with a phone, because friends can text you. If you don't have a phone there is no way to text you or I just use to switch off my phone (L1C3).

ODL requires learners who manage and create favourable learning environments in order to succeed despite the challenges. This concurs with Chimpololo (2010) who refers to many ODL learners who have a lot of responsibilities and commitments at home, and they sacrifice part of their night time for academic work (§2.6.11). From the responses it can be concluded that most of the grade 10 NAMCOL learners' living and learning environments are not conducive to ODL studies.

4.1.3.9 Learners' perceptions of peer influences

Learners could be positively or negatively influenced by peers (§2.6.12). On the question wanted to know from learners how their friends influence their studies, the following learner participants' responses encapsulate the responses of a few other participants who are positively influenced by their peers:

...they motivate me to study hard like those who passed grade 10 last year, they told me that please try your level best you can make it. (L4C2)

Two learner participants indicated negative influences from the peers:

...They tell me can I stop to go to school, NAMCOL does not help me we have to go look for our job. (L4C2)

It is evident from many responses that peer influence has an effect on learners' motivation and academic performance based on how peers value studying. It can also be concluded from the participants' responses that peers are mostly beneficial to their studies and help them to achieve their goals. The findings in this sub-theme are supported by Olubunmi (2015) who reports that

when a learner interacts with peers with similar values and educational goals, it will benefit their studies (§2.6.12).

4.1.3.10 Learners' perceptions of their abilities to learn independently

Self-regulated learners can learn well on their own and with peers. Learner participants were asked whether they study with peers and how do they go about it. This is what learner participants said:

...we study in groups where we meet every Saturday somewhere in the village (L1C1)

I study with peers having a question that I do not understand I ask them. (L3C2, L5C3 L2C3)

Some learners indicated that they study alone for different reasons:

...I just study alone the problem is some peers are very far... (L2C1)

...I prefer to study alone because I am not a quiet person because I study talking, talking too much. (L2C2)

I do not like to study with too many people. Because sometimes you can have a study group but you cannot study well, you will just make stories. (L1C3)

Simpson (2012) emphasises that peer learning motivates learners to get support and experiences from others (§2.6.13). Similarly Karsenti and Collin (2012) found that self-regulated learners work collaboratively with others in order to succeed academically

(§2.6.13). This sub-theme revealed that most grade 10 NAMCOL learner participants have the self-regulated skill to know themselves well enough to make decisions whether to study alone or with peers.

4.1.4 Sub-themes on learners' perceptions of their SRL skills to cope with ODL

Under SRL skills ten sub-themes were created, namely learners' perceptions of their: motivation, self-efficacy, goal setting, learning strategies, outcome expectations, self-monitoring, help seeking, responsibility for own learning, cognitive learning strategies and self-evaluation. Learners' perceptions regarding their own SRL skills are discussed next.

4.1.4.1 Learners' perceptions of their motivation

Learners studying through ODL are required to be self-motivated and to have high self-efficacy beliefs in order to succeed. The following are two learner participants' responses on the question of what they do to keep themselves motivated to study:

...I have role models who motivate me to study, so I always look at them, and look at my fellow learners who are doing very well in their examinations... (L5 C1)

Another learner indicated:

...Because I failed my grade 10 I will now concentrate on my study to make it. (L1 C2)

The responses of the two participants above show that some learners are motivated by their peers' successes and their own previous failures. Despite failing grade 10, they made adaptive inferences which direct them to new and potentially better forms of self-regulation, such as changing goals, putting in more effort and concentration or choosing different strategies (§2.12.3).

However, some learner participants seem to lack motivation to study. They have difficulty to explain what they do to keep themselves motivated. This was evident in their responses:

...you do not even get much information like full time learners. Not always tutors attend this lesson (L3 C2)

These two learners elaborated:

Sometimes when I am ever studying I use to be tired and sometimes I do not want to touch some the books. (L3 C1)

Sometimes I am just feeling lazy, because no one to tell me to do so... (L4 C3)

From the responses above it can be concluded that because of past failures some learner participants like (L3 C2) demonstrate defensive behaviour in blaming external influences such as tutors and fatigue for their low motivation to study. This finding is supported by Zimmerman (2002a:68), who states that learners with low motivation and defensive behaviour will protect their images by task avoidance or being lazy (L4 C3). From a few other responses similar to those of L4 C3 it can be concluded that most grade 10 NAMCOL learners are externally regulated and still need to be told by teachers or tutors to study. Zumbunn et al. (2011) also report that learners who are positively motivated keep themselves on track toward learning goals and work hard to accomplish these (§2.12.1).

4.1.4.2 Learners' perceptions of their self-efficacy beliefs

Self-efficacy is a key variable of self-motivation. ODL learners must have confidence in their capabilities to achieve their learning goals on their own.

Three learner participants affirmed:

I am sure I will make it this year so that next year I will not be in NAMCOL (L5 C1, L5 C3, L4 C3)

Most of the other learner participants echoed low self-efficacy beliefs to successfully study through ODL, feelings of hopelessness and mistrust in ODL studies. The following responses encapsulate most of the learner participants' self-efficacy beliefs:

...I just want to give up... (L2 C1)

...I feel left out. I lost a lot, when I am doing this distance learning it is not really a good thing to do. My fellow learners, have moved on with their studies and I am like back, is still a long journey to go, so I can reach them, so I feel very bad. (L2C2)

These findings are supported by Bembenutty et al. (2015:14) who indicate that learners with low self-efficacy beliefs sometimes label themselves as incapable and incompetent to perform certain tasks (§2.12.1).

4.1.4.3 Learners' perceptions of their goal setting skills

Goals give learners direction and focus in their studies. Gonzalez (2013) reports that learners who have goals, are more likely to be motivated, to persist and to work hard towards attaining their goals (§2.12.1). The following are learner participants' responses to the questions on how they prepare for assignments and examinations. The researcher expected their responses to explain how they set their goals and plan for completion of assignments and examinations:

...I have the dream of good things, to be someone in my life. I want to help my families and my brothers, people in our community and building our country (L4C2).

...This year I want to pass this NAMCOL so that next year I become a full candidate (L4C3)

Zimmerman et al. (2015) state that learners should set proximal, specific, challenging and clear and realistic goals in order to achieve academically (§2.12.1). However, learner participants' could not to respond to explain how their goal setting give direction to their learning. The responses they gave rather reflected only their distant goals.

These findings are supported by Geduld (2016) who found that many low achievers and less self-regulated learners have passive dimensions of the self-regulation of learning processes. Passive regulation is evident when learners cannot give reasons for their learning behaviour and are an unaware of their roles in the learning process.

4.1.4.4 Learners' perceptions of their planning skills

Zimmerman (2013) views planning as a tool to enhance academic success. Planning is a sub-process of task analysis (§2.12.1). Many learner participants from all three centres indicated in their responses that they have good planning strategies; however they equate planning only with planning study time for examinations.

Nine learner participants indicated that timetables help them to plan:

I will just draw up a timetable to study (L1, L2 L4 L5 C1, L3 C2 L1, L2, and L5 C3)

Despite having timetables, a few learner participants indicated that they still have a problem to keep up with their planned time due to other responsibilities and end up not following their timetable. Learner participants did not mention how they plan resource strategies, learning strategies etc. Similar to their goal setting strategies their poor planning strategies can be attributed to passive dimensions of the self-regulation of learning processes (Geduld, 2016) (§4.5.4.2).

4.1.4.5 Learners' perceptions of outcome expectations of their studies

Self-regulated learners always hold positive outcome expectations of their studies (Zumbrunn et al., 2011) and put in effort to reach their goals and expectations (§2.12.1). A few learner participants' responses below indicated that they are indeed motivated by outcome expectations of their studies:

I have to make it this year, to be someone in future (L3C1)

I have the dream of good things, to be someone in my life. I want to help my families and my brothers, people in our community and building our country. (L4C2)

Zimmerman (2013) stated that learners with positive outcome expectations increase their efforts to learn to achieve their set goals (§2.12.1).

4.1.4.6 Learners' perceptions of their self-monitoring skills

Monitoring of own understanding is crucial in a learning situation in order to keep track of own performance. Zimmerman *et al.* (2015) state that self-regulated learners monitor their progress and learning during the volitional phase of SRL to make sure that they accomplish their set goals (§2.12.2). Most learner participant responses to the question of what they do to monitor their progress when they learn were vague:

...Before exam I make sure that I know everything in my summary and everything in my modules and I use to set test for myself so that I can... I can answer those test and makes sure that I answer all the question correct (L5C3)

...I use to study some months before exam so I have to revise (L3C1)

From the responses of learner participants it was clear that they cannot give explanations of different strategies they use to monitor their comprehension and progress. It seems most of the learner participants are an unaware of their roles in the learning process.

4.1.4.7 Learners' perceptions of their help seeking skills

Literature indicates the ability to seek help as a characteristic of SRL, and it is required for successful ODL too. Self-regulated learning requires learners who are able to seek assistance, information and support in order to succeed academically (§2.12.2). Learner participant responses indicated that most of them know how to seek help from different sources:

I can get those text books from full time learners and I can help myself. So like sometimes I go to the library and search for that question somewhere. (L5 C2)

Sometimes if I have some question that I do not understand I go to my friends or to the neighbours to help me, those people who already completed their grade 12 (L1 C2)

...I go and ask my tutors, my brother and someone I trust in our environment (L4 C2)

The responses above indicate that learner participants in this study have the SRL skills to seek help. However, they use help seeking and social support in two different ways. Only one participant (L5C2) indicated initiative to master the subject content and to learn on his/her own after receiving support with books from full time grade 10 learners. Most of the responses of other learner participants indicated their dependence on peers, learners who have already passed the course, and tutors. This finding is supported by Geduld (2016) who similarly reports that many struggling ODL learners rely on peers and lecturers for task analysis and ideas with strategies for completing the learning tasks before they try to do it on their own. This type of help seeking and/or assistance is ineffective if learners do not learn to take personal initiative and to make strategy adjustments after they have received help from peers, tutors, and experts (Zimmerman, 2002b).

4.1.4.8 Learners' perceptions of how they take responsibility for own learning

Mafa, Mpofo and Chimenga (2013) state that self-regulated learners take great responsibility for their own learning to succeed (§2.6.13). Taking responsibility for own learning implies that

learners must be able to decide when, what, where, and with whom to learn (§2.11). The following were responses of learner participants explaining how they take responsibility for their own learning:

...I do my assignment on my own and submit before due date. (L2C2)

...I wake up at 4 am and study, (L3 C1)

... I just have to read first before I attend my friends or my other work things. Normally I put myself first in a schedule (L2C2)

...I keep myself busy everyday reading and do my own activity (L4C2)

This sub-theme revealed that despite the challenges that most grade 10 NAMCOL experience, many of them are trying to take responsibility for their learning by doing their own assignments, managing time and by prioritising time for friends and studies.

4.1.4.9 Learners' perceptions of their use of cognitive learning strategies

Cognitive learning strategies refer to plans or techniques that self-regulated learners use to create meaningful connections between new information that they must learn and knowledge they already have in their memories about tasks (Zimmerman, 2000). Cognitive learning strategies are useful to help with the encoding and processing of information. Learner participants indicated that they use repetition, note taking, think-aloud and self-explanations, summarising, studying from model answers and previous question papers.

Whenever if I do not understand a question I have to repeat it (L3 C1)

I like reading those past examination papers and their answers are there behind the book. I go through the questions first and later on I go check the answers in the book to compare my answer with the ones that are provided at the end of the book (L5C1)

...I will make notes of question that are difficult to me (L3C2)

One learner participant said:

...When I am reading, I read out loud; that is how I learn. I am explaining to myself and I am also summarising my own work (L2C2).

Despite this participants' efforts, from the response of the same participant below, it seems he/she has problems to retain information in the with long term memory.

...I did a subject but some of the information you drop them out, so they are no more in you, even you try to remember what they meant what you were taught in full time, you cannot remember (L2 C2).

Another one said:

I leave a blank space, because things are difficult. (L1C3)

The responses of the two learner participants above are supported by Zimmerman (2000) (§ 2.13) who found that learning disabilities, such as cognitive problems in concentration, recall, comprehension, reading and writing are common dysfunctions associated with poor self-regulation. Learners with learning problems also tend to give up more easily like the learner participant (L1C 3) above.

4.1.4.10 Learners' perceptions of their self-evaluation skills

Self-regulated learners judge their performance based on the goals set in the forethought phase instead of depending on the results (Zimmerman, 2013). Self-regulated learners also assess their progress while busy with a task, for example they change their learning strategies to better understand (§2.12.3). The following three responses encapsulate the perceptions of most learner participants regarding their self-evaluation skills.

...I answer some questions in our module. In the modules there are some correct answers I check if I am correct (L4 C2)

...I set my own exam, and then I try to answer. Then I got it that I am okay. I verify with the summary book and booklet. (L2 C3, L5 C3)

...I close my book, to see if I can recognise (remember) what I read (L5 C2).

It can be concluded from the above responses that most of the participants use self-evaluation to evaluate how well they remember content. No participant referred for example how tutors' feedback help them to self-evaluate their comprehension, learning strategies or progress. From the responses it can be concluded that most grade 10 NAMCOL learner participants' self-evaluation skills need to be developed to improve their academic success.

In the next section the perceptions of tutor and learner participants will be compared to provide depth as well as to triangulate the data.

Comparisons between tutors' and learners' perceptions in the theme of ODL

Learners in ODL are required to be motivated and responsible for their own learning; to manage time efficiently; to be able to seek for help; to plan and monitor their study, to mention but a few, in order to cope with challenges and demands to succeed. In the following paragraphs tutors' and learners' perceptions from the data analysis are triangulated. The similarities and differences between the tutors' and learners' perceptions are presented.

Tutors indicated in their findings that learners have poor time management skills in their studies as they are unable to keep up with the due dates of their assignments and end up submitting incomplete assignments. Tutors also indicated in their views that sometimes learners arrive late to attend contact sessions (§ 4.5.1.1). Most learners indicated workload at home and at work as a cause of poor time management. Similar to tutors' views, a few learners also revealed problems with time management due to transport, domestic chores and far distances to travel (§ 4.5.3.1).

The findings on tutors' views about lack of financial resources in ODL are similar to learners' perceptions of their financial situation. Tutors indicated that learners are challenged financially as they have to pay for transport fees and internet facilities and baby sitters (§ 4.5.1.2). As for learners who stated that it is expensive to register at NAMCOL, transport money to reach to their centres or travel to the libraries is also a problem (§4.5.3.2) and (§2.6.3)

Tutors' perceive NAMCOL learners to experience stress and anxiety. They indicated that difficult questions in the test or assignment, financial problems and life responsibilities put learners under stress (§4.5.1.3). Similar to learners' views, transport costs and insufficient time to study during examinations because of consecutive dates to write examinations cause them stress and anxiety (§ 4.5.3.3). Most learner participants seem unable to cope with stress and anxiety; however, a few learners indicated that they use various strategies to cope with stress and anxiety in ODL (§ 4.5.3.3).

Tutors' perceptions revealed English as a challenging subject, and it is also a barrier that impedes on many grade 10 NAMCOL learners' academic achievement. Tutors indicated that learners sometimes do not understand what they are reading and ask the tutors to rephrase the questions to them (§4.5.1.4). English is used as a second language in rural areas in Namibia and it is a mammoth challenge to many learners (§ (2.6.5). Tutor and learner participants indicated that grade 10 NAMCOL learners struggle to cope with comprehension of learning content because of English as medium of instruction.

Tutors indicated in their responses that learners are isolated from peers and they find it difficult to do group work because they live far from each one another (§4.5.1.5). Similarly learners

indicated that isolation caused by geographical distances is a challenge. Some learners however seem to have overcome this challenge by organising groups to work over weekends (§ 4.5.3.5).

Access to technology and poor technological skills were also identified as challenges by both tutors and learners at some centres. The responses from the tutors (§4.5.1.6) and learners (§4.5.3.6) at centre 1 indicated the same: that there are computers at the centre and there is also a nearby community library where learners use internet facilities. Learners at centre 1 indicated that they use the nearest library to search for the information (§4.5.3.6), in contrast with tutors (§4.5.1.6) and learners (§4.5.3.6) from centres 2 and 3 who revealed that learners have limited internet access to search for information. The available technology facilities only benefit full time learners of the secondary school. Some learners even responded that they do not know computers, and some said that they do not have smart phones to be able to be connected to internet. In their responses tutors (§4.5.1.6).and learners (§4.5.3.6) from centres 2 and 3 indicated lack of libraries or internet cafes at the centre or in the area.

Tait (2014:8) urges tutors to take the role of supporting their learners academically in various aspects of the learning process very seriously (§ 2.5).Tutors perceive themselves to be giving academic support to learners by teaching, providing them with additional learning materials and giving feedback after assignments and tests. Learner participants' perceptions differ pertaining to the support they receive from tutors. Only a few learners indicated that they get support from tutors (§ 4.5.1.7). In contrast with tutors' views, some learners indicated poor support from some of their tutors because tutors complain of being tired and sometimes do not attend the lessons (§4.5.3.7). One learner indicated there is no tutor to help in a subject (§4.5.3.5). As tutors indicated in their responses, the reason for this poor support could be that tutors are also full time teachers; subsequently they may not provide as much support as learners require because they are tired (§ 4.5.1.7).

Favourable learning environments were also indicated by both tutor and learner participants as presenting a challenge. Tutors revealed that learners take care of livestock, do babysitting and some engage in drinking at bars which has a negative influence on their studies (§ 4.5.1.8). Similar to the tutors' views, some learners also indicated that there are bars in the area and some also complained about the road which is close to the centre that causes some distraction when they come for contact sessions. Some learners indicated lack of conducive learning environment at home owing to disturbances of siblings and family members (§4.5.3.8). Some learner participants indicated that they can manage their learning environments by moving away from distractions, sending children away, and avoid disturbances by friends by turning off their cellular phones (§4.5.3.8).

ODL requires independent learning, but tutors perceive grade 10 NAMCOL learners to be unable to cope with independent learning. They think the learners depend more on tutors for task analysis, comprehension of English instructions and vocabulary and guidance to complete tasks. Tutors indicated that many learners just wait for tutors' input first before they begin to work (§4.5.1.9). Learner participants had different perceptions of their abilities to work on their own and to take responsibility of their learning. Many learner participants indicated that they work on their own and with peers for support and to help one another with comprehension of the learning content (§4.5.3.10).

Comparison between tutors' and learners' perceptions of learners' SRL skills to cope with ODL

All tutor participants indicated that many learners lack motivation, and that it presents a barrier to their study. Learner participants' perceptions of their motivation to study differ. Tutors indicated that learners' motivation levels are low, and that they do not even get inspired by others who made it through NAMCOL. Some learner participants indicated they are actually motivated by other learners who have succeeded academically. Some tutor participants also indicated that some learners convey to them their own self-doubt to pass grade 10 in NAMCOL (§4.5.2.2). However, most learners' responses indicate low motivation and expectancy for academic success. The reasons they give are not getting enough support and information as full time learners; problems with English, and understanding learning content. Some indicated that they are very lazy to study and some complained of long distances to the centre (§4.5.4.1). Most of the learners' responses also indicated lack of self-efficacy, and they want to give up on their study because they feel left out while others have progressed further (§4.5.4.2).

Tutors indicated that learners do not set goals or plan for their studies. They are not committed, do not attend contact sessions or merely attend for the sake of attending and engage themselves in non-educational related activities like sports and socialising with friends (§4.5.2.3). In contrast to tutor participant views, most grade 10 NAMCOL learners' do not perceive these similarly. They indicated that they set goals for their studies and study very hard before examinations (§4.5.4.3).

Barnajee and Kumar (2014:331) and Andrade (2012:126) emphasize that help seeking is a positive strategy that helps self-regulated learners to learn, especially when they realize they have difficulty in learning, completing learning tasks and accomplishing goals. Tutor participants indicated that they do offer additional help, but then learners do not turn up. They think learners mostly seek for help to assist them with understanding, but that learners do little to first try and find solutions themselves. It seems they perceive grade 10 NAMCOL learners as learners who want to be spoon-fed (§4.5.2.6). Most of learner participants' responses indicated that they have the ability to seek help from peers and tutors on topics and questions that they do not understand

(§4.5.4.7). Self-regulated learners should be active participants in their own learning processes. Tutors revealed in the responses that many learners are not taking responsibility of their own learning because they depend on tutors for everything (§4.5.2.5).

Tutor participants perceive grade 10 NAMCOL learners not to be committed, nor focused on studies. They indicated that some learners are involved in activities that do not relate to their studies (§4.5.2.5). Similar to tutor responses, some learner participants admitted it (§4.5.4.8).

Tutor participants' responses indicated that learners lack cognitive skills to understand their tasks and to employ various strategies in learning. They revealed that many learners are not able to understand their material on their own, but need more explanation from tutors (§ 4.5.2.7). In contrast with most of the learners' views, tutors indicated that they use cognitive learning strategies such as repetition, note taking, thinking-aloud and self-explanations, summarising, studying from model answers and previous question papers in their studies (§ 4.5.4.9). Some learners indicated that they have problems to retain information in the long term memory (§ 4.5.4.9).

Table 4.3 provides a summary of tutors' analysis and learners' analysis in ODL and SRL.

Key

√- able to cope / have self-regulated learning skill

X- unable to cope/ not have self-regulated learning skill

Table 4-3: Comparisons of tutors' analysis and learners' analysis in ODL and SRL.

Tutors' perception		Learners' perceptions	
Theme: ODL	Coping with ODL	Theme: ODL	Coping with ODL
Sub-theme			
Time management	X	Time management	X
Financial, resources in ODL	X	Financial resources in ODL	X
Stress and anxiety	X	Stress and anxiety,	√
Language barrier	X	Language barrier	X
Isolation	X	Isolation,	X
Technology	X	Technology	X and √
Support	√	Support	x
Favourable environment	X	Favourable learning environment	X
		Peer influence	√

Tutors' perception		Learners' perceptions	
Independent learning and dependency on tutors	x	Independent learning and Peer learning	√
Theme: SRL	Self-regulated learning	Theme: SRL	Self-regulated learning
Sub-theme			
Knowledge of SRL	√		
Motivation	x	Motivation	x and √
		Self-efficacy	x
'Goal setting	x	Goal setting	√
Learning strategies	x	Planning of learning strategies	√
Responsibility for own learning	x	Responsibility for own learning	x and √
		Outcome expectation	√
		Self-monitoring	√
		Time management	√
Help seeking	√	Help seeking	√
Cognitive learning strategies	x	Cognitive learning strategies	√
		Self-evaluation	√

SUMMARY

This chapter presents the qualitative data collected from 21 participants in ODL through semi-structured individual interviews from three selected NAMCOL centres. The presented data provide the perceptions of the tutors and learners in ODL regarding learners' SRL skills to cope with ODL. The research findings in ODL and SRL were presented in thematic way. Finally a summary of the perceptions of tutor and learner participants was compared in order to provide further depth as well as to triangulate the data.

In the next chapter the research question is addressed and the conclusions and recommendations are made from the data analysis.

CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS

Introduction

The previous chapter (four) gave the content analysis of the research. The themes and sub themes identified were discussed. This chapter outlines the summary (§5.2), the findings (§5.3) in the line with three research questions. To answer the three research questions, perceptions of tutors and learners' SRL skills in coping with ODL challenges within the NAMCOL centres in Ohangwena region were explored. Recommendations are formulated according to the findings of the investigation and from the literature review (§5.4). The chapter concludes with the limitations of the study (§5.5).

Summary of the research

This section provides the summary of various chapters of this research. **Chapter 1** introduced the study of grade 10 Namibian College of Open Learning (NAMCOL) learners and their self-regulated learning skills to cope with the challenges of open distance learning. The chapter first presented the research problem and motivation for the study (§1.2), followed by the clarification of the key concepts used in the study (§1.3). The research questions (§1.4), aims and objectives of the study (§1.5) were clearly specified. The theoretical perspectives of the study were outlined (§1.6), which were then followed by the research methods used in the study (§1.7) whereby research design (§1.7.1), strategies of inquiry (§1.7.2), and sampling strategy (§1.7.3) were indicated together with data collection (§1.8) and methods of data analysis (§1.9). Trustworthiness of the research (§1.10) as well as the ethical considerations (§1.11) were also explained in this chapter. Furthermore the chapter indicated the contribution of the study (§1.12), summary of the study (§1.13), and the outline of chapters (§1.14).

Chapter 2 provided the literature on the two main concepts of the study which are open distance learning (ODL) and self-regulated learning (SRL). The first part of this chapter gave the review of the literature about ODL. Various definitions of ODL (§ 2.2.), generations of distance education (§ 2.3) values and benefits of ODL (§ 2.4) tutors' involvement in ODL (§ 2.5) demands and challenges of ODL (§ 2.6) were discussed in this chapter. Self-regulated learning (§ 2.7) was discussed in the second part of this chapter. SRL provides the base for motivation in all areas of life and has a vital impact on learning and academic achievement. The chapter further provided different definitions of SRL (§ 2.7.1) from different authors, the characteristics of a self-regulated learner (§ 2.8) and various models of SRL (§ 2.9) were also part of this chapter. Theoretical framework and conceptual framework (§ 2.10) was also described. Furthermore, conceptualisation of ODL within the framework of SRL (§ 2.11) was also part of the chapter to provide the interrelation between the two concepts. Zimmermann's (2000) three phase cyclical

model of SRL (§ 2.12) were also presented. Finally, factors that influence learners' use of self-regulated learning skills (§ 2.13) were discussed.

In Chapter 3 the methodological aspects of the investigation were presented. Methodological aspects included the aims of the empirical research (§ 3.2), research methodology (§ 3.3.), research paradigm (§ 3.3.1), research design (§ 3.3.2), strategy of enquiry (§ 3.3.3), population and sampling (§ 3.3.4), data collection method (§ 3.3.5), data collection procedure (§ 3.3.6), and data analysis. (§ 3.3.7). Furthermore, the trustworthiness of the data was explained in the chapter (§ 3.4). Interviews were audio-recorded for purposes of record keeping and trustworthiness of the research. The individual interviews were transcribed and verified by an independent individual and later analysed. The coding process was done manually. The ethical issues (§ 3.5) of research were adhered to during the course of the study. The chapter concluded with summary (§ 3.6).

Chapter 4 presented the empirical findings of the study. The analysis of qualitative data (§4.2); and the findings of the qualitative data (§ 4.3) were discussed. Data were triangulated and the comparisons between tutors' and learners' perceptions in the theme of ODL (§ 4.6) and in theme of SRL (§ 4.7) were presented.

Chapter 5 now presents a summary of an integrated interpretation of the research. It also presents the findings of the literature review reported in Chapter 2 as well as the findings from the data analysis made in Chapter 4. This chapter presents an in-depth examination of all the themes identified. It also presents proposed recommendations and limitations of the study.

Findings of the research

The main research question in this study was:

Do grade 10 NAMCOL open distance learners have sufficient self-regulated learning skills to cope with the challenges of open distance learning?

In order to answer the main research question it was broken down in sub- research questions (§ 1.4).

4.1.5 Findings with regard to the first sub research question (§ 1.4).

- *To what extent do the grade 10 learners of NAMCOL meet the requirements of ODL according to literature?*

The first research aim was to determine to what extent the grade 10 learners of NAMCOL meet the requirements of ODL according to literature. The answer to the first sub-question is based on the literature review in Chapter 2, the responses of tutor participants regarding grade 10 NAMCOL

learners' abilities to cope with ODL challenges and demands, and the responses of grade 10 NAMCOL learners regarding their abilities to cope with the demands of ODL (§ chapter 4).

According to literature ODL requires learners to be motivated (§ 2.6.1), to have self-discipline to manage their time (§ 2.6.2), to have financial resources to cope with the costs of studying through ODL (§ 2.6.3) and to have the abilities to cope with stress and frustration caused by ODL studies (§ 2.6.4). Many researchers highlighted the important requirement of English language proficiency (§ 2.6.5), the challenges of studying in isolation (§ 2.6.6) and the demand of access to technology and possession of technological skills in ODL studies (§ 2.6.7). Literature also revealed that in order for learners to cope and to be academically successful in ODL, they require different types of support in their studies: institutional support from the ODL institution (§ 2.6.8), academic support from tutors (§ 2.6.9), and community and family support (§ 2.6.10). To cope with ODL studies learners should also have the skills and abilities to cope with various home, workplace and community variables that influence their time and commitment to their studies (§ 2.6.11). When peers do not share the same education values and goals of ODL learners, they can distract ODL learners and become negative influences (§ 2.6.12). Lastly various researchers indicated that the learners' skills to be self-regulated and to study independently through ODL, is a prerequisite to cope with ODL and to achieve academically (2.6.13).

Coping can be defined as “constantly changing of cognitive and behavioural efforts to manage specific external and internal demands, regardless of whether the outcomes are positive or negative” (Folkman & Lazarus, 1985, as cited in Donnallen, Havey, Hickey & O'Neill, 2006).

In this study coping refers to the cognitive and behavioural efforts of grade 10 NAMCOL learners to achieve academic success in their studies.

Motivation (§4.5.4.1)

Motivation is a requirement of a self-regulated learner in ODL. The findings from tutor participants revealed that many ODL learners lack motivation. Tutor participants perceive some learners as individuals with low intrinsic and extrinsic motivation owing to poor motivation background from home (§4.5.2.2). Tutor participants' perceptions also revealed that many grade 10 NAMCOL are not motivated by successes of previous learners from NAMCOL. On the other hand a few learner participants' responses revealed that some grade 10 NAMCOL learners are motivated to a small extent. They indicated that they are motivationally inspired by other learners who succeeded in NAMCOL. Most of the learner participants revealed a lack of motivation because of their past failures. They blame their lack of motivation on tutors for not taking the role of full time teachers, and on themselves for being lazy and postponing tasks and feeling too tired to study (§4.5.4.1). These findings are supported by Zimmerman (2002) who states that learners with low motivation demonstrate defensive behaviour and will protect their images by task avoidance (§2.12.1).

Self-discipline to manage time (§ 2.6.2)

The literature revealed that time management is challenging in ODL and that it can be a barrier to learners' academic performance if they do not know how to manage their time (Tapfumaneyi, 2013). Tutor participants perceived many ODL learners as experiencing difficulty in balancing study time, leisure time and time for work responsibilities.

In the findings all tutor participants indicated that grade 10 NAMCOL learners have poor time management skills therefore they do not cope with ODL studies. The tutor participants perceived poor time management skills in grade 10 NAMCOL learners because they have experienced many learners submitting their assignments after the due dates, or sometimes they submit incomplete assignments. Tutors have also indicated that learners are given enough time to complete their assignments (§4.5.1.1). Both tutor and learner participants mentioned late-coming at contact sessions as an example of poor time management; this may also be owing to other responsibilities that could delay them (§4.5.1.1; §4.5.3.1).

Findings revealed that many ODL learners lack time management skills to accomplish their tasks and balance their study time with other responsibilities. According to learner participants' own perceptions of their abilities to cope with ODL, they revealed that they spend their time at the taverns instead of studying (§4.5.3.1). It is therefore concluded that these learners do not meet the requirement of ODL to manage their time.

Financial resources in ODL (§ 2.6.3)

Financial resources is a challenge and barrier for many learners to succeed in ODL. As Geduld (2014) notes, in ODL learners are suffering because of financial costs like transports costs to attend contact sessions and paying for caretakers when learners have to attend classes or write examinations (§2.6.3). Likewise some grade 10 NAMCOL learners experience financial constraints and have to look for jobs to pay for their study costs.

The findings from the research revealed that many grade 10 NAMCOL students do not cope with financial costs in ODL. Tutor and learner participants indicated that learners in NAMCOL travel long distances to go to their centres for the contact sessions, to collect and submit their assignments which require transport costs (§4.5.3.2). The findings from tutor and learner participants from centre 2 and 3 further revealed that learners from centre 2 and 3 struggle to look for information from the internet because they have to pay fees at internet cafés and buy material as tutors request, therefore finance is a challenge to them (§4.5.1.2). Hummel (2013) supports the finding by noting that many ODL learners in Namibian rural areas learners are socio-economically deprived and coping with finances to study remains a big challenge to them. (§2.6.3).

Coping with stress and anxiety (§2.6.4).

The literature indicated that stress is a challenge in ODL and can become a barrier if not handled properly, therefore the coping with stress and anxiety is a requirement to succeed in ODL. The findings from tutor participants' perceptions revealed that many of grade 10 NAMCOL learners have difficulty in coping with stress and anxiety in their studies. Tutor participants indicated that many ODL learners get stressed when they experience or encounter difficult questions in the assignments or exams, are uncertain if they will pass or when they experience poor family support (§4.5.1.3). Geduld (2013) reports that stress, insecurities, low self-efficacy beliefs and frustration in many cases are caused by ODL learners' disruption of their formal education and their uncertainty about the adequacy of their knowledge to succeed.

This was confirmed by the grade 10 NAMCOL learner participants who named the following reasons for their stress and anxiety: fear of failure, doubts about their cognitive abilities to succeed academically, poor support from family to assist with taxi money and tutors' support.(§ 4.5.3.3). Shame about their poor economic backgrounds, not fitting in and not belonging with other more affluent learners also cause stress and/or anxiety (§4.5.1.3). Many Grade 10 NAMCOL learner participants revealed that they find it hard to cope with ODL, because they are faced with stress from their families about home chores, lack of resources and poor time management (§4.5.3.3). Silinda (2013) supports this finding, stating that academic workload, financial pressures, employment needs, or problems to manage time are the causes of stress among ODL learners (§2.6.4).

Language barriers in ODL (§2.6.5)

Language barriers can impede communication and comprehension in any learning process. Tutor participants perceived that learners do not cope with language barriers in ODL; they revealed that whenever learners are given some task to do they come back without having done it, claiming that they do not understand, it is difficult (§4.5.1.4). Tutor participants also revealed that most of Grade 10 NAMCOL learners have poor reading skills and are unable to execute what they are tasked with owing to low comprehension skills (§4.5.1.4)..

Except for one learner participant who indicated that she understands her study materials well, the other learner participants indicated that they do not cope with the English language instruction and study material because they have problems with understanding the difficult vocabulary used (§4.5.3.4).

From the many grammatical errors learner and even tutor participants made in their conversations, during the interviews (§ Addendum J and Chapter 4), it can also be concluded that many Namibians are not proficient in English as a spoken language (§4.5.3.4). This finding is supported by lipinge (2013) who claims that English language proficiency is a barrier to many

Namibian ODL learners and has a negative effect on learners' academic performances (§2.6.5). Similarly to the findings of Lipinge (2013) it can be concluded from tutor and learner participant responses that most Grade 10 NAMCOL learners struggle to cope with English language in order to achieve academic success.

Isolation (§ 2.6.6).

Mafenya (2014) reports that many learners in ODL are physically, emotionally and socially separated from the institution, their tutors, and their fellow learners. Both tutor and learner participants indicated that most of Grade 10 NAMCOL learners live far from their centres, their tutors and sometimes from their own families for constant support. Tutor participants further revealed that the separation between learners and other learners also influences groupwork or pairwork assignments, opportunities to share ideas with other learners or to get motivation from peers (§ 4.5.1.5).

Based on the findings, only a few Grade 10 NAMCOL learner participants indicated that they can cope to a lesser extent with isolation in ODL, because they meet with other learners during weekends in the village to study together (§4.5.3.10). Most learner participants revealed that they find it difficult to cope with the isolation they experience. They believe they could have achieved better but they are not close to tutors and peers to discuss learning related matters, feedback and difficulties encountered in subjects which could help them to achieve academically (§ 4.5.3.5). Laphalatala and Makoe (2012) and Simpson (2012) support the findings by emphasising that learners need human contact, constant support from family and peers, the importance of good emotional and social connections between tutors and learners to bridge the isolation (§2.6.6).

Technology (§2.6.7)

Technology assists learners to search and download information from internet and discuss educational topics with other learners or tutors through different online platforms. Technology also helps to bridge the issue of isolation in ODL. The findings of this study regarding the views of the tutor and learner participants from centre 1 and 2 revealed that many grade 10 NAMCOL learners do not cope with lack of technological skills and limited access to internet at their centres (§4.5.1.6).

Most grade 10 NAMCOL learner participants from centres 2 and 3 revealed that they do not cope with lack of technology skills, no access to internet facilities at their homes and poor technological devices, as they have indicated that they do not have smartphones and/or laptops in order to search for information related to their studies (§4.5.3.6).

In contrast, both tutor and learner participants from centre 1 revealed that many grade 10 NAMCOL learners are coping to some extent when it comes to good technology; they have

technological skills, equipment and a nearby library. Tutor and learner participants revealed that they are at an advantage pertaining to the ICT facilities because they are located in the semi-urban area where learners can get internet facilities and have access to the library (§4.5.1.6; §4.5.3.6).

Similar to the findings, Hummel (2013) confirms that in some regions in Namibia many ODL learners do not have access to internet services to foster conducive and instructive learning from home (§2.6.7). So accessibility and affordability of ICT equipment is concluded as a huge challenge at the centres that are situated in rural areas in Namibia. Naidoo, (2012) and Geduld, (2011) further support the finding by reporting that in ODL many learners experience challenges with possession of information technological resources, poor infrastructure to use and maintain ICT, and technological skills to use the available ICT (§2.6.7).

Support in ODL (§ 2.6.8; 2.6.9; 2.6.10).

Supporting learners in their learning journey is a vital role that tutors need to fulfil to enhance academic success. It is revealed from the tutor participants' views that most of grade 10 NAMCOL learners have the advantage of their support to help them cope with their studies. Most of tutor participants indicated in the findings that they give academic support to learners by teaching, providing them with additional discussion time if needed, additional learning materials and by giving feedback after assignments and tests (§4.5.1.7).

In contrast to the tutor participants' views, most of grade 10 NAMCOL learner participants revealed that they do not cope with lack of support from tutors and they do not get sufficient academic support from tutors to cope motivationally and cognitively with the demands and challenges of ODL. Learner participants also indicated that tutors sometimes do not attend their lessons and always complain of being tired (§4.5.3.7). This could be true about the tutors because tutor participants cited that they are also full time teachers and the time they spend tutoring grade 10 NAMCOL learners may not be sufficient (§4.5.1.7). Tutors teach full time learners in the morning and continue with grade 10 NAMCOL learners in the afternoon (§3.3.4.1).

In the findings one Grade 10 NAMCOL learner participant from Centre 2 revealed that he/she is not coping with poor support in his/her studies because there is no tutor for a subject he/she registered for (§4.5.3.5). Some learner participants revealed that they get support from their friends and family which helps them to cope to a small extent with ODL. They indicated that friends encourage them to study and family or relatives provide them with transport money and space to study (§4.5.3.7). A few learner participants experience poor support from family, which they blamed for failing grade 10 previously. Few other learner participants indicated that they are coping well with ODL. The findings indicate that the grade 10 NAMCOL learners in this study have different levels of support in their studies. Some of them receive support, but it seems the majority

need support from tutors and family. Lephhalala and Makoe (2012) emphasize that minimum interaction between the tutors and ODL learners and infrequent support can lead to poor performance (§2.6.9), therefore Tait (2014) emphasises that tutors should use various supportive ways as indicated in chapter 2 to assist ODL learners to succeed (§2.6.9).

Independent learning and dependency on tutors (§ 2.6.13)

Autonomous learning is a demand in ODL that learners are required to cope with in order to succeed. Mafa, Mpofu and Chimenga (2013) indicate that learners feel that there is a demand that they work autonomously, plan suitable learning strategies and take responsibility for their own learning to succeed (§ 2.6.13). Most of tutor participants indicated in their views that many grade 10 NAMCOL learners are unable to cope with studying independently in ODL. Tutors perceive grade 10 NAMCOL learners to be too dependent on tutors. They wait for the tutors' inputs and rely on tutors for comprehension and task analysis (§ 4.5.1.9).

Findings indicate that grade 10 NAMCOL learners are to a large extent dependent on tutors and struggle to study independently.

Favourable learning environments (§ 2.6.11).

Learning environments can be obstacles to learning if they are not conducive. Mbukusa (2009) states that learners are highly influenced by environmental variables such as their learning environments at homes, peers, workplaces and communities (§ 2.6.11). Most of the grade 10 NAMCOL learner participants revealed that their living and learning environments are not conducive for studies, because they are burdened with domestic duties, noise made by other family members and other responsibilities they have at home (§4.5.1.8). Learner participants also revealed that they are not able to cope with distractions from the taverns and heavy traffic on the roads near their centre (centre 2) (§4.5.3.8).

Peer influences (§4.5.3.9)

Olubunmi (2015) states that when a learner interacts with peers with similar values and educational goals, it will benefit their studies (§2.6.12). From the findings of the study, learner participants' views vary according to how they cope with negative influences from peers. A few learner participants indicated that they are positively influenced by peers who motivate them to study hard to succeed (§4.5.3.9). Most of the other learner participants revealed that they can cope with peer influences. They are aware that their peers had dropped out of school and do not value studying. They therefore do not perceive them as beneficial to their studies (§4.5.3.9), but sometimes go along with them and do not attend to their studies.

Responsibility for own learning (§4.5.4.8)

Taking responsibility for one's learning is a demand in ODL. From the tutor participants' perceptions, most grade 10 NAMCOL learner participants are unable to take responsibility for the own learning to cope with ODL. As they indicated previously, these learners depend on tutors to help them understand instructions and content. Tutors indicated that they go to bars, play sports with friends instead of studying (§4.5.2.5). Tutor participants further revealed many grade 10 NAMCOL learners have shown irresponsibility through poor attendance at sessions and late submission of assignments (§4.5.1.1) However, most grade 10 NAMCOL learner participants perceive themselves as taking responsibility for their leaning. They indicated they are able to do their assignments on their own, meet with peers during Saturdays to study, go to the libraries manage their time and prioritise time for friends and studies (§4.5.4.8). The findings indicate that many learner participants perceive themselves as taking responsibility for their learning, but tutors' perceptions and learners' behaviour indicate the opposite. In contrast with the findings, Bramucci (2013) states self-regulated learners are active, self-aware participants in their own learning processes, capable of managing, directing and controlling themselves (§2.8).

In conclusion regarding the first sub-question it is evident that grade 10 NAMCOL learners to a great extent, to not have the abilities to cope with the challenges and demands of ODL. From both the tutor and learner participant responses it can be concluded that grade 10 NAMCOL learners have problems in managing their time and balancing domestic and other responsibilities, leisure and study time. Most of these learners are repeating grade 10, which shows they have learning problems; language barriers to understanding content; they experience stress and anxiety because of fear of failure and their low self-efficacy beliefs in their academic abilities. It seems these learners lack financial resources, access to technology, technological skills and favourable learning environments that could have assisted them in their ODL studies. The tutor participants also perceive these learners not to be able to deal with the isolation ODL creates. The grade 10 NAMCOL learners are in general perceived by the tutor participants as learners who are: unable to study independently, are unmotivated to use the support offered from tutors, and dependent on tutors. The researcher concludes that many of these learners expect tutors at NAMCOL centres to take the roles of their previous secondary school teachers. Although tutor support is vital for academic success in ODL, there seems to be conflicting responses about the amount and quality of tutor support these grade 10 NAMCOL learners receive.

4.1.6 Findings with regard to sub-research question two (§ 1.4).

What are the perceptions of grade 10 NAMCOL tutors regarding grade 10 NAMCOL learners' self-regulated learning skills to cope with ODL? The second research aim was to determine the

perceptions of grade 10 NAMCOL tutors regarding learners' self-regulated learning skills to cope with ODL (§1.5).

Tutor participants' knowledge of SRL (§4.5.2.1)

Tutors are required to know what SRL is and what it entails in order to develop and support their learners to be self-regulated in ODL. Therefore the researcher decided to first explore tutors' knowledge of the concept SRL. Tutor participants' definition of the term SRL revealed that most tutor participants do have knowledge about the concept of SRL and they know the characteristics of a self-regulated learner as well (§4.5.2.1). The findings also revealed, as it appeared during the interviews, that tutors know other terminologies related to SRL such as learner-centred education, self-directed and self-orientated learning (§4.5.2.1).

The following are tutors' perceptions of the SRL skills grade 10 NAMCOL learners possess:

- Motivation (§4.5.2.2)

Motivation in ODL determines academic success. The literature indicates that motivation for ODL is likely to be influenced by lack of support from tutors and family, doubts in capabilities and poor academic performance, to mention but a few (§2.6.1). The findings from tutor participants revealed that many ODL learners lack motivation. Tutor participants perceived some learners as individuals with low intrinsic and extrinsic motivation due to poor motivation from their homes. (§4.5.2.2). The findings are supported by Zimmerman (2013) and Zumbunn et al., (2011) who state that learners with low self-efficacy beliefs and low outcome expectations make less effort with their studies, which results in feelings of dissatisfaction, low motivation and reluctance to continue studying (§2.12.1).

- Goal setting (§4.5.2.3)

Self-regulated learners set specific goals toward their study and try to work hard to attain them to succeed. Findings revealed that tutor participants perceived grade 10 NAMCOL learners to have poor goal setting in their studies (§4.5.2.3). Tutor participants further revealed that some grade 10 NAMCOL learners are not ambitious and set short term or long term goals, even though the tutors give them examples of successful people from NAMCOL (§4.5.2.3).

- Planning (§4.5.2.4)

Planning is an essential component of SRL that guides teaching and learning processes and predicts academic success (§2.12.1). Based on the tutor participants' perceptions, many of grade 10 NAMCOL learners lack the self-regulated skills to do proper planning for their studies. The

findings further revealed that tutor participants perceive that learners value their social lives more than their studies, which may be the cause for their poor planning and commitment.

- Responsibility for own learning (§4.5.2.5)

Tutor participants' perceptions have indicated that most of the grade 10 NAMCOL learners at the ages of 18-24 are not able to take responsibility for their own learning. Many of the grade 10 NAMCOL learners are perceived by tutor participants as not committed to their studies and dependent on tutors (§4.5.2.5). This learning behaviour of the grade 10 NAMCOL learners is in contrast to how Bramucci (2013) describes self-regulated learners: as active participants in their own learning processes, capable of managing, directing and controlling themselves in the learning process (§2.8).

- Help seeking (§4.5.2.6)

In accomplishing assignments or tasks learners may look for help from others or tutors when help is needed. The tutor participants perceived most grade 10 NAMCOL learners to lack help-seeking abilities in their studies. Only a few grade 10 NAMCOL learner participants approach the tutors to assist with their academic tasks, and then often learners do not turn up for appointments (§4.5.2.6). Grade 10 NAMCOL learners are in general perceived as reluctant to seek help (§4.5.2.6).

- Cognitive learning strategies (§4.5.2.7)

Cognitive learning strategies has to do with the task strategies in Zimmerman's (2000) model. Tutor participants perceived many grade 10 NAMCOL learners to have poor cognitive learning strategies to complete academic tasks on their own (§4.5.2.7). In the findings tutor participants revealed that many grade 10 NAMCOL learners lack comprehension skills; some exhibit poor goal setting; some cannot do proper planning; some lack skills to seek information. So they rely on tutors to rephrase difficult questions or for more assistance (§ 4.5.1.9).

To conclude, tutor participants perceived most grade 10 NAMCOL learners to lack all SRL skills to achieve academic success. It seems the tutor participants do not have great expectations for the grade 10 NAMCOL learners to be academically successful. A possible reason for this might be that because the tutors only work at certain times with the NAMCOL learners, they feel less responsible, somewhat disconnected and less committed to the NAMCOL learners' academic success.

4.1.7 Findings with regard to sub-research question three (§ 1.4).

- *What are the perceptions of grade 10 NAMCOL learners regarding their own self-regulated learning skills to cope with ODL?*

The third research aim was to determine the perceptions of grade 10 NAMCOL learners regarding their own self-regulated learning skills to cope with ODL (§1.5). The findings pertaining to their perceptions of their SRL skills, will be discussed as these occur in the forethought performance phase and self-reflection phase of Zimmerman's (2000) three phase model for SRL. The findings indicate that not all the sub processes in Zimmermans (2000) model were mentioned as SRL skills by learner participants.

The findings from the analysis of data are as follows.

The forethought phase

- Goal setting skills (§4.5.4.3)

Goal setting directs learners into their study and help them remain focused to reach academic success. Learners should set proximal, specific, challenging and clear and realistic goals in order to achieve academically (§2.12.1). From the findings of learner participants' own perceptions revealed that they could not explain how their goal setting gives direction to their studies when it comes to planning on assignment completion and examination (§4.5.4.3). The few data in the findings relating to goal setting rather reflected on the learner participants' distant goals as they all aim to pass and help their families in future (§4.5.4.3). It could be therefore concluded that grade 10 NAMCOL learners. The grade 10 NAMCOL learners were unable to articulate any proximal and specific goals in their study. Zimmerman et al. (2015:90) indicate that self-regulated learners should set proximal, distant, specific and challenging goals that guide them towards achievement (§2.12.1).

- Planning (§4.5.4.4)

The forethought phase of Zimmerman's model views planning as a good predictor for success when it comes to task analysis (§2.12.1). Many grade 10 NAMCOL learner participants from all three centres have indicated in their responses that they have good planning strategies; however they equate planning only with planning on study time for examinations (§4.5.4.4) but they did not indicate how they go about planning for resource strategies, learning environments, learning strategies and so on. Some grade 10 NAMCOL learner participants revealed that due to other responsibilities they experience problems to keep to their planned time table (§4.5.4.4). It can be concluded from the findings that learners who do not keep up with their study timetable lack proper planning skills to balance time effectively.

- Motivation (§4.5.4.1)

Motivation is a requirement of a self-regulated learner in ODL. Zumbunn et al. (2011) also report that learners who are positively motivated keep themselves on track toward learning goals and work hard to accomplish them (§2.12.1). The literature review further confirms that learners with low motivation and defensive behaviour will protect their images by task avoidance (§2.12.1). From the findings of learner participants' perspectives it was revealed that some grade 10 NAMCOL learners are motivated to some extent. They indicated that they are motivationally inspired by others who succeeded from NAMCOL while some get motivated by making adaptive inferences toward new and potentially better forms of self-regulation. Most of the learner participants revealed lack of motivation owing to their past failures; they blamed tutors for not taking the role of a full time teacher, for being indolent and fatigued, to strengthen their defence on why they have low motivation to study (§4.5.4.1). Zimmerman (2002b) supported the findings by saying that learners with low motivation and defensive behaviour will protect their images by task avoidance (§2.12.1).

- Self-efficacy beliefs (§4.5.4.2)

Self-efficacy is a key variable of self-motivation. Learner participants' perspective on their own self-efficacy indicated that grade 10 NAMCOL learner participants believed that they will make it from NAMCOL. The findings also revealed that many of grade 10 NAMCOL learner participants perceived themselves as having low self-efficacy beliefs to be successful in their ODL studies and want to give up their study; they also lack interest in their study. The findings reveal that many Grade 10 learners' low self-efficacy can be a result of feeling incapable and incompetent due to previous failure, feelings of being exposed to challenges and the demands of ODL (§4.5.4.2). To support the findings, Bembenutty et al. (2015:14) indicate that learners with low self-efficacy sometimes perceive themselves as unable to perform certain tasks (§2.12.1).

- Outcome expectations (§4.5.4.5)

It is stated in the literature that self-regulated learners always hold positive expectations toward their studies and tend to achieve their learning goals (§2.12.1). Zimmerman (2013) states that, when learners hold positive outcome expectations, it increases their efforts to learn to achieve their set goals (§2.12.1). This study's findings revealed that only a few learner participants perceived themselves as motivated by outcome expectations of their studies (§4.5.4.5) as they indicated that they want to pass NAMCOL to proceed to the next grade which is grade 11 in formal school. The findings also revealed that most learner participants have low outcome expectations, lack motivation, and do not set goals to achieve academically.

- Task value and Interest in studies (§2.12.1)

Tabak and Nguyen (2013) report that learners evaluate how interesting and valuable the task is to them, and focus on their ability to complete the task successfully. Some learner participants revealed that they demonstrate the use SRL of task value and interest in their studies by completing their assignment, studying before exam, and seeking help on certain topics. The findings have further shown that most learner participants do not value their learning tasks: they do not put much effort in to their tasks (by leaving blanks answers in their assignments) (§4.5.4.9), could not persist and want to give up on their studies (§4.5.4.2). They also tend to spend less time on their studies. Learners who value their tasks and academic work are interested in what they learn, put in effort in and persist in difficult times (§4.5.3.1). Most of the grade 10 NAMCOL learners do not show interest in their studies (§2.12.1).

The performance phase

- Time management (§4.5.3.1).

Time management has already been discussed in the findings of the first sub research questions where by many grade 10 NAMCOL tutor participants perceived learners to have poor time management skills (§4.5.3.1). Learner participants' own perception revealed that they struggle to manage their time because of transport problems, house chores and other responsibilities (§4.5.3.1).

- Environmental structuring (§4.5.3.8).

As it has been revealed in the first sub-research questions that most of grade 10 NAMCOL learner participants perceived their learning environments as not conducive owing to domestic duties, noise made by other family members and other responsibilities they have at home (§4.5.1.8), the findings revealed that many grade 10 NAMCOL learner participants are able to use the SRL skill of environmental structuring in their studies (§4.5.3.8). Many grade 10 NAMCOL learner participants indicated that in order to concentrate on their studies, whenever there is a noise they just stop studying and reschedule their study time when the noise has stopped. One learner participant indicated that to switch off the phone during studies is the best thing; this avoids text messages that may distract (§4.5.3.8). From the findings, learner participants revealed that they could not explain how they use the SRL skill of environmental structuring when it comes to distractions from the bars and road near their centre (centre 2) (§4.5.3.8) because these were beyond grade 10 NAMCOL learner participants' control and they could not do anything about it.

- Cognitive learning strategies (§4.5.4.9)

Cognitive learning strategies are part of task strategies and are beneficial in the learning process to help learners to create meaningful connections between new learned information and their prior

knowledge about tasks (§2.10.1). The findings from the study revealed that most grade 10 NAMCOL learner participants perceive themselves as using the SRL skill of cognitive strategies to achieve academic success. They indicated they use repetition, note taking, think-aloud and self-explanations, summarising, studying from model answers and previous question papers. Zimmerman (2000) refers to imagery as a valuable cognitive learning strategy but it was not mentioned as a strategy by any learner participant.

The findings also revealed that some learner participants perceive themselves as lacking the use of cognitive strategies in their learning processes. Similar to literature, the findings further revealed that some grade 10 NAMCOL learner participants lack cognitive strategies such as concentration, recall, comprehension, reading and writing and sometimes tend to give up in their studies (§4.5.4.9). Findings revealed that many grade 10 NAMCOL learner participants have a problem to succeed since they are unable to concentrate on their studies, prepare for examinations, complete their assignments with understanding, and comprehend their subject content. Zimmerman (2000) confirms this finding and states that such common cognitive problems are mostly associated with poor self-regulation (§ 2.13).

- Help seeking skills (§4.5.4.7)

The literature indicates that help seeking is a characteristic of SRL and is required for ODL studies. Self-regulated learning requires learners who seek for assistance, information and support in order to succeed (§2.12.2). Findings showed that most grade 10 NAMCOL learner participants perceive themselves to have the skill to seek help from peers, learners who have already passed the course, and tutors. The findings further revealed only one learner participant from centre 2 who tried to seek help from sources such as books in order to comprehend the content rather than depending on others. However, according to the literature this type of help seeking and assistance is ineffective because learners do not learn to take personal initiative and adjust their strategy after receiving help from peers, tutors, and experts. The findings further revealed only one learner participant from Centre 2 who tried to seek help from sources such as books in order to comprehend the content rather than depending on others.

- Self-monitoring skills (§4.5.4.6)

Monitoring of own understanding is crucial in learning situation in order to keep a track of own performance. The research findings revealed that the grade 10 NAMCOL learner participants cannot give clear explanations of different strategies they use to monitor their comprehension and progress. The findings revealed that poor monitoring skills can be influenced amongst others by poor language comprehension and low motivation to persist until one understands. From the findings it is revealed that most of the learner participants are unaware of their roles of

monitoring their own studies, seeking help, and planning the learning process (§4.5.4.6). During self-observation learners become aware of their cognition, their motivation, their use of time, the context in which the task must be completed, and how learning should occur.

The self-reflection phase

- Self-evaluation skills (§4.5.4.10)

In the self-reflection phase, self-regulated learners make judgement of their performance based on the goals they have set instead of depending on the results (§2.12.3). The findings indicate that most of the learner participants perceive themselves as evaluating their comprehension and progress by setting their own tests and answering questions from their study materials. However, their descriptions of their self-evaluation skills did not indicate how they use tutors' feedback to help them to self-evaluate their comprehension, learning strategies or progress (§4.5.4.10). The literature confirms that self-regulated learners assess their progress while busy with a task and change their learning strategies to understand better (§2.12.3).

- Causal attributions (§2.12.3).

During these processes, self-regulated learners should make positive attributions, determine success or failure in a task, and adapt their strategies. The findings revealed that the grade 10 NAMCOL learner participants' could not explain how they make causal attributions on their performance after they self-evaluated their performances.

To summarise the findings with regard to learner participants' perceptions of their SRL skills to cope with ODL it can be concluded that grade 10 NAMCOL learner participants perceive themselves to possess and use SRL skills to make success of their studies. Despite their low self-efficacy, most grade 10 NAMCOL learner participants perceive themselves as motivated, able to plan, to use cognitive learning strategies, to seek help, to evaluate and monitor their learning progress. They also perceive themselves as able to manage their time and learning environments and that they are taking responsibility for their own learning.

Tutor participants' perceptions indicated different findings. They perceive grade 10 NAMCOL learners to lack motivation and time management skills, unable to plan and set goals, lack cognitive skills, and not to possess the required SRL skills to make success of their studies even though they are able to seek for help.

Recommendations

In ODL

In Chapter Two, various challenges and demands of ODL studies from the literature were discussed. In addition, SRL skills that are required for academic achievement were discussed specifically in the context of this study.

On the basis of the research and the broad Namibian NAMCOL landscape a number of recommendations are made: firstly to the Ministry of Education, secondly relating to NAMCOL as an ODL institution to improve grade 10 NAMCOL learners academic achievement.

The following proposed recommendations toward this study are divided into two sections.

4.1.8 Ministry of Education

From the results of the study, the researcher recommends the ministry of education to do the following:

- **Infrastructure**

NAMCOL uses schools for full time learners to teach classes to NAMCOL learners in the afternoon. It is recommended that the ministry build specific NAMCOL centres. It was revealed in the findings that NAMCOL centres 2 and 3 do not have libraries services where learners can get additional information to supplement their study guides. It is recommended that the Ministry of Education build libraries at each NAMCOL centre provided with computers connected to the internet to support NAMCOL learners. The results of the study revealed that all tutor participants are full time teachers and that at one centre there is a shortage of a tutor for a certain subject. It is recommended that the ministry should train more tutors specifically for NAMCOL, and appoint fulltime, permanent tutors so that learners will have tutors to support them in their subjects at any time. Full time tutors will also be more committed to the academic and other needs of NAMCOL learners. At the moment it seems NAMCOL grade 10 tutors do not regard their tutoring to grade 10 NAMCOL learners as an important priority.

- **Curriculum design**

NAMCOL curriculum should integrate ICT in the in every subject to encourage and assist NAMCOL learners to acquire technological skills to cope with ODL challenges such as isolation.

The results of this study revealed that English as language of instruction is a barrier to grade 10 NAMCOL learners. To improve the language proficiency of many NAMCOL learners, the study materials could be improved with a Compact Disc with different lessons in English to help learners improve their English language proficiency in the subject English as well as in other subjects.

4.1.9 NAMCOL

It is also recommended that tutorial lessons and workshops are recorded on compact discs (CDs) and digital video files in a DVD so that NAMCOL learners can watch the recorded sessions when it is convenient for them. The use of CDs and DVDs can be an effective instructional strategy for students who were absent from contact sessions, who benefit from repetition, for struggling learners, and for reviewing and preparing for examinations (Geduld, 2011). Learners can access the CDs or DVDs at the NAMCOL centres.

Motivational speeches should be organized and people who have succeeded through NAMCOL need to be present to motivate NAMCOL learners during the workshops, especially on how to cope with NAMCOL challenges and persist in their study to succeed.

4.1.10 Tutors' role

It is recommended that tutors should communicate frequently with learners using platforms on social media to discuss and support NAMCOL learners with their questions and also to avoid isolation and enhance effective learning. Tutors need to be trained on how to give motivational support to NAMCOL learners. It is recommended that tutors recognise the best and well performing, punctual, committed learners in order to increase their level of motivation, improve on time management and good planning skills.

Tutors should reinforce the importance of all the SRL skills so that learners will begin to understand and value them. For example tutors should give learners strategy instruction to promote learner autonomy. Learners should be taught explicitly how to analyse tasks, to set goals, to plan their strategies and resources and to manage time. Written and verbal feedback should be motivational and interrogative on strategy use. Positive help seeking skills should be promoted as well as the use of additional sources to aid comprehension. Learning tasks should be designed in ways that compel learners' to go through SRL processes such task analysis, goal setting, planning, use of different task strategies and reflecting for their completion of tasks. Test questions can also include explanations of how SRL skills were applied to prepare for the test.

4.1.11 Further study

To conclude, it is recommended that the same research be repeated in more and in different centres in Ohangwena and in other districts, also in order to explore other challenges NAMCOL learners might experience which were not identified in this study. Further research should focus on possible strategies, on how to overcome the mentioned challenges from this study in the same region. Further studies should also be carried out to explore how NAMCOL learners can receive more academic and institutional support to develop their SRL skills.

Since the views of tutors and learners revealed discrepancies, I finally recommend that further study should be expanded to investigate the role that the tutors' perceptions play in the motivation or outcome expectations of NAMCOL learners.

Limitations of the study

The purpose of the study was to explore whether grade 10 NAMCOL open distance learners have sufficient self-regulated learning abilities to cope with the challenges of open distance learning. This study was confined to three NAMCOL centres in Ohangwena in Namibia and can not be generalised to all NAMCOL centres across Namibia or all centres in Ohangwena. The sample in the study was also small due to the study time line and the research design

Tutors who participated in the study were full time teachers, and after normal working hours they attend to ODL learners or go home to rest. Consequently, it was not easy to interview them on scheduled dates owing to work commitments that resulted in changing the interview dates. Hence, the researcher spends more time than intended collecting data from 21 participants.

The language used during the interview was English and some participants struggled to elaborate on their views in English which resulted in some vague phrases as seen in the transcripts.

Conclusion of the study

This study focused on self-regulated learning skills of Grade 10 learners' in open distance learning in Ohangwena NAMCOL centres in Namibia. The main aim of the study was to explore whether grade 10 NAMCOL open distance learners have sufficient self-regulated learning abilities to cope with the demands and challenges of open distance learning. Three sub aims were used in the investigation; one aim was to find out whether the grade 10 NAMCOL learners meet the ODL requirements according to the literature. The other two aims were to explore the perceptions of grade 10 NAMCOL tutors and learners regarding learners' self-regulated learning skills to cope with ODL.

The research findings revealed that learners studying through NAMCOL faced various demands and challenges that may be obstacles in their learning journey if they are not able to cope with them. In order to cope with the demands and challenges of ODL, learners are required to be self-regulated in their learning.

The study revealed that learners find it hard to sustain their motivation due to the present barriers and other factors, such as studying in isolation and travelling long distances to the centres, insufficient support from tutors and lack of financial resources to attend contact sessions and other challenges. In line with Bandura (1986), verbal persuasions from friends and family influence an individual's self-efficacy. Tutors, parents and friends' positive or negative comments towards grade 10 NAMCOL learners have a big influence on their self-efficacy beliefs to successfully complete grade 10 through NAMCOL.

The study revealed and identified demands and challenges to study through ODL, such as lack of motivation; self-discipline to manage time; financial resources; institutional support; academic support, and community support in ODL as obstacles to the learning journey of grade 10 NAMCOL learners. Other challenges that were hindering learners' studies included inability to cope with stress and anxiety, barriers manifested by inadequate English language skills, isolation, and poor use of Information Communications Technology (ICT) in ODL. In addition, home, workplace and community variables; peer influences, and self-regulated and independent learning were also obstacles and demands preventing academic success among grade 10 NAMCOL learners.

The study revealed that grade 10 NAMCOL learners lack time to study owing to other responsibilities like domestic chores. Travelling long distances to the centres and taking care of the family because some NAMCOL learners are parents, were also the cause of poor time management. The findings show that grade 10 NAMCOL learners do receive support in their study such as receiving feedback on assignments and teaching, even though these are not sufficient. Tutors were tasked to full-time teaching which has influenced supporting time for grade 10 NAMCOL learners to be insufficient.

Poor time management resulted in feelings of stress and anxiety which were also revealed as a barrier in this study. The study revealed that learners in NAMCOL get stressed due to lack of financial resources, lack of comprehension due to language barriers, inability to understand their subjects and complete their assignments with understanding, and insufficient support from family and tutors.

The results from the study indicated that English language in rural areas is a barrier to NAMCOL learners' success because English is their second language and they are not fluent in it. The

communications and interactions in rural areas are in local languages, causes the fluency in English to be poor. The study materials, assignments and examinations are presented in English and learners have revealed they have difficulty with English vocabularies which impedes the comprehension of the contents and questions.

The findings of the study also revealed that there is poor ICT use in rural areas. The NAMCOL centres which are situated in the rural areas do not have library services, computers and ICT instruments to facilitate the learning process to take place in a modern world of technology. Learners lack technological skills and find it difficult to get access to internet. However, the study revealed one of the three centres situated in urban areas and has a library which is also equipped with computers that are connected to the internet.

The learning environment in ODL was indicated as one of the challenges. Centres are situated close to the bars that cause disturbances which distract the concentration of NAMCOL learners during their studies. Home environments are also identified not conducive for independent studies such as noise at home and workload of home responsibilities. The study revealed that poor home environment was not a problem for self-regulated learners because they were able to manage and structure their home environment in a way that they can study to achieve academic achievement.

Summary

This chapter provides the discussion of the findings within the framework of the research questions. The key findings of this were that many NAMCOL learners are unable to cope with the challenges owing to lack of SRL skills. In addition to the study, findings revealed learners were not receiving the necessary support from tutors as required by ODL. The tutors' workload which may contribute to poor support to grade NAMCOL learners was revealed. Poor infrastructure in the rural areas, also affect the teaching and learning. Lack of motivation was revealed in the learning process, which results in failure to attain the planned goals. The findings finally revealed a lack of positive motivational beliefs among many grade 10 NAMCOL learners, which is a barrier to succeed in ODL. Recommendations for further studies were proposed and limitations of the study were provided.

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ADDENDUM A: ETHICS APPROVAL



NORTH-WEST UNIVERSITY
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Institutional Research Ethics Regulatory Committee

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2016-07-13

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on feedback and approval by the Ethics Committee of the Faculty of Education Sciences (ESREC) at the meeting held on 23/06/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case			
Project head: Dr BW Geduld			
Project team: S Iiyambo & Dr J Pool			
Ethics number:	N	W	U
	-	0	0
	2	7	2
	-	1	6
	-	A	2
	<small>Institution</small>		<small>Study Number</small>
	<small>Year</small>		<small>Status</small>
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>			
Application Type: N/A			
Commencement date: 2016-07-13		Expiry date: 2017-10-13	Risk: N/A

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- ESREC can be contacted for further information or any report templates via Fma.Conradie@nwu.ac.za or 018 299 4050

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by
Prof LA Du Plessis
Date: 2016.08.04
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Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM B: REQUEST OF PERMISSION FROM EDUCATIONAL DIRECTORATE OF OHANGWENA



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Mrs Selma Iiyambo
Ndapona yaShikende Primary School
PO Box 592
Ohangwena

The director of Education
Ohangwena Directorate of Education Arts and Culture
P/Bag 88005
Eenhana

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT MED RESEARCH IN OHANGWENA NAMCOL CENTRES

I am Mrs Selma Iiyambo - a Master Degree student in Curriculum Studies at North West University in South Africa. As part of my study I am required to write a dissertation in Self -Regulated Learning. I intend to collect data for my research study on Open Distance Learning focusing on NAMCOL Programme at grade 10 level. The title of my dissertation is: **Self-regulated learning skills of Grade 10 learners' in open distance learning.**

I hereby humbly request that you grant permission from the Department of Education to conduct my research. This research has a sample of learners and tutors from three selected NAMCOL centre in Ohangwena region. Data will be collected in the form of individual interviews. I will be interviewing NAMCOL learners who are in NAMCOL and their tutors. I will be recording the interviews with the tape recorder to help me to analyze the data. The process of collecting the data will take a month convenient to the participants and it will not interfere with the academic schedule time.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Learners' and tutors' participation in this research remains voluntary and they may, at any time, withdraw from the research
- Their personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program
- Should you be interested, the research findings will be made available to you.

I am planning to conduct this research from September 2016. I am humbly requesting you to provide me with your written permission to conduct the above mention research study.

This study will not result in any risk, harm or inconvenience to the participants and the project will have ethical clearance from the university before research can proceed.

You may contact Dr Bernadette Geduld, Cell: 0764836192 E.Mail: bernadette.geduld@nwu.ac.za at any time if you have questions about the research.

You may contact the **Research Ethics Office** if you have questions about participants' rights. The contact details are:

The Higher Degrees Office

Building F

Room 143

Phone No: 018 299 2623

Email: PostGrad-EnquiriesPOTCH@nwu.ac.za

Your permission, input and opinions will be greatly appreciated!

Yours sincerely

Mrs Selma liyambo

MEd Candidate, North-West University

Student number: 21284342

Cell: +264813006630

Email: selmahamalwa@gmail.com

Ethic number: 00272-16-A2

ADDENDUM C: PERMISSION GRANTED FROM EDUCATIONAL DIRECTORATE OF OHANGWENA



OHANGWENA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION
DIRECTOR'S OFFICE

1st Floor Greenwell Complex Private Bag 88005 Eenhana Tel: 065 – 290 201 Fax: 065 -290 224

Enquiries: Magano Gaoses
Email: mcnotto@yahoo.com

2 June 2016

Mrs. Selma Iiyambo
Med Candidate, North-West University
Student Number: 21284342
Cell: +264813006630
Email: selmahamalwa@gmail.com

Subject: Permission to do research in Ohangwena Region.

Receipt of your letter Dated 22 April 2016 on the above subject matter is hereby acknowledged.

Permission is hereby granted to carry out the research on "data collection for study on Open Distance Learning, NAMCOL Programme at grade 10 level". Titled: **Self-Regulated Learning skills of Grade 10 learners in open distance learning.**

This office has no objection in you carrying out the research and would like to congratulate you on embarking on this important mission.

Wishing you all the best in you studies.

Yours Sincerely,


Isak Hamatwi
Director: MEAC
Ohangwena Region



ADDENDUM D: PERMISSION LETTER FROM NAMCOL REGIONAL MANAGER



Private Bag 15008, Katutura, Windhoek
Tel: + 264-61-320 5111, Fax: + 264-61-216 987
www.namcol.edu.na

Enq: Pea PA
Ref: 18/9/3/2

25 July 2016

Mrs Selma Iiyambo
Ndapona yaShikende Primary School
PO Box 592
Ohangwena

Dear Selma


RE: Permission to conduct M. Ed Research Study

Your letter dated 21 July 2016 regarding the above request is hereby acknowledged with appreciation.

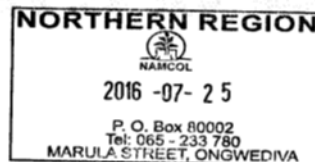
I have the pleasure to inform you that your request to conduct research in lieu of completing your M. Ed degree dissertation entitled "**Self-regulated learning skills of Grade 10 learners in open distance learning**" at NAMCOL centres in Ohangwena Region is considered positively. You are requested to submit a copy of the dissertation to NAMCOL upon completion of your studies.

I wish you all the best with your academic career.

Regards



PA Pea
Regional Manager
NAMCOL Northern Region



TAKING EDUCATION TO THE PEOPLE

Board of Governors:

Mr. Justin Ellis (Chairperson) | Ms. Annel Endjala-Nakamhela (Deputy Chairperson) | Dr. Heroldt. V. Murangi (Ex-Officio) | Ms. Lilia Shaningwa
Mr. Neville Andre | Dr. Victoria Ndeshidakwa Nicodemus | Ms. Veno Kauaria | Ms. Charlotte Keyter | Ms. Sanet Steenkamp
Mr. Conny Samaria (Staff Representative) | Ms. Florencia Kambai (Student Representative) | Mr J Eixab (Company Secretary/Legal Advisor)

All official correspondence must be addressed to the Director

ADDENDUM E: REQUEST OF PERMISSION LETTER FROM THE HEAD OF CENTRES



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Mrs Selma Iiyambo
Ndapona yaShikende Primary School
PO Box 592
Ohangwena

NAMCOL Head of centre
Ponhofi Secondary School
Private Bag 506
Ohangwena

Dear Sir/madam

Re: Permission to conduct research

I, Selma Iiyambo a Master Degree student in curriculum studies studying part-time with North-West University, Potchefstroom Campus in South Africa. I intend to collect data for my research study relating to learners' self-regulated learning skills in Open Distance Learning focusing on grade 10 NAMCOL learners.

The title of my proposed dissertation is: **Self-regulated learning skills of grade 10 learners' in open distance learning.**

I hereby request your permission to conduct the interview with NAMCOL tutors and learners of Ponhofi NAMCOL centre in Ohangwena to participate in the research. Tutors will be individual interviewed that will last between 40 minutes and an hour after school hours to prevent any disruption of teaching and learning at the centre. I am aware that the selected tutors will also be tasked to contact morning sessions with full time learners at the school. I also need to conduct interviews with NAMCOL learners which will also take place after school hours.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Learners' participation in this research remains voluntary and they may, at any time, withdraw from the research
- Their personal information, at all times, will be treated as confidential
- No demands will be made on the academic teaching program
- Should you be interested, the research findings will be made available to you and the centre.

I am planning to conduct this research from June 2016. Could you please provide me with your written consent by filling-in the sections on the next page? Please return the consent form to me. Your input and opinions are greatly appreciated!

Your permission will be highly appreciated.

Yours sincerely

Mrs Selma Iiyambo

MEd Candidate, North-West University

Student number: 21284342

Cell: +264813006630

Email: selmahamalwa@gmail.com

Ethics number: 00272-16-A2

ADDENDUM F: INFORMED CONSENT LETTERS FOR TUTORS



Ndapona yaShikende P.S
P O Box 592
Ohangwena
Namibia

Dear tutor participant

You are being invited to take part in this research project that will be conducted in the Ohangwena Circuit. The title of my research is: **Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case.**

If you consider participation, please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved.

The study has been approved by the Ethics Committee of the Faculty of Education Sciences of the North-West University meaning that there are people at the University who make sure that the researcher act according to rules and regulations for research.

1. What is this research all about?

There will be three Namibian College of Open Learning (NAMCOL) centres involved from the Ohangwena, Ondobe and Ongha Circuit. Five learners and two tutors from each centre will participate voluntary in this research.

The aim of this research is firstly to explore in which aspects do Grade 10 learners of NAMCOL meet the requirements to study through open distance learning. Secondly this research wants to explore your perceptions about learners' self-regulated learning strategies to cope with open distance learning.

This research project will help the researcher to identify the self-regulated learning strategies Grade 10 open distance learners use. It will also give a better understanding of the challenges and demands of open distance learning and what learners do to cope with these demands.

4.2 Why have you been invited to participate?

4.3 You have been invited to participate because you are a tutor for Grade 10 NAMCOL learners at this selected NAMCOL centres and you will be able to provide valuable data to answer the research questions about open distance learners' self-regulated learning strategies and their skills to cope with open distance learning.

4.4 What will your responsibilities be?

If you agree to participate in the research you will be expected to:

- Participate in one interview of about one hour with the researcher about your perceptions of the grade 10 learners' use of self-regulated learning strategies and their skills to cope with open distance learning.

How will you benefit from taking part in this research?

The direct benefits for you as a participant are that you will become aware about your own perceptions of self-regulated learning, challenges and demands of open distance learning, and its value for academic achievement. You will be in a position to reflect on how you develop or enhance learners' use of self-regulation learning in your subject. This research project also might stimulate discussions with other learners about the position, importance and usefulness of self-regulated learning to improve grade 10 open distance learners' academic performance. The indirect benefit will be that your centre will become a space in which open distance learners learn effectively and do well.

4.5 Are there risks involved in your taking part in this research?

The risks in this study are that you might experience frustration due to the time that you lose due to the individual interview with the researcher. To address this risk, the researcher will set the date and time in advance so that you can know when you will be involved. What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after the interviews due to what has been said or done by the researcher, you should feel free to immediately notify the researcher. A meeting will then be arranged to discuss your discomfort and work towards a solution. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research process without any consequences regarding your position in the centre.

4.6 Who will have access to what I have said?

The researcher will tape record the interview. Thereafter the researcher will transcribe the recordings of the interviews and will also sign an agreement not to discuss what has been said in the interview.

When the researcher analyse the data a code will be used to refer to you so that people cannot make a link between your identity and what you said.

All the data that the researcher stores electronically will be protected by a password known only to the researcher. Hard copies of data will be kept safe in the office of the researcher while the research is in progress. On completion of the research the data will be stored with all hard copies in the researchers' office for a period of 7 years.

1.6 Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. The interviews will take place after teaching hours and if you have any transport problems the researcher will provide for your transport or will pay for your transport.

If there anything else that you should know or do

You can contact Dr Bernadette Geduld (bernadette.geduld@nwu.ac.za) at 0764836192 or 0182994583 to get more information.

Your support will be highly appreciated.

Yours sincerely

Mrs Selma liyambo

MEd Candidate, North West University

Ethic number: NWU-00272-16-A2

Student number: 21284342

Cell: +264813006630

Email:selmahamalwa@gmail.com

Declaration by participant

By signing below, I agree to take part in a research study entitled: Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case.

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (*place*) on (*date*) 2016.

.....
Signature of participant

ADDENDUM G: INFORMED CONSENT LETTERS FOR LEARNERS



Ndapona yaShikende P.S

P O Box 592

Ohangwena

Namibia

Dear Learner participant

You are being invited to take part in this research project that will be conducted in the Ohangwena Circuit. The title of my research is: Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case.

Your signed assent form should be handed in before you participate in this research.

If you consider participation, please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved.

The study has been approved by the Ethics Committee of the Faculty of Education Sciences of the North-West University meaning that there are people at the University who make sure that the researcher act according to rules and regulations for research.

2. What is this research all about?

There will be three Namibian College of Open Learning (NAMCOL) centres involved. Five learners and two tutors from each centre will participate voluntary in this research.

The aim of this research is firstly to determine to what aspects the Grade 10 learners of NAMCOL meet the requirements to study through open distance learning. Secondly this research wants to explore your perceptions about learners' self-regulated learning skills to cope with open distance learning.

This research project will help the researcher to identify the self-regulated learning strategies Grade 10 open distance learners use. It will also give a better understanding of the challenges and demands of open distance learning and what learners do to cope with these demands.

4.7 Why have you been invited to participate?

4.8 You have been invited to participate because you 1) are a registered learner 2) you are studying Grade 10 through open distance learning, 3) you are a learner at this selected NAMCOL centres and 4) you will be able to provide valuable data to answer the research questions about open distance learners' self-regulated learning strategies and their abilities to cope with open distance learning.

4.9 What will your responsibilities be?

If you agree to participate in the research you will be expected to:

- Participate in one interview of about one hour with the researcher about your perceptions of the grade 10 learners' self-regulated learning skills to cope with challenges of open distance learning.

How will you benefit from taking part in this research?

The direct benefits for you as a participant are that you will become aware about your own perceptions of self-regulated learning, challenges and demands of open distance learning, and its value for academic achievement. You will be in a position to reflect on how you develop or enhance and use self-regulation learning skills in your subject. This research project also might stimulate discussions with other learners about the position, importance and usefulness of self-regulated learning to improve grade 10 open distance learners' academic performance. The indirect benefit will be that your centre will become a space in which open distance learners learn effectively and do well.

4.10 Are there risks involved in your taking part in this research?

The risks in this study are that you might experience frustration due to the time that you lose due to the individual interview with the researcher. To address this risk, the researcher will set the date and time in advance so that you can know when you will be involved. If you need transport home after a research meeting the researcher will arrange for transport.

4.11 What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after the interviews due to what has been said or done by the researcher, you should feel free to immediately notify the researcher. A meeting will then be arranged to discuss your discomfort and work towards a solution. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research process without any consequences regarding your position in the centre.

4.12 Who will have access to what I have said?

The researcher will voice record the interview. Thereafter the researcher will transcribe the recordings of the interviews and will also sign an agreement not to discuss what has been said in the interview.

When the researcher analyse the data a code will be used to refer to you so that people cannot make a link between your identity and what you said.

All the data that the researcher stores electronically will be protected by a password known only to the researcher. Hard copies of data will be kept safe in the office of the researcher while the research is in progress. On completion of the research the data will be stored with all hard copies in the researchers' office for a period of 7 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. The interviews will take place after teaching hours and if you have any transport problems the researcher will provide for your transport or will pay for your transport.

If there anything else that you should know or do

You can contact Dr Bernadette Geduld (bernadette.geduld@nwu.ac.za) at 0764836192 or 0182994583 to get more information.

Your support will be highly appreciated.

Yours sincerely

Mrs Selma Iyambo

MEd Candidate, North West University

Ethic number: NWU-00272-16-A2

Student number: 21284342

Cell: +264813006630

Email: selmahamalwa@gmail.com

Declaration by participant

By signing below, I agree to take part in a research study entitled: Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case.

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (*place*) on (*date*) 2016.

.....
Signature of participant

ADDENDUM H: SEMI STRUCTURED INTERVIEW QUESTIONS FOR TUTORS

Interview questions for the tutors
Study title: Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case
1. Have you ever heard of the concept: self-regulated learning?
2. What qualities should a learner have to be successful in ODL?
3. How would you describe the motivation level of your ODL learners?
4. What strategies do you use to assist ODL learners to be more motivated in their own learning?
5. Do you think these learners are self-regulated enough to study on their own without depending too much on the tutors? Why are you saying that?
6. Do you think the ODL learners you teach show interest in their study? Explain.
7. What do you think you tutors can do to help learners to be in charge of their own learning,
8. What do you think are the challenges of ODL for learners and for tutors?
9. As tutor how do you assist learners to cope with those mentioned challenges?
10. According to your observation and experience as a tutor did you experience drop outs among ODL learners?
11. What steps do you think should be taken to minimise drop out among ODL learners?
12. Do these learners manage to complete and submit their assignments on time?
13. Do you think the ODL learners have favourable learning environments for their studies?
14. How crucial is the use of technology and libraries to the learners' studies?
15. Do you think the study materials given provide learners with adequate information and necessary skills to complete their assignments or study for examination? Elaborate
16. Do you think the learners have the required information technological skills to study through ODL? elaborate
17. How accessible internet for the learners?
18. Do you know about other responsibilities that might affect learners' studies?
19. What do you think learners can do to manage the handling of other responsibilities while they are studying?
20. From whom can ODL learners get necessary support if they needed it in order to achieve academic success?
21. Where else do learners can get information/support apart from the given study materials?
22. How does groups and peer learning benefit learners in ODL?
23. Do you think stress and anxiety affects learners' performance? Why do you think it affects their studies?
24. What should learners do to handle stress and anxiety?
25. What do you do as a tutor to help learners handle stress and anxiety during their studies?

ADDENDUM I: SEMI STRUCTURED INTERVIEW QUESTIONS FOR LEARNERS

INTERVIEW QUESTIONS FOR THE LEARNERS
Study title: Self-regulated learning skills of Grade 10 learners' in open distance learning: a Namibian case
1. How do you feel as a distance learner? 2. What do you do to keep yourself motivated to study? 3. What are the benefits of studying through open distance learning? 4. How do your tutors motivate you to work on your own to succeed?
5. Being a distance learner you are required to be self-disciplined, self-controlled and to make your own decisions regarding when where and what to study. 6. Were you ever explained or taught how to set goals for your study, how to plan and how to use different learning strategies? 7. What do you do to evaluate whether you understand the work and making progress?
8. ODL has challenges. Do you have problems to study on your own? Why? Do you have problems to manage your time? Explain why? 9. How do your friends influence your studying?
10. How do you go about to complete your assignments or to prepare for examinations? 11. Describe your learning environment where you prepare for examinations and do you assignments. 12. What do you do if your learning environment becomes distracting and is not conducive to study anymore?
13. Do you have a nearby library where you can access information? If yes elaborate how helpful is the resources in the library to your study? 14. Some materials you have received require you to be access to internet and use technology skills. How do you have access to internet in order to get information you needed? 15. Do you have information technological skills to search for sources on the computer and to type your assignments?
16. How do you manage to handle other responsibilities and attention to friends and family amidst your studies?
17. What do you do when you find some topics or questions difficult to understand? 18. Do you understand the materials that you are studying? Elaborate. 19. How supportive is your family in your study? 20. How would you describe the relationship between you and your tutor regarding your studies? 21. Apart from the tutors where else do you get support for your study?
22. Do you study in groups/ with peers? If yes how do you go about it? If no. Explain why do you prefer to study alone.-How does group/ peer learning benefits you?
23. When you find yourself stressed due to some problems or challenges you have mentioned earlier, how do you handle such stress and anxiety?

ADDENDUM J: INTERVIEW TRANSCRIPTIONS

TUTOR PARTICIPANTS' TRANSCRIPTS

Tutor 1 Centre 1

Interviewer	Good afternoon sir.
Tutor	Afternoon, how are you?
Interviewer	I am fine As we scheduled our interview to take place today eeh.... let me just ask you if you have ever heard about the concept of self regulated learning?
Tutor	Alright thank you, yes I have heard about it .
Interviewer	Okay can you just brief me how you understand the concept,
Tutor	Iya..., thank you the word self regulated learning eehhh... it is refer to the learning in which the learner or student have this self control, self monitoring aaah, self planning, self motivation and others.
Interviewer	Thank you and for the learners to be successful in ODL what do you think are the qualities that learner should have?
Tutor	Mhhh..Thank you for the question, the learner should possess the characteristics of self regulated learner, one of it, one of this characteristic can be self monitoring, ahh... self assessing, self preparing, self motivation self efficacy and to short this self encouragement ...
Interviewer	That is very good and you described the self learner should have motivation,
Tutor	Mhhh
Interviewer	How do describe the motivation level for the learners you have in ODL?
Tutor	Can you simplify this question please?
Interviewer	How are they motivated, how is the level when you observed them how is their level, when it comes to motivation?
Tutor	Mhh..., very less, their level of motivation is vey less, eehhmm... hopefully this one is a result of the poor, eeh ehh.. ehh motivational background from home, so they only have what we, or what I give them. So is like we are, we are always starting at scratch, it seems they don't have motivation from home, thus why I am describing it as they have very less motivation.
Interviewer	And when you observed that they are less motivate and their motivation level is very low. What did you do as a tutor to motivate them to be more motivated, to raise their motivation level?
Tutor	Mhh... Now due to that factor now in most cases when I am starting my lesson I have to use 15 minutes just to do motivation so to give them examples of people who make it through education mostly those went through NAMCOL or distances learning, because we have many of them we have teachers who went through that process, we have people who are serving in different offices, some of them can be ministers and so on I give that example
Interviewer	Yes
Tutor	Of successful people who went in the same approaches an I usually you know tell them on how to be serious, how to different the characterises of self regulated learner like how to become mhhh..... self motivated, how to prepare, how to be on their own to be in depended not only to depend on the tutor because sometime I may not be there but they are required to study so sometimes if they only depend on me is the problem because if I am not there they will not make it
Interviewer	Ok and as you talked about them to be self regulated to be depend on them, on themselves and as a tutor ehhh..... when you look at these learners, do really, do they really depend on themselves or they are too much on tutors?
Tutor	They are too much on tutors.
Interviewer	Okay.
Tutor	Because if let me say, you give them something to do, an activity of 5 questions you know, many of them can come back to class without doing anything telling you they don't understand, this is the indication that they are too much depending on the tutor.
Interviewer	And as a tutor when they come back to you what do you do? Do you give them answers or what strategy did you take to help them be on themselves?
Tutor	No, as a tutor I mostly way the situation ask questions why they did not do the activity but the response in most cases they say the questions are difficult although you rephrase them so I have to restart again to re – rephrase the questions and then on top I continue with the motivation that you need to be on your own if you want pass, because if you depend only on the tutor, you might only pass few question or to say with ehhh... low marks and low marks you know sometimes you will not be able to be admitted in secondary schools where grade 11 is.
Interviewer	That is the thing,

Tutor	lyaa..
Interviewer	And when you motivate them do, did they show improvement?
Tutor	Ahh mhh. I can see the graph is going well although is slow.
Interviewer	ODL at.. aah in general, do this learners show interest in their studies?
Tutor	They are, but (laughs) as I said with the low self motivation although we are trying to.
Interviewer	And when we are talking about ODL here we mean learners are on themselves because they are now on distance they are no more on full time,
Tutor	Mhh..
Interviewer	They face challenges, what are those challenges maybe you think may hamper them?
Tutor	Mhh eehmm, the first challenge is this students they do not have enough learning materials so they have modules but modules they do no really you know ehe...eeh.... cover the syllabus only some few information, thus why we end up telling them to go and buy you know the other relevant materials, but (laughs) as we know this kind of finance we have in our country, we have financial constraint they will tell you we don't have money,
Interviewer	Yes.
Tutor	So that is the main challenge. And the other challenge is, you know we tutors, we are teachers from different schools, we are just helping them after hours when we come without energy so we mostly do less while if they were having ODL tutor it could be better because the person have to start fresh with the learners not like us who we you know teach from morning at school, teach up to 3 and then after 3 you come to ODL learners so sometimes we do not do much. Those are the challenges.
Interviewer	Okay and what on how, ohhh in which way do you assist them to overcome some of the challenges?
Tutor	We make them to understand the situation that NAMCOL(ODL) is just formulated like that if you are giving up because you do not have tutors if you are giving because you don't have money to buy materials then you are wasting time. In most cases we give them examples of people who went through in the same process with no tutor, with no enough money but they make it and today some of them are teachers, some of them are nurses and so on, in that they can really get this courage that okay there are people who went through let me also do the same.
Interviewer	Okay.
Tutor	lyaa..
Interviewer	As you have observed your learners did you notice some drop – outs?
Tutor	Yes, yes that drop outs of these students is very higher, is very higher
Interviewer	And what step did you take or either to minimize or to understand the drop out?
Tutor	lyaa, we, I personally different follow up which help one get some of them to come back, iyaa, we communicate with parents, for those we have the numbers we communicate with them and some of them they told us that no those students they (laughs) use to tell us they come to school, which means they don't come, then we told them then parents also make follow ups until certain numbers of learners come back. And there those who drop out because they are working some here as you know we are living in the poverty situation..
Interviewer	They are employed somewhere?
Tutor	Some of them are employed and they are telling us that their managers or their bosses they don't allow them to come telling them, if you want to go choose between work and your school and you know as I told you we are living in poverty situation
Interviewer	Yes
Tutor	The students choose to be in the work just like that and ooooh while they are dropping the school.
Interviewer	Okay.
Tutor	lyaa
Interviewer	These learners are given assignment I believed?
Tutor	Mhh
Interviewer	How do they manage to complete their assignments?
Tutor	lyaa, well, most of them they really try to complete their assignment according to the due date ehh but there are certain students who until the due date you find the learner or the student is trying to finish the assignment on the due date.
Interviewer	At the centre or??
tutor	At the centre. Ehh, now if you ask why did not complete the assignment before the due date, telling you, no we didn't understand some of the question. Even we have already motivated them if you don't understand ask, if you don't understand ask. You end up seeing them trying to complete their assignment on the due date. But lucky you know move..... all of them they end up submitting their assignments although there some questions unattended
Interviewer	And as a tutor what step did you take to overcome or to go about this problem?
Tutor	Mhhh, eeh this one came now as the song for everyday whenever you come to the class, you remind them when is the due date to submit your assignment they tell you for those who know but for those who don't know you remind them the questions so that you will not delay yourself so that you will submit your assignment so that you will submit your assignment on time.

Interviewer	So there should
Tutor	Yes, yes, yes
Interviewer	And how serious do you think?
Tutor	Yes! They are those who don't even know when is the due date, but the question is having the paper with him or her.
Interviewer	(laughs) that's funny..
Tutor	Mhhh..
Interviewer	And as a tutor do you think these learners have favourable environment for them to study?
Tutor	liiihh.. no, not at all. Iyaa, because even the class we use, in this secondary is not really meant for ODL learners is for the learners who are in the school.
Interviewer	The the full time?
Tutor	Full time learners.
Interviewer	Mhhhh...
Tutor	So if its the, the study time for the full time learners, then these one have to be excuse, leave the class so that those one can come in. Thus why is not really eeehh..., good now outside we have the library but I think the procedures in the library is not really supporting the ODL learners in all cases. Because they may tell you there the time is limited, you are only allowed to sit the for certain
Interviewer	For certain hours
Tutor	Yes, and then you have to give the space for other to come in, so
Interviewer	Mhh
Tutor	Each and every day they are telling you they are not done with their activities so on because people are many, which means ahh! The studying in places are not really eeh enough.
Interviewer	Ok.
Tutor	Eehhh..
Interviewer	You mentioned the library?
Tutor	Mhhh..
Interviewer	And how important or crucial the libraries and use of technology when it comes to learners studies.
Tutor	Iya, you see now, nowadays we are living in the world of you know technology for you to get the inform... relevant information, we have to go through technology. Like from internet, from ohhh (looks up) magazines, newspapers or different sources like books, so iiih is very very important, technology library including the internet is really a supportive ehh thing to the ODL ehhh students who are from the rich families sometimes they get, you know quality answers to different questions.
Interviewer	Okay.
Tutor	Compare to those who are from poor family
Interviewer	During the assessment?
Tutor	During the assessment, and if you ask how do you get the answer, no we use internet at home during night but those who are from poor families they are struggling like that end up getting lower marks.
Interviewer	Okay.
Tutor	So technology is very important also library
Interviewer	And do you think these learners have technological skills either to search for their information on internet?
Tutor	Yes, some of them, some of them
Interviewer	And these learners they are given this study material the beginning when they register?
Tutor	Mhh.
Interviewer	And as you said the materials are not enough?
Tutor	Mhhh..
Interviewer	How do they complete their assignment using the materials given or to prepare for examination?
Tutor	Iya we knowing that NAMCOL did not relevant materials, they tutors sacrifice a lot to make different copies, from the school where we are working we have relevant materials, we make copies from those materials we bring to them.
Interviewer	Okay. And that I think it will help them.
Tutor	Mhh
Interviewer	Looking at these learners and their area how accessible is the internet?
Tutor	So that way to internet is very much narrow and is limited, very much limited. As I told you we have the library nearby iyaa those who have background of using computers and other technologies they use to run to libraries, but the problem is the time limited the person cannot really get sufficient information.
Interviewer	Okay.
Tutor	Mhh..

Interviewer	And do you think there are some responsibilities that affect the learners study apart from some employed are the some things like the responsibilities that you think may affect these learners' studies
Tutor	At home or at centre?
Interviewer	It could be at home.
Tutor	Mhh, iyaa yes, ooop, these these learners of you know, we have the learner who are raised from age of 18 up to 25, these people (sound down) sometimes most cases they are not serious and they tend to have many responsibilities, some are important some are not and eehh. Many responsibilities, some are important some are not and eehh. Many of them i received the report that they engage them self in using alcohol at bars, which means they spend most of their time at the bars drinking.
Interviewer	Mhhh
Tutor	Iyaa, and also these are those who are the sportees, the sportmen they spend their time on soccer netball and so on, so the person can come from home and him or she will not attend school will just go to the soccer field and play
Interviewer	Mhh.
Tutor	Iyaa.
Interviewer	And how do they try manage to handle the responsibilities with their studies and the family also?
Tutor	I think then there, we tutor we are trying, in most cases those are the things we touch we always telling them to ahh.. divide their time but mostly to give many percentage on ehh.. study, because some of, the things like playing soccer, drinking iyaa. They are not really contributing anything on the well being of the person.
Interviewer	Mhh..
Tutor	We always tell them to divide correctly but mostly to give many points or many percentages on study which is you know there to change their well being
Interviewer	Okay.
Tutor	Yeah..
Interviewer	And where do you think these learners get support to achieve their academic success?
Tutor	I can only tell you that they get valuable support from tutors, from different tutors. And those who are lucky some of the students are from teachers' houses those ones are better because they can come with, you know something in mind. You can say they know what they are doing because of that background they have somebody at home to guide. But (laughs) for the learners who are from different houses whereby they do not have anybody to guide, is a problem. So they mostly get it from the tutors
Interviewer	Okay.
Tutor	Iya.
Interviewer	So the tutor is the source of information and support?
Tutor	Mhh, and to add there are those because we have the programme on Oshiwambo radio and on TV so the Namcol officials, they use to organise speeches on radio or through TV the luckiest learners who use to watch TV and attend radios they sometime get the information from television. And also those who like readings sometimes there are information in the newspapers,..
Interviewer	That's the thing.
Tutor	Iyaa..
Interviewer	And do these learners have group works where they are sharing and having eeh peer learning in ODL?
Tutor	Iyaa, no , not really group work but in most cases they are pairing I see them pairing discussing the questions and many other things.
Interviewer	And how do you think peer learning or group work will benefit them in their study?
Tutor	Mhh, I think peer learning or group works is very much important in study because learners are expected to learning from one another as we know there are some who are intelligent, there are those who are brilliant, who really do well even in their assignment and also in their examination and there are those who are struggling, the strugglers one can learn easily from the brilliant one, therefore I am supporting the group works and so fourth.....
Interviewer	Okay and, these learners sometimes they may experience some stress that could be caused by some challenges, did you maybe realise stress maybe them reporting to you as a tutor or maybe show ahh through observing them that this learner maybe stress and as a tutor how do you overcome that problem to help learners to handle stress and anxiety in their study?
Tutor	Mhh, iyaa, iya, there is, the stress is too much in these learners. You know most of the learners who are in NAMCOL are the learners who could not make it when they were in schools and most of them they are now (looking in the roof) always thinking about, no I waste the time , waste a time,
Interviewer	Regretting.....
Tutor	Regretting, now some of they even reported to me that my parents that my parents are always saying bad words to me, wasted our money, you wasted our resources. Now you got 21 point and so on and so on. Now these kinds they come to the centre with this mentality my parents

	are saying. So they are always coming to the centre that no I wasted time, so now that one really contributing to stress. What we do as tutors personally I sit with this student, interview them, they tell me everything then as in most cases I have nothing to do but I have tried to see the parents some of the parent I explain how they have to handle the situation in which the learner is now some they change, some they did no but we are still trying. And you see like the other one told me, no they are saying I wasted their money when I ask them something, like transport, they tell me No we have been giving you money to go to school but you did not pass ehhh try to get your way to get money. The kid is always crying. So when I identify I call the kid I comfort I cancel the kid I explain I even give some of the example, because I know many people who went through the same situation some were even chased from home because they fail but they worked hard until they have succeeded. I use to explain to the kid that fine is nice to be in that situation while you are young, take it as the courage take it as they are motivational, eehh... you know thing to motivate you to work hard until you will be on your own. So some of them they take something from that motivation so some they change now they change now I observed them they are happy which means I am expecting good result from.....
Interviewer	And life goes on.
Tutor	Iyaa.
Interviewer	As you said some are even asking for transport, transport for..... can you tell me more.
Tutor	You see these kids most of them they are from far..
Interviewer	The learners?
Tutor	They are not leaving nearby the centre. Some can even travel 10km, 15 km from where they live from homes.
Interviewer	Ooh..
Tutor	So they are always use taxi and there money is involve.
Interviewer	Okay.
Tutor	Iyaa
Interviewer	Anything you want to share with me about distance learners or the ODL or anything?
Tutor	No.... ehhh well we are pushing but i have the suggestion to NAMCOL themselves, so they suppose to recruit full time tutors so that students can be attended sufficiently and they must also have their own classes so that you know..... work will be done effectively. Ahhh coming to the materials the you know, most of the learners of ODL fail because there is no materials the materials given to these learners are very much poor and do not have quality information. And to add, these learners need the outside motivators, people from outside who are not the tutor so to come and motivate these people mostly those who went through the same process can be ahhh, good motivators.
Interviewer	Okay.....
Tutor	Mhhhh..
Interviewer	Thank you very much sir for your time.
Tutor	Welcome.
Interviewer	Have a nice day.
Tutor	You too.

Tutor 2 centre 1

Interview	Good afternoon madam?
Tutor	Good afternoon madam?
Interview	How are you today?
Tutor	I am doing super cool and yourself?
Interview	I am very well You are a tutor at this centre?
Tutor	Yes mem
Interview	I hope you fell happy to be a tutor for this ODL learners
Tutor	Very much happy.
Interview	And to start with our interview, have you ever heard of a self of a concept of self regulated learning?
Tutor	No
Interview	So it's a new concept to you?
Tutor	Yes
Interview	Ok, just to brief you a bit it's more on self motivation, need to be self directed in your learning in your own you are on your own, you are self directing, you are self motivation, you are self encouraging. That means in distance should have those characteristics.
Tutor	Okay.
Interview	And the next question, as you are not aware of the concept and these are the things the learners in ODL should posses. And I have to ask you. What are the qualities the learner in distance or Namcol should have to be succesful in ODL

Tutor	Thank you for the question, first of all.... The need to have self esteem, its very important and believe in themselves feel always that I can make it then that's good. The 2 nd thing I think they must try to be free whenever they don't understand they must not hide the questions, they must ask the question openly and discuss the questions with other learners or either with teachers.
Interview	Aright and how can you describe the motivation level for these learners?
Tutor	Iyaa.. aahh! My learners are, they are very very low when it come to motivation itself. I can this because normally sometimes when you talk with them they can tell you... no Mrs.... but I I..... don't think I can make it. Now that tells that person is not self motivated and does not believe even himself and most of the time, they can fell like they don't have that desire to come to school and they fell like what is the use, that's the question behind them, then can tells this person does not know what is going on they don't have that.
Interview	And what strategies did you use to help them to be more motivated in their learning?
Tutor	Okay, thank you for the question, I like it very much, this is my hobby. Iyaa, with my learners I normally set-up test, my own test, every time i have to tell them "the best learner have to get a price ", then I come up with different types of prices and fold them in a piece of a paper and pick in the box, then we let, we pick one person to pick then that is the price giving for the best person each and every test. Eeh.. some time the first one it was to have a dinner with me outside, then she was very happy just to have that sitting with miss... to them is a privilege something.
Interview	Mhh
Tutor	Then later on I reali..... I have to change I can not just have dinner all the time with them, anyway I inform the parents before I take the child then I get the permission from them. Later on I realise let me give something I will say, that's.... everybody can see because when you are eating in pairs you are only two. Then I come up with another strategy, I went to edgars, they seen..... if you buy the product from the, the present they can cover it for you.
Interview	Edgars the shop
Tutor	Yes Edgars the shop
Interview	Ohh mhh
Tutor	So I bought the sleeping dress the pizza them I put it the in box, then they cover it for me when I came to the lesson, again I ask guess what is in, then I said no, we don't need to open it here because the person was studying alone and at the end give us result. So must do the same, next time it gona be you. Then after that I see a lots of improvements in them, because everybody was trying and fighting hard to get the present that I said..... iyaaa.... you must continue like that then now I promised them, for the exam, the final exam, because I have English and English is a concern worldwide. It is challenging subject. I told them no let's have this agreement on A- is 1000, aB is 800, aC- is 500, aD because he tried a lot is 350 and let's ignore Es. And now I can see lots improvements in them because everybody is fighting for that. Especially for August holiday August exam most of them they did better compared to the April one because they are urging for that
Interview	Ok, that was a nice strategy you use. And when you observed the learners are they more self regulated or they depend more on you as their tutor?
Tutor	Iyaa, they are moderate, I can say they are moderate because there are those who are more motivated then willing to learn, and there are those who are just coming to school for the sake, coming to the centre just because other are because other are and most of these learners have child, are mothers because you can see today the person is coming tomorrow the person is absent the you can ask what is going or what is wrong with your problem, i normally like asking that question then they start laughing, they sta.....
Interview	Eeehhhh. Start laughing....
Tutor	Iyaaa they start laughing when I am saying what with your problem.
Interview	Eeeeehm
Tutor	Because I know you already have a problem that is the reason you are not at school.
Interview	Yes
Tutor	Then they say, no aaaa..... Miss my child, there is nobody to stay with my child I took my child to hospital iyaa, they are kind of challenge.
Interview	And when you also have observed those absent esism, apart from those did you also notice if they have interest in their study?
Tutor	Iyaah.. I can say they do have interest in their studies, I can see that on the other hand, I think because you find a person come up with own essay and straight to you "Miss can you poke out my problems, cn you make my essay? But you did not give them even an homomework to come up with an assay
Interview	Just on his own?
Tutor	I said... why did you come with the essay? He said no I just want to see, and I just want to know where I normally went wrong when it comes to the exam. Can you please just mark it, and then you can fell like this person is serious. Because eee... just think about it, a person just came up, think about it on your own and come please still mark it, and sometimes they like their group work, they can decide like at at..... especially the literature, it is like a debating, you say what is going on you are making a noise, then they say no Miss the other one saying castro was the descent.... acapero was the what..... as I said that's nice that's how we learn, then you can see

	the teacher was not their I might come late, they are, they are doing, they can just wait for a teacher and let's start, you find them already in the middle of the lesson
Interview	So when the tutor arrive they already
Tutor	Iyaa
Interview	In the middle of their own lesson
Tutor	Yes
Interview	Ok and for those don't really have interest what did you do to help them to be in charge of their own learning?
Tutor	Oooo..... thank you for the question, oo I have experienced four of them and.... because I am also working as a full time, full time learners okk..... I have experience working with learners, so I decided we have a councillor, teacher councillor at school, I once take them there, I talk to the teacher councillor please help my Namcol learners then I take them to her. Then she speaks to them I think they understand, then normally I also give the papers, piece of paper.... more like.... eehhh.... this is your mother or either can you be father or the best friend and in this case that's me I can be your mother you father and I can be your best friend please write all your problem, all the problems that you think prefained toward your academic practices maybe prevents you to achieve what you want. Put your problems either academic problems or personal problems and you tell the paper after you done you submit your papers straight to me I don't want them to pass them by anybody you fold then we do the feed, they do that, I think I still have some copies, I was having some copies then I then call them one by one, now this is a problem you can cot deny it, it is already a problem that you are sitting what do you think you ca do? Sometimes I like letting them in in the discussion what do you think you can do and what the causes of the problem what causes of the problem because exactly you know your problem
Interview	Ooh!
Tutor	Then when I call them one by one they are free to talk with me
Interview	Okay
Tutor	Mhh
Interview	And from there you solve the problem
Tutor	Then I solve the problem.
Interview	At ODL or Namcol learners they are on their own they are on distance they face many challenges
Tutor	Yes
Interview	Did you experience some challenges that hamper their learning
Tutor	Yes, iyaa, I remember one of my Namcol learner, you can see the person is from the eee.... oooo.... poor family just the sake of poverty. Eeee..... the moment you look at the person you can see eeh... this one you fell pity. Then I called here, I don't just want to help you, I wanted also them to learn that, to learn or to do things on their owns and to come up with something. So I normally sometime I can call them like in weekends I call that learner because I know she does not have anything on her own looking at her then I call her. Some laundry then she was my clothes then I pick out some clothes that I I am not fitting, then I promise now when you pass your test we can go to oshikango store (nearby town) then we get something because things like underwear's you cannot give the old ones so she did the same she studied hard, then she passed my test we go and I bought the underwear's but plus the old clothes I give her now she is looking better.
Interview	Mhh
Tutor	Aaa. Only that I.... sometimes also feel that not happy when she is in the class and she put the clothes that I normally put them others have seen,
Interview	Mhhh
Tutor	Then I fell like maybe just exchange your clothes with niece or... but later on I realise is not a matter of bothering but is a matter of helping.
Interview	That means poverty also affect their learning
Tutor	Poverty is playing a major role.
Interview	And coming to academic or other related issues that maybe challenging them?
Tutor	Iyaa. When it comes to academic we have lots of challenges. The 1 st one it her..... our tutoring hours itself they are just less imagine these kids, learners, we only met them two or three times a week. And the..... person fail because he does not yet. The hours is just little. And like this time is summer time too hot, and they are coming after school. The teacher already was already he was having some lesson with full time learners and now after that and they are coming especially to me we knock of at 2 and and
Interview	You did not rest.
Tutor	I did not rest, their first class Monday is ten minutes past two. And the ... from the class the moment I have the office the minutes already gone. So I still have to go there... the teacher herself or himself is already tired that's another challenge. But apart from that, the learning materials are a challenge and I have a concern I normally, I also have these feelings one has to know. Because comparing the NAMCOI materials and full time, the syllabus is the same. Because they are, at the end of the term or the year they have to seat for the same exam. But the full time they don't have literature but NAMCOL they have literature.

	I don't understand point what is that fit, what is there that literature is a subject if the learners they did not do literature for NAMCOL.
Interviewer	And they provide materials for the subject?
Tutor	Yes, they provide materials for subjects but the learner will just do that for that year, once they need at least experience they need to know. At least literature should start in grade 8 or nine, then the moment the person come to grade 10 you know the clue. Now to them is just like something. Mmmmm Which is falls from heaven, okay apart from that the materials apart from the literature the rest of the materials I have observed, they have a lot of materials. You find a ... even in literature I notice one. The questions, the memo iswhat can I say this ... you find a, answer which is very wrong in memo.
Interviewer	In the marketing grid or?
Tutor	And then they have the books are ... how do we call them?
Interviewer	The modules or?
Tutor	Yes the modules, they are modules but I think they have a special name, iyaa; they have modules, module 1, and module 2.
Interviewer	Mhh
Tutor	When you go back to the modules, the book itself, the booklet the answer which is there is not the correct answer but is in the memo. And now sometimes like aa.... One of my test, one learner, the boy was complaining, but miss I copy the answer from the study book. Okay, can I have the book? The answer is just there in the books, exactly...
Interviewer	But is it wrong
Tutor	It is wrong but it is not the only book, most of the books for NAMCOL they are like that. Sometimes these people at least if they don't know they must bring in people that know... or else they must ignore coming up with books which are having a lot of false information because on the other hand they are just misleading the learners.
Interviewer	Okay
Tutor	Mhhh
Interviewer	And how did you overcome these challenges?
Tutor	Ammmm. Challenges like, myself I told them, the good things about them, now they lucky because I also have grade 10 full times and grade 12 English but I compare because the syllabus is just the same. Now I advise them please don't use the modules, that's one thing I told them. I don't want them to use the module because when I go through the modules I find lots of mistakes.
Interviewer	Mmmm!
Tutor	Then I told them, stop using the modules, so I sacrifice myself, I do make copies whenever activity that I am doing with full time, I have also have to give them. O make copies I do sacrifice I just write summaries on the board and give some handouts that are our summary.
Interviewer	And that had helped then?
Tutor	Yes! That had helped them.
Interviewer	Okay, and did you experienced some drop outs among these learners for NAMCOL?
Tutor	Ammmm... not really a drop out is kind of absenteeism so far I did not received drop-out but when it comes to absenteeism its very high. Sometimes you feel like you want to quit, tutoring these kids. You... let me say, you give the homework for the certain group, can I have my homework back, and then they say no miss we do not have the homework because the group that you are asking is not the group that was at school yesterday.
Interviewer	They are leaving far from each other...
Tutor	Yes! Now you have to re do again you still have to give this people homework, and tomorrow again is not the same group. It Is kind of problem and challenging but drop-out itself is not there everybody wants to... but is just something that you don't understand. A person can be absent even for a month. Yes, but you cannot call it a drop out because a drop out is something like a person is just dropped, is no more coming to school.
Interviewer	Okay but, when you overcome this challenge of absenteeism eee... what did you do at least to advice them not to be absent as they are missing a lot.
Tutor	Okay, Because they are missing a lot, when they come like especially the first day from the holiday we have this orientation, then we have to start from every term. So we normally meet with them and discuss with them. So is when I have that good chance to talk to them about their absenteeism that most of the time I like advising them that, is your own life that you cheating and so you have to take it seriously if you make yourself as an absenteeism somebody at the end of the term you will not get that, because you are missing lot from the teacher and you don't have time to go back and sometimes people they have revision at the end.
Interviewer	You are missing out
Tutor	Yes!

	You are missing out everything
Interviewer	And they are also given assignments to complete
Tutor	Yes
Interviewer	How do they complete them?
Tutor	The assignments they only take almost a month to complete one assignment. The assignment is not a problem but the problem is the time, because oo... they have a month to complete one assignment just for one subject but you cannot expect them to do, some of them they have 3 or 4 subjects but the due date for the assignment just in the same month. And these learners you cannot just give them four assignments like somebody at UNAM (University of Namibia) the work itself, the quality and the quantity it does not fit. At least if you want them to do better give them 2 assignments per month, because the same times they are learners and not everybody is matured enough that thing for 4 assignments for five suppose to be somewhere grade 12 or UNAM.
Interviewer	Mhhh
Tutor	Is not for them and we find ourselves like this because the person is having English, at the same time is having Biology aahhh...or life science and Mathematics.
Interviewer	Ammmm
Tutor	Now is having 3 assignments doing the same time so they end up with incomplete assignments.
Interviewer	So you find them not completing it?
Tutor	You can find some like that. And the person just answer question 1 question 2, to question 7 and left question 3 and what ... you ask why did you do that because having a month was enough to complete? Then they say No miss but one month was enough for one assignment but I still have other subjects.
Interviewer	Okay
Tutor	Their assignment is just the same during the same day.
Interviewer	Is a problem
Tutor	Yes, very
Interviewer	And when it comes to their learning as they come for contact session do they have favorable learning environment as you don't know they left the center?
Tutor	Yes! That one I can see because like me they like when studying at school. But sometimes they are ... some they can tell you at home there is a lot of work. While you some activities u is studying your mother is calling or giving you some activities to do that cannot refuse to. That is one thing that they like when they are studying at school. But they also have favourism teachers and favorite subjects. You find one when is Geography lesson, then they say NO I am not going there, you cannot ask why, sometimes they are willing to study a certain subject, but most of the time they think if you fail English you fail all the subjects that's why they are willing to attend the lesson because if you you score A ^o and you get a U in English everything is regarded as zero.
Interviewer	Mmmm
Tutor	Now because of that they are trying to come, Yes!
Interviewer	Do they have library or where do they study?
Tutor	Yes! We are lucky we have a school library is very big at the same time we are very close to the library which is the community one the Ohangwena one. Everybody can go there. They go to the library but sometimes but sometimes they can also use ours. But what I like them doing I ... then when using our computer lab, we have a computer lab and we have more than 40 computers and they are 30. I like them seating there and get some information from internet, and using their, training then to use the power point. These things, technologies wise. Now they prefer coming there.
Interviewer	Do they have technology skills to search for the information from the internet?
Tutor	Yes! Very much
Interviewer	Ok!
Tutor	They do have that
Interviewer	How accessible is the internet apart from the library?
Tutor	Emmmm! They do have access, they have access to internet because we have wires at school and it is for free. Learners when they ... the moment they seat in the computer lab, the password and everything is just automatic as long a you press the computers, mmm, learner 1, learner 2 that's your password, so they enter the password and they start.
Interviewer	And that helps them to complete their assignments too.
Tutor	I ... Yes! They do but only that most of the time you find them there but they are not doing their assignments.
Interviewer	So they do their things?
Tutor	Yeah, they do other things, instead of completing the assignment the person is at face book but you need to control them, you have to tell them No, that is not the purpose but sometimes when you left the class. You find them changing the pages, they are also smart.

Interviewer	Okay And these learners as they are on distance they can entitled to different responsibilities and what do you think are those responsibilities?
Tutor	Aamm In their houses are lack of ... it is not really lack but the level of education it matters some of the parents don't understand. You find the child there using the child too much, do what, does A do B and the child does not have time. Okay they do collect food and fetch water. They also have to do some household activities but just too much to them.
Interviewer	So they will not have time to study?
Tutor	Yeah, They do not have enough time and some of them like the boys they like soccer.
Interviewer	Sport?
Tutor	Yes! They spend their time with just friends at soccer and other things instead of have the time of the day and read. Girls they like visiting, they like making friends every time does not have time with book. She wants to go to Johanna to see Johanna how she is living these things.
Interviewer	And did you realize some people having jobs employed or reporting to you that miss or I have other work like employed or having job apart from that.
Tutor	Yeah, There are those that have job but not that good job, like in my class I have 7 of them are baby seater surrounding and that's another one also some concern. But you cannot blame the person because they say the... some are orphans and some they just find themselves in that situation because there's nobody to pay, their parents are unemployed. And the family that family of today the person does not mind. So they are trying to get the bread for them. Now and the majority they are just baby for my colleagues.
Interviewer	Okay at your centre
Tutor	Yes At my centre
Interviewer	And do you think this learners have necessary support on both side either family or from you as tutors to help them to achieve their academic success?
Tutor	Yeah! 50% not really 100% I can say 50% because you can find one these one parents they mind they can even call you, nine there you can see the parents does not even know either the child ... the learner is doing NAMCOL. The person is just on his own, just on his own, they do not mind.
Interviewer	And who pays for his registration?
Tutor	Yaa They, those one some they get job babysitters as I said and paid for themselves.
Interviewer	Okay
Tutor	Mmm
Interviewer	And apart from the library or from you as a tutor where else do they get support, the academic support?
Tutor	Ahmm They got it from other colleagues, my colleagues, different teachers. Because sometimes you can give them homework then you ask the learners who do that because you can see the person is not the one who does it, they say it's a teacher from other school.
Interviewer	Mhh
Tutor	Yeah! Then it's not wrong to compare teachers and to get, getting information from different people because that information from different people because that one is kind of research. Good I like it, but there I don't like it when the person is doing on behalf of the learner. I like the person call the learner and make the learner understand, let the learner do the things on her own, that will helper, because in the exam the people will be there alone. I do not want you to take the pen and paper and start writing and give her to submit. No it doesn't work like that.
Interviewer	That means they have extra source outside?
Tutor	Extra sources, and from peers, from friends also help.
Interviewer	Okay as you mention peers, how do you think peer learning and group work learning as you mentioned before help or benefit these learners in ODL?
Tutor	Okay I like group work, it benefits them a lot because through group work they are, they share ideas, what you know is not what I know. Now the moment they come together they are even making friendship more. The moment they are with friends, the moment they will prepare class to be conducive environment it very good when working with them, because everybody is trying to participate, they know and they are learning from each other is not like individual ones.
Interviewer	Okay And as you are studying on distance as these learners are studying on distance because they stress and anxiety. Did you realize learners with stress or reporting to you it stress issues?

Tutor	Yeah, Stress use to be there when they fail the subject or they don't understand and as teacher we also have a problem, we are also the main cause of stress sometimes. I can say that pointing figures to us.
Interviewer	How? Because you find a certain teacher that does not know to deal with people, is just shouting and he is ... aai ... NAMCOL learners... to some teaches, NAMCOL somebody is not like a person, they think maybe is a think but still a person, although is doing NAMCOL. And they feel like, this NAMCOL, then the kids the learners now get stressed and say No miss I am going to Miss who.
Interviewer	That means they favour the full time
Tutor	Yeah
Interviewer	And the more attention they give to full time learners. Ammm! Okay and what did you ... what step did you take to handle the stress and anxiety for the learners in ODL?
Tutor	Ahmm Most of the time you can have a fun story, sometimes you can try to come up with a certain story which is very funny and interesting but sometimes when the person is stressed, there are times that you can read the mind, this person is stressed try to keep that person busy. The moment the person is doing nothing end up thinking a lot and the stress will be more.
Interviewer	Its true
Tutor	So it's good just try to make the person busy, give them activities, they must copy the summary, after coping the summary, you must make stressful person, want to be a teacher now. Now you are our teacher can you please come and explain the summary to us. The moment the person ...
Interviewer	And the person starts tutoring you?
Tutor	Expressing herself and end up forgetting that was stressed.
Interviewer	That's true
Tutor	After moment, that's that end of the revision see you tomorrow, and everybody was smiling and now we call that person our teacher now and when the person is getting out we say bye teacher, then the person is feeling good
Interviewer	And life goes on
Tutor	Yeah Life goes on
Interviewer	That's good ... I would like to ask or share with me anything that we discuss here and concern ODL learners mhh, No I want to why you ... then ee ... NAMCOL ... ok Mrs. ... what word can I use the NAMCOL manager or the NAMCOL bosses now, people , the ... Top people
Tutor	Top people, why are they not just coming up with their NAMCOL teachers specific just for NAMCOL. Because now this thing of eee ... certain teacher is working morning time from 8 until 2 and expect the person start from 2 to 8 again at night.
Interviewer	That is too much work
Tutor	Are they think those people are productive, a learner ratio is just too much; I do not think teachers are ... this are the cause of high failures also. Because now you find a morning time, you don't ... never find a teacher who is teaching but is sitting, they are also standing and work around.
Interviewer	Active
Tutor	They are active, energetic but come to NAMCOL you find a teacher is there but you cannot see because person is sitting and one of my lecturer was telling me, please when you go to the ... don't teach while you are sitting because you are sitting at the Childs mind. Every time I am trying to sit then I feel like I can ... I put
Interviewer	You are seating on the mind
Tutor	Yeah. She told us you are sitting at the mind of learners then they not make it because you were sitting on the learners mind.
Interviewer	Coming to the side of the learners when studying on their own what suggestion do you have?
Tutor	Ahmm I ... ohh! These learners they must have a specific hour just for study because for an ... can make it like compulsory Monday at ...
Interviewer	At the center or ...
Tutor	At the centers because at home is not a parent a supervisor, they are those parents that don't mind as I said, so they must come, the teacher, tutors the ... care supervising and give them that one or two hours for studying, they should be compulsory, just come to the study time as you come to the class
Interviewer	Okay That's good suggestion. Ehh ... let me than thank you for your time

Tutor	Mmmhhh
Interviewer	Thank you very much, have a nice day ... thank you also, that's my pleasure
Tutor	Alright

TUTOR PARTICIPANTS' TRANSCRIPTIONS

CENTRE 2

Tutor 1 center 2

Interviewer	How are you madam?
Tutor	I m fine mem. How are you?
Interviewer	I m very fine. As we schedule our interview today take place today. At your center. As a tutor, how do you feel being a tutor for NAMCOL?
Tutor	I am real feel honored to be given this opportunity to uhhmm...help this learners to further they study even though they have failed. Even though I am also teaching full time I am not teaching for them to fail for them, to cater them from after hours, though all may learner mostly they succeed. I would like to help other learners from other centers who apply to our centers. So here now I m very much happy when they come here and they need my help. That I m getting that opportunity to help them is a very.. I appreciate it very much.
Interviewer	Okay. And this NAMCOL learners that you teach, they have ___ as you said even do they failed and they come to NAMCOL , what quality do they have for them to succeed? Because they failed now they have to make it. What do they have to adhere they in mind for them to succeed in NAMCOL?
Tutor	Iya.... First of all they have a will that they come to register is the will. They have to want to be the student and study.
Interviewer	Ehmm..On the quality for them to study, they will to study.
Tutor	Mhhm..
Interviewer	Ehh... And looking at them they should be motivated. On this motivation how do you... how will you describe their motivation level to to succeed?
Tutor	Iya.. even I see them they have a will I think their motivation level is not that much deep.
Interviewer	Is low?
tutor	Is low.
Interviewer	Oo..
Tutor	Because you can just seen the way they handle their study. Eventhough they want or maybe they don't have the technicality of how to do... to go about to something like that. But when seeing their result when you give a test or something you can see that these learners they are not have a self motivation.
Interviewer	Iya..
Tutor	They are more teacher- learner orientated.
Interviewer	That means their performance is...how do you describe their performance as you said on the test?
Tutor	Is very low
	Is very low?
	Mhh...
Interviewer	As a tutor how to you assist them or which strategies do you use or way do you use to motivate these learners?
Tutor	Iya... after the test result you or a class activity you still give feedback on how the answer could be found, like I am teaching language you go back and teach them ok. If you are reading you should read like this you can find the answer like this, get key word and still you can give the feedback immediately you can give another task. They score it well. Give a task after a day then the score will again be low. Meaning that they are not going to... they don't have self study. They don't want to do things on themselves. Even though you tell them it is your benefit this is you. Aright Like this year this class is the more the class which is having a low self motivation.
Interviewer	The class that you ...?
Tutor	I am having this year.
Interviewer	Okay. Looking at their motivation level,
Tutor	Mhh...
Interviewer	Ee... after you try the strategies of remedial like you said you teach again you give them this. Did they show improvement?
Tutor	The improvement is there, but not to the pace I wanted. Is not real satisfactory you can see the improvement but is not speed improvement. So I wanted them to improve real for the better I can say okay you can make it. But real the class for today their motivation level is very low. Even though the tutor try all the mechanism of keeping the lesson ...(laugh)is not coming. I don't know what to do real books they have they books NAMCOL have real given them all the

	materials. They come to class we , they are given lessons. But I think what they are lacking is to reread, to relook and rethink of what happen in class. Maybe they go home they cover the book waiting for another day to come to class. So there is no rethink and revising what the teacher have said and what the book exactly is saying for them to make the content their own to internalize the content is where now it comes when test comes, exam comes and the result is always low.
Interviewer	Okay. Ehh as we are talking about self regulated learning are these learners self regulated enough to study on they own without depending on you as a tutor?
Tutor	As I said that this year class, I think they are more depend on the tutor I have just looked because you can even give them to say okay go and read this chapter, so that when you come back ok you know atleast you a going to talk tomorrow. Then you come only maybe one or two will give you answer they have and those one only read the only first paragraph. so they are more depend on a tutor than depending on they own. We tried our best to explain to them that these books they are other learners who are not near the class they can do this book and just understand it. So if you sit on your own and read you can still understand. But...(moving the lips)
Interviewer	Eee ...you mean they there ability to read ...
Tutor	Their ability to read is to low.
Interviewer	Is too low.
tutor	lyaa...Their reading skill. If they do read the book maybe they don't understand at all enough for them to execute what the book is saying.
Interviewer	Or do you think these learners on ODL,NAMCOL do they real show interest to their study after you have been evaluating them for so long. Do they show interest?
Tutor	lya.. the interest is there seeing that they all ways in class they are coming but maybe just the ability they are not be able to study on their own. Maybe if NAMCOL can give them even more chances to come to class maybe it will help but now class depend from class to class like I said that the class we are having this year this learners realy need help the interest is there but the ability to study on they own totally seeing the hours we are giving them I have seen they are unable to execute their study.
Interviewer	Ee what do you think as a tutor can do to change this learning style for the learners like now you are in charge of their learning and they are also in charge of their own learning. What can you do?
Tutor	lya.. what we do we just try to give them class because we also don't have enough time we just give them after hours we give them classes sometimes I also invite some learners say okay, we don't have class tomorrow but if you have time come. But what I have seen no learner have came when the time I allocated for private I was trying. okay you can see that you did not understand I can see that the lesson was not really good tomorrow we don't have English classes why don't you come tomorrow i see I m free can you find time for you to come to me and we can still look at this you wait they don't come. They will come tomorrow when the class is there. Now you have to teach this and you have to try to teach a new competence because you have to go ahead. So this is what we are trying to do.
Interviewer	Okay
Tutor	We are also trying to give them old question papers for them to read on they own or in another lesson we say ok now try to see if you can answer this.
Interviewer	And after giving them the question papers, the past question papers do you think they understand it?
Tutor	lya..they understood. Some they understood it you can see aaahhh that as I said that the improvement is not satisfactory there is a very slight improvement
Interviewer	Okay. Looking at the challenges that these learners face because these learners are on this distance. What do you think are the challenges that hamper their learning?
Tutor	The challenges is they are staying far from school, they are walking long distances some of them they are parents they are mothers, they fathers and their own life responsibilities is challenging them some they are even maybe having temporary job things like this. This is challenging them this is a total challenge to them or maybe to get time to study also and they totally willing to get to they class.
Interviewer	Okay. As a tutor how do you help them to overcome this challenges that you mentioned?
Tutor	lya.. like for a distance you just tell them that if you know that you staying far try to make time to get ready with time and measure how long it will take meyou take your time maybe if its 10 hours that hour you are walking but the time you reach there you rest a bit because if just are just walking and coming to class you will be tired and won't listen anything for mothers and fathers you Ask them ok, find someone to take care of your kid or bring your kid to class there is no other option.
Interviewer	Bringing their
Tutor	Ya' there are some kids also someone can help outside because is after hours. Maybe somebody can help.
Interviewer	Oo... you mean during attending the class, the baby is Or how do you?

Tutor	Uhmm baby this Sometimes during attending class baby can be with somebody else outside the classes.
Interviewer	Okay.
Tutor	And also to talk to their employers that they are studying so that they can get time to come to school and also time to come and writ examinations.
Interviewer	And what as you have observed eeh This learner for Namcol did you experience any drop – out?
Tutor	Not drop – out per say, they are still all here, ahh...but only some they are dodging tests, if is test day they know, you see the learner is missing. Now when you ask “where were you? No I was at work, No I just could not manage to come, but atleast all of them they reach the end of the year.
Interviewer	Okay.
Tutor	Up to now we are having them.
Interviewer	Okay.
Tutor	Mhh
Interviewer	What steps do you take when the learner dodge the test or classes.
Tutor	No course a test is something which is written on just on that time allocated if If he dodge a test, then is gone is gone, unless for the class activity of course that one we can still let him to do because is a learning activity but for the test. Because somehow somehow maybe information can be leaking and this one can benefit more than the others so we tell them if its test you come if you didn't come you lose.
Interviewer	Okay these learners, they are given assignments
Tutor	Mhhh..
Interviewer	How do you think these learners manage to submit or finish their assignment?
Tutor	For the assignment they do their best, but we have realized that some of them they are doing them at the last minutes. They come to submit and they are still sitting there writing even though we have caution them, the moment you got your assignment, lesson by lesson is taking you to answer so when the lesson is finish you know that there is a question for that lesson, do that question so by the end of a month or two the ... by end of submission your assignment will be finished. Because if that day if you are answering all ten questions you may not come you are not do it right thus why now you see that, some questions are being left without being answered.
Interviewer	Ohhh...
Tutor	But learners have stayed with the assignment for two months
Interviewer	How long is the duration for their assignments?
Tutor	Cause their assignment are given immediately in January all the assignments are given and then there are only due dates for them so the learners have a time to finish all of them and just wait for submission or atleast this month assignment 1 and other month assignment 2. There is really able time to finish all their assignment.
Interviewer	And after the submission and marking eeh.... What do you experienced in their performance?
Tutor	After the assignment is being return to them?
Interviewer	When you are marking,
Tutor	Mhh
Interviewer	Do you experience any problem during marking?
Tutor	Problem on what?
Interviewer	On their performance
Tutor	As far as the content of the assignments is concern?
	Yes.
	Yes of course you can see the kid did not ‘take time, absorbance to look in to the assignment, you can just see that these person was not there, he just come to eh to write and give (look up in ceiling.)
Interviewer	That means they are not was not serious?
Tutor	They are not serious even you tell them this is your content, it is you, I have just to affirm that ok, it is right ok it should warrant this mark and this is all you and I just have to satisfy you that okay this ten marks is yours because is the one that you print here. But at the end of the day you can see questions are being left out or like it come to literature, one part is not answered and I asked why why ehh We are having the book every day, we are reading in class are having the book yourself why don't you take the book yourself? Why don't you take the book question, and you look for answer? What is really the problem? You say the same question same in , assignment 1, you will say the same again in assignment 2, you will say still see the same problem in assignment 3. Is our learners...is our students... I just don't understand why they don't want to take..Ehmm..
Interviewer	Yes
Tutor	Study to be it on their own because it will be their own benefit.
Interviewer	Okay
Tutor	I even ask the question don't you want to go to grade 11 or they say I want. How do you think you are going to go to grade 11? What steps, what is going to take you there if not this marks.

Interviewer	And looking at the steps you take, did they show improvements after?
Tutor	Iyaa. As a said the improvement is there cause you can see the this learner a has improvement to what have that done last time but still this improvement is not to the level where a grade 10 learner should be leading to a pass mark. Iyaa, they may might pass, but up to now as we are, if they didn't change their study mechanism I am afraid about it.
Interviewer	Okay eh. You said sometimes when some learners come to submit, during the submission day the due date is when they are writing, what do you think is the cause?
Tutor	Just time management they do not manage their time correctly, cause eventhough you are that much busy at home I mean your The people surrounding you, your parents or your sisters or whoever you are staying with atleast he know that you are studying you should allocate time to their study whatever because they made this provision that this year they are studying so should be the time should be allocated everyday, for a study and now.They don't allocated time to their study to (laugh) to do this things
Interviewer	To do their
Tutor	Their work
Interviewer	Their study
Tutor	This is why now they realize there is only 1 day/ two day let me do my work.
Interviewer	Okay, now apart from time management what else maybe you think it will affect their study also as challenge even though we talked about challenges?
Tutor	Depend only what the learners environment is, what is busy with their time, you know they are teenagers as I said, they are grown ups and as a grown up person you are having life responsibilities and wishes and all those things which you can also be busy with and then maybe forget that you are having a responsibility to study. I think is just the youth environment where they are, then they forget that they are students and because they are free oo..., not like a full time learners they are free most of their time so they embark on other activities rather than their study.
Interviewer	Activities like
Tutor	Iya, I don't know really because I don't be there but at boys maybe soccer staying at places where they are finishing their time maybe like bars or something. Iyaa, girls maybe they are busy with something else, is just this I mean teenage life mhhh
Interviewer	Okay, and nowadays the world is changing with technology,
Tutor	Mhh
Interviewer	How important is the use of technology eeh ... and libraries to the learners' studies?
Tutor	Iyaa, the use of technology is very important but unfortunately in our area technology devices are not that much accessible like in this area and where they are accessible maybe this to Oshikango you have to pay for it and money is also a problem. Money for taxi and money to pay for internet café a distance, is quite a distance here. So on that part they are disadvantaged. Iyaa library we are are only, also having this school library which also not well equipped and as I said the learners' reading skill also, they are not that much motivated to read on their own, they don't make use of school library, even though it is very much important for them to read on their own and make research so. On that part they are disadvantaged and unless otherwise(looks down) I don't know what can be done.
Interviewer	And on the library as you said some don't go there, how did you help them to go to the library?
Tutor	Is just, is just by telling, we are having a library here if you have a need for it you can go and read, and make use of other books where you can explore knowledge related to your subject is just about let them know
Interviewer	According to the study materials are given to these learners?
Tutor	Mhh..
Interviewer	Do they provide adequate information?
Tutor	Iyaa of course the books provide adequate information as far as competence is concerned. But this does not limit for the learner to go and read any other book which related to their subject.
Interviewer	That means the books are ok?
Tutor	The books are ok. Eventhough the kid did not get chance to go to a library or doesn't have internet he can still use this book and make it
Interviewer	As you said about the technology, do you think these learners have required information when it comes to technology skills?
Tutor	I don't think so apart from cellphone those who have and most of the learners they are only having cellphones this device without internet only few one who are having cellphones with internet they can go whatsapp or things like this, but as a teacher they are given, in English, we are having a CD for literature I took a radio to the class, for them to listen for this CD, because I have seen now ok we have been reading I have been tasking you to go and yourself can now let us listen and listening is also some of the competences and iya.. I have seen also this the task we have done in listening course while they are listening they a having some activities to do, this was really much better the improvement was quiet satisfactory, this lesson you can listen they got most of all the answers the got it. Maybe if their book could be also be put in CD and they can just listen because I can see their are now reading is really a problem to them.

Interviewer	And during the study material time when they are given, are they given some technological materials.
Tutor	Only the CD Only the CD without radio iyaa and most of them they say they never listen to the CD because they don't have raid..... CD player or something like that. Only now at school that we have ooh.. come to have that and we have to operate in class.
Interviewer	Okay. Eeeh... Do you think these learners aaah. Can manage their study by handling other responsibilities at home as you said?
Tutor	Learners specifically?
Interviewer	Mhhh
Tutor	Or NAMCOL learners in general?
Interviewer	NAMCOL, NAMCOL
Tutor	Iyaa, of course NAMCOL learners in general they can, it can be done we have proof of hundreds learners in the past who succeeded in NAMCOL the program itself is, is not a problem, it depends from learner to learner. So if that learner is well well motivated and have a will to study and make it for that year of course he can.
Interviewer	From where or from who these learners can get necessary support apart from you as a tutor, where do you think they can get help again spending with you time as you said its limited where do you think or from who?
Tutor	Iya if, if the home environment is conducive if they can get support from their relative they are staying with it will work. Aah ohh if the NAMCOL can make holiday school where we can come together also with other learners and tutors also then they van be given classes there. I think it will be ok were also motivation can be given examples of learners who succeeded and all those things.
Interviewer	Eeh.. during their learning do they have group work or peer learning groups where they share information?
Tutor	Iyaaa, we have seen that they are making peer discussion, but I don't think at home they do. I think they don't get time to conduct themselves come together.
Interviewer	And how do you think they these groups work and peer learning help them to succeed?
Tutor	It helps, because what the other learner don't know, the other learner may know and may help also to go ahead and also motivate say ok, you, did you read this, no I did not. Why do you do this? But that one I have only seen that they have never met by when they are exchanging their study motivation, or when they are greeting themselves you can see ok they never met for a long time so they only do this at school before the class start and after the class everybody is going to his own place, they don't also stay here after study because of maybe long distance because if now the class knock off 5'o'clock, so you cannot stay here it will be too late, so they have to go home again, so the distance also is disadvantaging them .
Interviewer	Okay..... eeh these learners sometimes they find themselves stressed, do you think stress and anxiety affect their study?
Tutor	Iyaa, very much, it can affect, the the uncertainty ahh....of whether am I going to pass, am I making it right, the uncertainty of also for the worries of life. Iyaa, because as a teenagers or as adult they are also having responsibilities which can make them worry as I said some they are mothers some are having they are having their personal needs that they want to fulfils so this is also a problem.
Interviewer	How it affect their study?
Tutor	Iyaa, it may affect their study that their time maybe ahmm..., they may not get enough time to study. Or a person may get absent from class or he may also not come to examination as I said all this is because of the worries of and uncertainty of life
Interviewer	And as a tutor, what steps did you take when you see that this learner maybe stressed?
Tutor	Ahh.., is is just to call a learner and learner and talk to that learner and say ok, I can see that you are not here, maybe you are having a problem. Iya.. I know that we are all having problems but you should take time for your study and your problem you will think about it later and solve it and also talk to somebody and solve your pro..... because this problem if you just stay with it and not telling anybody it may not go away. That person may not solve your problem but having an listening ear and tell you maybe you can do this or can approach again another person who can help you is better than just keeping quiet and having it and not doing anything about it.
Interviewer	And what a learner can do because on your case you talk to them as you said, and on their side what can they do to handle that stress?
Tutor	What they have they do, is to see what brings me stress is it really necessary for me to be involved in that issue. Can I leave this for now and maybe I have to come back to it later, if they scrutinize their life and just leave other things and just be involved in their study for now I think the stress will be will be lessened if they try to think and try to solve the problem or stay away from what brings them stress.
Interviewer	As you are a tutor when you talk to the learner when you find out the learner is stressed did you realize the improvement the learners stress maybe improved or still going up?

Tutor	I have seen an improvement, when I talk to them. I have seen tomorrow when they come to class they are more relaxed. Even though you know that life issues do not go away that day but you can see the.... now the learner understand that atleast he have to be with her study this time, he is not longer that stressed and just looking somewhere but he is there with you.
Interviewer	I think that is all I wanted to ask about self regulated learning on ODL or NAMCOL learners' eh... unless you have anything to tell me concerning their SRL skills just in short.
Tutor	Iyaa. I, first of all let me say thank you for choosing me for your interview ahh.. I think what we have talked is more at length and what maybe should be the fact these learner fail I have seen now that its because really they most of them they are really their ability of learning is low, maybe what can be done is for them to be given enough time to study. If maybe NAMCOL can just come up with full time teaching also after hours, then it will be good. I heard that at some centre they are giving more time than the other, iyaa if he can come up with his own teachers most of the time , let me say Monday to Friday these learner can come to class it will be fine.
Interviewer	Thank you very much madam, enjoy your day.
Tutor	Thank you very much.

TUTOR 2 CENTRE 2

Interviewer	How are you sir?
Tutor	Yeah I am right how are you?
Interviewer	I am fine.
Tutor	Okay
Interviewer	As we scheduled our interview to take place here at your centre
Tutor	Mhh
Interviewer	I would like to hear your views on SRL on Namcol learners ODL learners
Tutor	Alright.
Interviewer	How do you feel as a tutor?
Tutor	Noo. I....
Interviewer	How do you feel as tutor, you are a tutor for NAMCOL?
Tutor	Iyaa, umh no.. its Ok I feel ok I like my students more because they don't give me disciplinary the cases. Not say even times you have to mind their attendance but otherwise they don't trouble me I feel ok. Is my 1 st year I really feel good.
Interviewer	Okay. Have you ever heard of the concept of SRL?
Tutor	Ahh. No... (laugh) I am coming across it for the 1 st time.
Interviewer	Okay. And thanks you have added to my..... (laughs)
Tutor	It's a new concept to me anyhow.
Interviewer	Is a new concept?
Tutor	Yes
Interviewer	Okay, eh... as it concerns with the ODL learner to be self regulated.... to be on their own. what are the qualities do NAMCOL or ODL learners have to succeed or should have to succeed in the learning, in their study?
Tutor	Iyaa It's self motivation of course but you should think that they need, they already have these qualities but they need to be groomed for them to realised if they are on the right path they should be able to handle the materials that are foreign to them. Which is a most hard thing but if one is able to work alone they can, in most cases they are isolated.
Interviewer	You mentioned motivation?
Tutor	Yes.
Interviewer	How do you how would you describe the motivation level for ODL learners?
Tutor	It varies from person to person, you sometimes you say it's ok, in some cases, but it also destructions sometimes beyond the students control, sometimes because of social phenomena, but you can say its ok for a reason, that they submit their assignment on time. Eh... they don't fail to do that but sometimes it's not also ok because some they don't turn up for contract session, you can't blame them for the sometimes they don't have means of transport. Their motivation is okay.
Interviewer	As you are tutor, how do you assist these learners to be more motivated in their learning?
Tutor	Iyaa we show commitment ourselves, we are committed, we are trying to be punctual and at the start of the trimmest we call a general meeting, we met all of them, and have operational speeches with them under the guidance of head of centre. Umhhh... out we also ask them, how easy their work is or how easy it is to study at your own pace. And that they have a lighter learning due to distance compared to full time. We also indicated to them what is a necessity of having to pass pass, but passing you have to pass with high marks because when admission come the priority is given to those learners who have excellent they are the one to be taken first and they are the one to go to next grade. When you don't perform well you will find yourself in a school that does not have hostel for example which is bad. For you to be at the good school you have to perform well for them to take you. It is unfair to take learner who has underperformed leaving one who performed better.
Interviewer	Ohh... you mean your motivation to them is there?

Tutor	lyaaa
Interviewer	You talk to them?
Tutor	We talked to them on such matter.
Interviewer	Okay. Eeehhh.... As you said you never heard of the concept SRL, eeh it's more on to be on your own, to direct yourself, do you think these learners are self regulated on their study without depending on you as a tutor?
Tutor	lyaa.., They are because they.... like I said earlier they met their, the deadline for submitting assignment, that self regulation may not be enough. Sometimes they come late .I remember last time I have to invigilate their exam only 2 of the student absent. It shows the level of commitment.. Maybe they are willing but sometimes they don't have means of source. But coming to examination without pens, proper one it is also an indication being reckless with your studies. Eehh.... I did not notice of too many absent is there were like one of 20 that was absent
Interviewer	They turn up for contact session?
Tutor	Is good so it shows commitment.
Interviewer	Okay. As you have been observing them do they show interest? Do they show interest in their study?
Tutor	lyaa.. I would say yes, although with preservation because like I said not all to them are turning up for contact session and some have even moved far away from centre where they have registered maybe for economic reasons that's why I said social phenomena's are also part and parcel of this, it forces them to move away to places, where they can get let's say employed a part time jobs. So they are for it, interest is there you can see but it's also difficult for them to reach here like last time I have asked a few, they come from, let me say 10km from here 15km to travel every day. Desire is there because where there is crucial you call them they will come.
Interviewer	Okay
Tutor	They will come.
Interviewer	You mean, they attend?
Tutor	They attend.
Interviewer	And their motivation on their own learning is there, and how do you help these learners to be in charge of their own learning?
Tutor	lyaa... What we do we empower them with skills, on how to study at home. Eehh... unfortunately there is not much that we can do things like long distances, that learners have nothing we can do. We try to raise their motivation level by telling them why it's important to study.
Interviewer	Okay. To be a learner studying on a distance it has challenges, what are those challenges you think may hamper their learning?
Tutor	lyaa.., I... the one that I found most prevailing is travelling long distances to travel to centre, there are also economic challenges, there is a case of isolation, like when you want to give the work for one to do in pairs, they will tell you I have no one to do it with because I live far away from the rest of the group. There are destructive social phenomena also like the use of alcohol, sex among youth so, these are some of the challenges that we normally across. Ahhhh..., also we find out that the materials that are supplied are inadequate, and tutors are not well empowered and they are cases of remuneration also for the tutors challenged both students and tutors.
Interviewer	Ahh..Going back to the challenge of alcohol
Tutor	Mhhhh...
Interviewer	How do they really get challenged by this?
Tutor	Some, because they are not coming to school anymore they use to be..... It use to keep them away from school and go there more frequently, some they can do part time jobs and they use these money drink. They happen to attend class from alcohol out let and turn up but not sober, so those are the cases we notice.
Interviewer	Okay, and as a tutor how did you help them, or how, did you tackle this problem this challenge?
Tutor	Ehh, in our in the templates we have for lesson plan format, there is the part for a 5 minute talk on a... Unfortunately it's strictly meant for that HIV or sex education but sometimes we use that to talk about life in general and all the things we feel could be destructive to their life, but what we do more is to keep them to focus on their studies and that indicate to them, money they have today and the opportunities to make the little money that they are making would not last so they should try to, you know secure them self... there is better opportunity in the job market than those they have at the moment, work hard to have a secured job that will last.
Interviewer	Did you experience some drop outs during the course of the year?
Tutor	Yeah, you cannot really say it's drop we have students that have been coming and they no longer come to contact sessions.
Interviewer	Ookay.

Tutor	There are students that have gone but at the deadlines for assignments they do submit how, we do know but they a side far places. The only thing that I have noticed is that for some students we have their contact numbers and when you notice something wrong with their assignments when they submitting might see that the numbers that they have registered with us are no longer functioning but we don't describe that as a drop out as such.
Interviewer	Ohh....That means you did not experience any drop-out ?
Tutor	No.
Interviewer	Okay, as you say you contact them do they or did they change, especially those who do not turn up for contact session after noticing that they are no more coming and you have their contact numbers after conduction them did they show improvement to come to attend or is it still the same ?
Tutor	lyaa... It it remains the same. Eeehhh.. because sometimes we do not also limited one will tell you they are in Gobabis with their aunts those are cases I have noticed or you will hear from fellow students that they are now working and some of these are learners they work to support their children.
Interviewer	That means they have children too?
Tutor	They have children too. You don't really force them to come but the fact is that they are submitting their assignment form that so far, show commitment and the nature of our set up itself it's is is..... very difficult for you to trace whether is a drop out or not or whether one is attending or not because the moment you move to the far place you start to attend at that far place. We also have learners here who did not register with us and they submit their assignments but only come for contact session. It is difficult to trace that's I said why drop-out is difficult to detect.
Interviewer	Ohh that means you don't chase away those who did register with you?
Tutor	No they are always welcome.
Interviewer	Okay as you mentioned about the assignments even though they don't attend. What did you notice about this complaint of assignment in
Tutor	One thing that I noticed because I started late with them and when I came in they have already submitted their marking I realised it was not that good, when I intervened there was a significant improvement , when it's coming to the outcomes of the assignments
Interviewer	Do you think these learners, ODL learners have favourable leaning environment to study?
Tutor	Ah! It's probable not it is up to the to find the study place that favourable because, it depends on the set up of that society. Because I, I..... when I look at it we have learners who come from semi or semi urban centres and have learned from village set ups or rural area in rural area it is quiet, you can find a place to study. While in urban set up, there are shebeens there are, you know a lot of people in you surrounding and you really don't find a quiet place, it is ever noise until such a time that everybody goes asleep. But not all of us to manage to do that. But whether is conducive or not conducive it depends where from this two different set ups.
Interviewer	Okay.
Tutor	lyaa..
Interviewer	Ehee! As we are moving forward with education, technology is now playing a major role.
Tutor	lyaa..
Interviewer	And, what eeh! Let me take my question in this way, how important is the use of technology or libraries in the learners, learning or study?
Tutor	Mhh.. iya, it helps to supplement the learners. And these materials they are having did not provide adequate information. lyaa. it helps to bridge that gap between what is provided and what is lacking these materials not all our learners or students have the skills to use them. They have to day they have smart phones is technology but the question is are they using these smart phones for... to supplement their studies, not really and not many are doing that; they would still rely on a traditional method of looking in the book. That's why I said they need to be empowered with study skills. And the study skills would also but at the moment it is not that crucial to them especially the grade 11 learners they have not started using internet.
Interviewer	Mhh..looking at the study materials they are given, are these study materials providing adequate information or skills to complete their assignments or prepare for examination?
Tutor	lyaa. No, Not really and it shouldn't be providing adequate however it may contain close to 90% of the information, but.... because is the same. The books provided may not contain all of what you need to make your books to supplement these provided materials. The books or modules as we call them they are providing, we find that they are not well summarised so the student take out the facts that are important and leave out what is not important to study. That is part and parcel of the study skills.
Interviewer	And the questions that are asked can they get the answers from the modules or the material that are given to them?
Tutor	lyaaa.... Most of what they are asked in their assignments will come from the modules, because if it's not provided there they will tell you it is not here.
Interviewer	Going back to technology skills how accessible is the internet?

Tutor	Mhh,, As I said they need to be equipped with more skills. The internet is here its only for the past, maybe weeks. We have wifi. May they don't have the skills to use that. Eeeee, but ee..... not all to them also have right or qualify, if you are to goes by numerical data you will think less than 50% of our learners those are the challenges and no computers. They don't have such skills.
Interviewer	Looking at these ODL learners, do they have enough time to go to the computers and get access to internet?
Tutor	lyaa, they, they may not have, they have time I should say. The time they have is not meant for ehh... the use of internet available. They are outside the school in the society. These facilities is no there, only when you come to school and when you come to school you only come to school when you have a session. And when it's time to session they attend. So I should say they, even if they had time or not, is to make use of it for contact session.
Interviewer	That means they don't use it?
Tutor	They don't use it.
Interviewer	Okay
Tutor	lyaa..
Interviewer	Eeh. Looking at he responsibilities, these learners do you have other ideas on how these responsibilities affect their studies?
Tutor	They, They mhh,, some are employed, such as self employed and or employment by at other place. But coming to classes would compromise, you have you earn from your employments because sometimes it's no work no pay situation. If you leave work for classes, then these hours that you are not at work you will be unpaid. If you leave business establishment to come to attend classes you will find somebody to stand in on your behalf. Other duties are majority of them do assist with domestic duties, like looking after livestock, attending the babies, but of course they duties that would sometimes could keep away from attending class.
Interviewer	And a tutor what can you do to help in this situation either suggestion on what this learners can do to handle this responsibility?
Tutor	lyaa, we urge them like, because some of them become economic migrants, one may register here and after 3 or 4 months may find themselves far away. We urge them to attend classes at the centre that is near to where they live. It's an open system where you go and find yourself in katima you can attend there. Eventually when come the end of the year they will have to return here for their exam permit.
Interviewer	Very good point there you said open learning,
Tutor	lya..
Interviewer	distance and looking at the ODL learners they get support from the tutors, as you were saying here, you support them this way. Where else or form who they can get support apart from you as a tutor?
Tutor	The main source on that they run to, for a general problems that affect their learning is the head of centre. If there is any complication in their studies, maybe you have no received their assignment back, anything or any rectification in their.... head centre that they talk too. These student they don't have a dean of student in their institutions that offer denies them with a crucial support system but of course, we are the only one at the moment. Is a tutor, If I cannot handle that I refer to dean of student.... do not mean dean of student but head of centre sorry(move the hand up)
Interviewer	Coming to the achievement in their academic eeehhh... apart from the materials where else can they get information or suupot?
Tutor	Ahaa! Mostly tutors and the head of centre iyaa, but we also make referrals. If you happen to go to say centres like trade fairs in the region and you have to visit them for example tent for the ministry of environment like in my subject if we are doing the chapter on conservancies and forestry, you urge to visit centres or agencies that would provide them written materials. We ask them to collect materials ,then they travel a lot unlike our students
Interviewer	Okay. How do these learners learn do they learn in group work also or peer or they are just learning individual?
Tutor	Mhh... I have observed, they are some that are doing it in pairs and some are doing it alone. Some of them they come here either in pairs or alone but to study after learners had left, majority like to do it in pairs only in few occasion you will find the student coming to study alone.
Interviewer	And how do group work help them learn, or peer learn how does it benefit them?
Tutor	lyaa. It keeps the level of motivation high and they support one another in both, emotional and intellectual, but it also raise the level of morale because together they can find a common purposes. It is better than one because they can even share the information and questions that others have not seen they can look at and they happen to not be able to answer through that
Interviewer	Okay as you know those learners sometimes they can get stress?
Tutor	lyaaa..
Interviewer	What maybe cause them to get stress?

Tutor	Ehhhe. One is that, theY get stress easily. The level of difficult of question they find in the assignment or test, so it put them under stress. But there are many factors like I said social phenomena, this is just a human being, and they have needs. Iyaa, and you know some of those needs are those they cannot met by themselves or their parents cannot meet. But economically they are in hard position, because having to come here as a student coming here to say two, three days a week, you might have one that wear over, and over and over and you start to worry about your appearance or like certain hair dress, style because they are adult when they are at that level even they are not really, or ready to be adult. You have to put on that style and you.... there is somebody next to you who changes every now and there. So now who cannot changes the hairstyle may became stress. Want to come but their appearances worries them more than anything and these are some of the challenges.
Interviewer	As a tutor how can you help them to handle that to handle stress, anxiety?
Tutor	Iyaa. It's not something that we detect easily and sometimes it goes unnoticed, but when we like I earlier said, at the start of the term these are the things we talk about that you are beginning a new term, it will be challenges and looking at the situation that you are in now eeh it is challenging and what you have to know before coming to this ODL (NAMCOL) you should be mentally prepared. It is all up to the mental set-up challenges have to be there, you can't avoid them. Its how you manoeuvre or how to overcome strength of your mental sent up. Sometimes you should surround yourself with right people, and to express is not only about talking as also about action we ask them to be strong be strong, be determined and be focus.
Interviewer	That means if they comply with all those the stress will or there will be stress free?
Tutor	Optimally, like I said the.... the.... my view is to help student throughout their learning we hope, we only hope because we don't have an assessment tool, to see the bottom line that we have such number of students who are stressed what we do, we have done.. we speak to them in general without focusing on individual. As we speak our speeches is intended for all learners
Interviewer	Not specifically to individuals?
Tutor	Yes, no specifically to individuals that we think we have our seen that's why I said something is go unnoticed but we know it's there. We talk about it because we fell it should be there. Sooo to say it has helped them it's for them to say that we are, assisted that up for us we have not really assist to determine the intervention reached a good level.
Interviewer	Okay. Anything you want to tell me about ODL learners on your own experienced?
Tutor	Iyaa. One thing I think there a little bit, they are two things that one would want to have answered. One is on the side of the students at the moment there is no such structure, if the institution could establish a dean of student for them, so that they see them through, somebody who is mobile even a student councillor for that matter who is mobile on regular basis, or whom they can call for intervention in case they need help of whatever nature. Iyaa... and also on the side for students they need to be empowered. They so not have access to libraries, for fear that like the library that we have for the school not really open for them because we have fears of their mobility. But if the institution that is hosting them at the moment can come in and make their distance short to go to the community library and from the side of tutors, they look uncared of because you are given these student, without advance knowledge on some topics, they are kind of special, and what we are giving them is tutoring, we do not teach topic by topic, sit with enough time for them only come in whenever we feel it's a need of a group not the need of and individuals and the institutions sometimes doesn't even organise workshops for its tutors that's why I said thing are nor cared that much. Only with adequate information. Even on how to learn on your own you do it judging on why you feel they need but a specialist in ODL you need an approval that what you know is indeed is what is indeed us what us correct and you have no one to talk to..Iya.. that's the challenges we facing.
Interviewer	Okay I hope the challenge will be solved on your side.(laughs)
Tutor	Iya Iya..
Interviewer	Okay thank you sir for your time we came to the end of our interview.
Tutor	You are welcome.
Interviewer	have a blessed day ahead.
Tutor	Thank you.
Interviewer	Thank you.

TUTOR PARTICIPANTS TRANSCRIPTIONS

CENTRE 3

Tutor 1 centre 3

Interviewer	Good afternoon sir
Tutor	Yes afternoon madam
Interviewer	How are you ?
Tutor	Good, how are you?
Interviewer	I am fine. As you are a tutor at this centre have you ever heard of a concept of self regulated learning?
Tutor	Yes just a bit I have more a bit information about it. Aahh... I think it is the way by which learners decided to upgrade or to study so that they can achieve more or the required points
Interviewer	Okay, and what do you think are the qualities for the learners to succeed in distance learning like in NAMCOL?
Tutor	Ahhh..... come again, your question
Interviewer	What are the qualities should the learner in ODL or in a distance learning like in NAMCOL to succeed?
Tutor	It's only through the attending the lesson, doing their activities in case of assignments, ahh... and then submit them on time as and study hard they will succeed
Interviewer	Okay and how do you describe or how would you describe their motivation level as they are studying
Tutor	Aaa! That one it has to involve the parents also, they must be able to you know parents must be able to support their kids, tell them the importance of education and then those kids have to understand that they are studying themselves, there is no like full time whereby the teacher is also always present, forcing them so motivation from the parents and the tutor is very much needed..
Interviewer	And looking at them as you use to be with them and observed them. How are the motivation on level are their motivation level (after silent) are they having high motivation level or their motivation level is low?
Tutor	Yes, most of them their motivation is high.
Interviewer	And what shows their motivation level to be high as you have observed them?
Tutor	Iyaa! Their attendance, performance all those they are showing.
Interviewer	Okay, thank you, and what strategies did you use to raise the motivation level for those who have their motivation on a low level?
Tutor	Normally I use to explain to them, telling them that they are on..... they are studying themselves and then ehhh..... I normally use to explain that if they did a mistake previously. So that is the mistake that they have to do what?? To correct and then ahh... they study hard so that they can again come back and make it.
Interviewer	Okay. Do you think these learners have self regulated learning skills, enough to study on their own without depending on you as a tutor.
Tutor	No they need to be assisted. Ahh! Cause you can look at them sometimes they might happen to come today they may turn the other day then will not turn or either coming late. It is a two hour lesson and then they might just end up attending 45 min.
Interviewer	What do you think cause them to be late?
Tutor	Aaa! Sometimes it can be the distance, or it can be either the time that they never consider that it is important for them come on time.
Interviewer	Okay, and as you have observed them do they show interest in their study?
Tutor	Eehhh! They are interested particularly at the beginning they are always interested.
Interviewer	Because they are energetic?
Tutor	Yes
Interviewer	Okay, as you have talked about the distance as one of the challenge of this distance learners did you also realise or experienced some other challenges that may hamper these learners in distance?
Tutor	Iyaa, there are many challenges, ahh.. for instance you know these kids they use to come afternoon particularly boys that's the time whereby they normally use to go play football, training and doing what, what.... but those things hinder them to come at school, at the classes. Or either you might experience a person coming but aahh! Seems like the boy is drunk. Coming at school so they consume alcohol.
Interviewer	Yes. As a tutor how did you overcome those mentioned challenge?
Tutor	Iyaa, normally at the beginning of each and every lesson I like to motivate my learners explaining more, motivate them and tell them to understand that they can still make it. So that's how I normally use to help them here and there.
Interviewer	And as you have observed them did they change?
Tutor	Yes most of them they change

Interviewer	Okay and when you started with these learners at the beginning of the year, having contact session with them, did you notice some drop-outs
Tutor	Yes, drop-outs are there but not really the drop-out because you might, in a week you may find that kid twice, next week you can't find the kid so, it is not really a drop-out. Unless the drop-out that I have experienced cause I normally use to follow them and ask, where is this person? Is that kid still coming or then you know.... some of them they end up being employed. If that learner happen to be employed. If that learner happen to be employed somewhere it is obvious that she has to go and come back and write examination only.
Interviewer	Okay they don't attend session anymore?
Tutor	No.
Interviewer	And what did you do, what step did you take to minimise drop out or not attending sessions
Tutor	Ehh..... normally I use to give them attractive mater..... The materials that I use, I normally use to give them handouts well you know.... summarised and then if I happen I normally use to tell them that if you happen not come or to turn up I won't give you this, but through giving them those well summarised handouts, they normally use to turn up.
Interviewer	Okay, and do these learners manage to complete or submit their assignments on time?
Tutor	Yes they do
Interviewer	And you don't have a problem with their assignment submission?
Tutor	Ahaha! Only some of them, they might end up submitting their assignments you can see that, the person, or the learner did the assignment rushing, and then they end up not completing all the what?? All the questions.
Interviewer	And that's the problem?
Tutor	It is a problem
Interviewer	And do you think this learners have favourable learning environment where they can study on their own?
Tutor	When they are at school or when they at home?
Interviewer	It could be at the centre or.....
Tutor	Iyaa. A centre is well organised. They have enough time.
Interviewer	For those two hours?
Tutor	Eeeee. For those two hours, particularly there is a time whereby they come and then you assign them give them task to do something either in groups or individual, you can see that they are always interested they put more efforts, towards their dream
Interviewer	Okay, with your support too.
Tutor	Yes
Interviewer	And when the world is changing technology is advance level, and how crucial is the use of technology and libraries to these learners?
Tutor	That one is very important. Eehh... In case of subject like let me say life science teaching for example ehh. The circulatory system. So learners were suppose to either to have a look at how the blood normally circulate around the body or either the digestive system, all those they suppose to observe like either the prescricis process by looking at diagram or I mean either a video.
Interviewer	And do you have access to internet at the centre?
Tutor	Iyaa, we do but in most cases it is always occupied. And then like on my side I use to try myself if I happen to get time I normally use to call them and before, it use to be like and introduction to me like respiratory system either circulatory system I normally use to give them ahhh1!... a video so that they can have a look.
Interviewer	On internet?
Tutor	Yes
Interviewer	Okay!
Tutor	By using YouTube or using CD that I come crosser to..
Interviewer	Okay, and do you think these learners are access to internet to finish their assignment with necessary information?
Tutor	Nop.. they are not unless those who are having Smartphone.
Interviewer	And they complete their assignment using other information apart from the one in books.
Tutor	Yes..
Interviewer	And..... aahh these learners are given materials, modules do you think they understand them on their own?
Tutor	Iyaa, modules they do understand them a bit but they need more explanation from their tutor
Interviewer	And you explain to them.....
Tutor	Yes, and I normally use to refer them to other prescribed textbooks.
Interviewer	And where do they get those textbooks or do you have a library here?
Tutor	No! We do but they never use it unless they borrow to other full times, or either those who have money they can go and buy I have seen some they managed to buy their own textbooks.
Interviewer	Okay, especially those who are employed or they are getting help from where?
Tutor	Iyaa, from the parents or either cause some of them are employed,
Interviewer	Okay.

Tutor	In the market and you know....
Interviewer	And these learners are entitled to different responsibilities in life either at home, communities, how do these responsibilities affect their studies?
Tutor	(Pardon) come again with the question....
Interviewer	These learners are having a lot of responsibilities apart from their study, how so you describe these responsibilities in connection with their study, how does it affect their study?
Tutor	Ooo... responsibilities maybe like (Thinking) like what?
Interviewer	These learners are..... Some are employed.....
Tutor	Ooo aright, aright, (stop with the hands) I do understand now..
Interviewer	They are on distance, living with the family how do they manage aaaah, maybe to handle these responsibilities with their studies.
Tutor	Eeh.. that's a challenge and it use to affect their studies particularly those who are like employed. Aaaaah.., and then they look after children and... you know such that they never get enough time to you know... to study.
Interviewer	Looking after their own children or others children
Tutor	Ahaha! Others' children
Interviewer	Did you realise some or experience some having having their own?
Tutor	Yes. I experience some they have their own, cause there is a time whereby they might come and she come along with her.. you know ... her kid at school... aaa! Taking the kid at hospital, from the hospital there she come at..... I mean at class. So.....
Interviewer	Oooh!
Tutor	So it is normally use to affect them.
Interviewer	Okay. What do you think they can do to manage handling these responsibilities?
Tutor	Eeeh! I think like those who look after someone's kid, eeee... they better be given enough time to study or to do their work instead of just being with the kid the whole day and.... you know, they never get enough time.
Interviewer	That's the thing
Tutor	Yes
Interviewer	And from whom these learners get necessary support they need apart from you as tutors
Tutor	Aaa!... at the centre we have I don't know.... if I can call them two member as considered as the school boards. Normally he use to gather them and talk to them, support them and you know..... explain more about the importance of their education.
Interviewer	Okay.And that was helpful to them?
Tutor	Yes
Interviewer	Where else do they get necessary support either academic or materials apart from the centre itself.
Tutor	Okay. I experience one, one teacher aaa.... he was at the centre and he wanted to have classes with them. It is not like he is taking them away from us, he arranged his time. That in case if they want to go attend they can go attend to him again.
Interviewer	For extra support?
Tutor	Yes. For extra support.
Interviewer	As you have observed these learners, do they study in groups or in peers, with peers
Tutor	Eee..... it depends, you know they are from different schools some they know each other, eeee.... one maybe just joining from you know (thinking) but she don't know anyone or he/she does not know anyone at school, so it depend. Those who are from the same school you might find them studying in the group or in pair and you might realise some are studying individual.
Interviewer	And how do you think group or peer learning benefits these learners'
Tutor	Yes normally.... eeeh... we use to say learners they learn more from each other. Eeeh.... so .. to me it use to help them if they are studying helping each other
Interviewer	And how do they share their ideas with their peers?
Tutor	Okay like in my case whenever they are studying in groups or in pairs, I normally use to give either a topic for them to discuss or either questions for them to disc..... I mean to answer them, and then as a group they normally use to report back. They select a leader, they discuss first, selecting a leader and then later they report back.
Interviewer	Okay and at the end of the interview what can you share with me concerning these distance learning or NAMCOL.
Tutor	Aaaa.... it is a good thing. It normally use to help these learner because if this was not there, we will end up having thousands of learners in the streets. Otherwise they cannot you know, there is no way they can improve if they happen to fail, so it really help some they were supposed to be criminals and you know. But due to NAMCOL I, it is true they some they use to come and attend they pass and then they proceed and succeed but if it was not there then it will be a problem so it is a good thing.
Interviewer	What did you suggest to be done in case of challenges and other problems that may be affecting learners in ODL?

Tutor	Aaah.. I think we just have to consider there for example the classes, the building themselves there is a time whereby you might end up searching for the class where you have to do what? To put those learners.
Interviewer	That means they need their own school?
Tutor	Yes their own..... they need their own school. And the time again to be with those learners, I think it was suppose to be extended.
Interviewer	And as tutors are you comfortable with your full-time time management with the distance learners' time management?
Tutor	lyaaa. That, the time management is okay, it is even good to us cause I am teaching the same thing with full time and then after finishing I go for part time and then the good thing it is when for example you are at the same topic.
Interviewer	Ok. Thank you very much sir for your time, I wish you a blessed day ahead.
Tutor	Ok.... welcome mem..
Interviewer	Ok, bye
Tutor	Bye

Tutor 2 Center 3

Interviewer	Good afternoon madam?
Tutor	Good afternoon mem?
Interviewer	How are you today ?
Tutor	I am doing good, yourself?
Interviewer	I am doing great
Interviewer	Eeh ... I believe you are a tutor at this centre
Tutor	Yes?
Interviewer	And you are a tutor for NAMCOL learners ODL learners at the level of grade 10?
Tutor	Yes
Interviewer	Have you ever heard or come across of a concept called self regulate learning?
Tutor	Yes, I do. So self regulated learning, the way I find it out, find that is something that a learner should do to study for something from their own findings.
Interviewer	Okay, thank you, eeh .. and to add on what SRL, is more on self esteem, self motivation, to be on your own driving your own learning.
Tutor	Mmmmhh..
Interviewer	And what are the qualities learners have to succeed in ODL, or rather say in NAMCOL as they are on themselves?
Tutor	Mhh ... the qualities that learners need more especially those one who are doing the afternoon classes, to say the NAMCOL learners. These people they need to be committed to their work, they should be ... having understand in various things they should be researchers and they should be honesty to themselves because if somebody is honesty is making sure that he is targeting something which he aims to get and also they should ... have full understanding of what they are aiming to achieve.
Interviewer	Okay.. aiming their goals?
Tutor	Yes ..
Interviewer	Okay and when we are looking at their motivation level, how can you describe their level of motivation?
Tutor	From my own obseravation, especially from my own learners whom I teach during the afternoons, these learners they lack motivation. One can say they are kind like they want to lose hope. One can say maybe they are not impressed by others who have progressed further than them. I have seen this, regarding their own attendance, they attendance is very poor. Whenever they are coming either for lesson to say maybe the lesson is starting at 2 that is 14h00 they are coming even 30 minutes after. And if that learner supposes to be assisted by the tutor for 1 hour, will only receives an assistance of 30 minutes and this can be already a barrier to the way to succeed.
Interviewer	That's the thing, eeh .. As a tutor how did you assist them to raise their motivation level?
Tutor	I tried almost in most cases, to motivate them that being a NAMCOL learner is not that there is a very big difference between those one who are attending morning classes. They are even having that potential. I use to tell them that they have that potential for them to study nicely the subject they opted to study to improve on their results and they can study it better and score better symbols than when they were doing all 9 subjects at the sometime.
Interviewer	In full time?
Tutor	In full time.
Interviewer	Mhh..
Tutor	So I also provided them with worksheets where they normally use to go and do at home after, the after lessons, and then the next day we have to observe if they have done something or not, and then I find out that this was more helpful to them. They get engaged in their school activities.

Interviewer	Okay.. And as you have also observed them do these learners self regulated or they depend too much on you as a tutor?
Tutor	Truly speaking, these learners are not self regulated. Because what I observed they can arrive there, you can give them something to discuss for a while and you see that, they are, they will just be waiting for you. Your input first before them. That's already an indication that they are not self regulated. So the ... the ... information which they want, they come there as they are empty vessel. They depend on the books and when you ... you ... you ask for their, pre understanding, they want to read from the book. And even you provide your information; they want only to take that information. Because ...
Interviewer	They done want to add their own?
Tutor	No They want just to keep as it is.
Interviewer	Good ... did these learners show interest in their own study as you have observed them?
Tutor	Not really, because even observing from the assignments which they use to write. They use to be 3 assignments, each year, and you can see from their own performance in the assignment which they do with their modules with the information provided. A person instead of scoring 100 marks is scoring even 50 % so of which 50 the other 50 is just ...let down like that and person was given enough time to say even 2-3 months with that single assignment. And again to the 2 nd assignment is not having a ... lesson to them that in the 1 st assignment I do better that. You can still see them that they are just further going down. They are seeing that, their weak point they are not seeing it.
Interviewer	Okay.. And as a tutor what improvement did you make on these learners to improve on this lack of interest?
Tutor	I tried by all means, after every assignment. We discussed the solutions. I gave them the proper way to answer questions. How they suppose to answer them, and I even encourage them to make sure they 1 st have to study and find out the information which is required to each question in the question in the assignment, rather from their own understanding, and by so I have seen that, whenever I refer them to study something and later when are to meet they are to give the feedback if they are able to do so. But if I could just give them an activity during that session and I didn't even refer them or encourage them to find out 1 st from the available resources they will not even bring up good work or good results.
Interviewer	Okay And as they are on distance they face many challenges, what are those challenges maybe you have noticed that face these learners on distance learning?
Tutor	These learners the very 1 st challenge they have is the use of cell phones. Because I have even observed during the session when we are meeting them in the afternoon. They normally, a person you are trying to help them in that specific hour you are ... which is allocated but that learner is busy attending to the cell phone and using the eyes to ... or ears to listen to you. You could already see that a cell phone is already on obstacle, a barrier though their education.
Interviewer	Yes
Tutor	And is very difficult to control the, because you can either you cannot come with the cell phone but the person can just hide it somewhere. Is very difficult they are grown up enough they are not like this small ...
Interviewer	So their attention Is more on cell phone?
Tutor	Yes! They are like that and I have observed it is even of the contributing factors that make them not to perform well.
Interviewer	And secondly what other challenges have you noticed?
Tutor	I have also noticed that they take this ... we call it a 2 nd chance for them because they were given the 1 st chance for them because they were given the 1 st chance. As not important as it ... the way when they were in morning classes. So they then take it the way they like even to their attendance they come whenever they feel like. A person is like for the subject I teach, it allocated 5 periods a week but the person can just attend one or 2.
Interviewer	So they are not serious?
Tutor	Yes, but the person is not busy with any else not even working somewhere is just at home just maybe thinking that No, this today I am not going to attend. And you are going ahead and you are going ahead with those who are ... less one which have turned up and by keeping on that habit, it can make them to perfume poorly.
Interviewer	And what did you do to assist them to co [e] with those challenges?
Tutor	I always try to talk to them, I keep records of their attendance and I told them whatever we covered they missed it and that one will be a problem if they are not to approach me. I told them I am always available to help them even during weekends if they feel like coming I can help them. They tried, there are not allocated with the lesson that day they can com. May be they were attending other subjects and they find out that you are still at school in that

	afternoon they can come to you and then they ask you to assist, that is the only way that ... another way that can, we use to help them.
Interview	Okay When you mentioned that they are not working they are just not serious ... did you observe some having employment or other job apart from their study?
Tutor	Yes. Some of them they are recruited, they are working in shops. And for those one In most cases they or you only use to meet them during the submission of their assignments or the collection of their assignments. And whenever you approach them, because you have ... you can be ... registering everyday their attendance but you can see that the person is not turning up and the day you will the person it will be your chance to ask that person that I have been calling your names all these days where have you been/ then it is when a person tells ... no I am working somewhere. So you only see that person of that request of the assignment that you ... this is the due date of the assignment so you have to submit in the day you have to ask for permission to be released.
Interviewer	And how their employment affects their study in that sense?
Tutor	Their performance is very poor, compare to those one who use to come to attend the afternoon sessions. Because I have observed that, they got no enough time for them to study or do their assignment. So this is this regard in the poor performance whenever I compare their results with those who use to come they are always the one who are scoring low points low marks. So you could see already that No ... this people probably it's because they are working and they have little time to attend to their books as it will be late and they only rest.
Interviewer	Okay And as you observed their attendance did you experience some drop outs?
Tutor	Like in my subjects
Interviewer	Yes
Tutor	No. no drop out, as I said, those one who don't turn up for afternoon sessions they are only either telling you I am working somewhere, and we use to see their assignments they are submitting them on the day they are required ... and some of them they even say it's because of a long distance they cannot come, they have no money to take the taxi to come to school. So and normally we use to start from 2-5. Some of them when they manage to come and maybe that subject is allocated to end at from maybe it will start from 4-5 pm.
Interviewer	It's already late?
Tutor	It's already late for a person to hike back to their respective places.
Interviewer	That means it's another challenge of transport and money?
Tutor	Yes.
Interviewer	Okay. And when we are looking at these learners, as you said they are given assignments how do they complete the assignments?
Tutor	They are given these assignments to complete them on their own at their places. They are given enough time for them to complete it with their modules. They normally their assignments they use to state which chapter is being assessed and they have just use their assignments to find the answers from the modules. So that is the, the, ... that's what is required from their assignments.
Interviewer	Do they submit on time?
Tutor	They do so. Only few of them who don't do that.
Interviewer	But they can?
Tutor	They can bring of the due date was today then they bring tomorrow and then they apologies. That it's because of ABC. I couldn't come yesterday.
Interviewer	Okay, as they are on distance do they have favorable learning environment? Where they can study for exam or for their assignment or just to study for them to pass or for their progress?
Tutor	Of course they have. Even at school where their afternoon session is offered. They even told you that either that day there is no tutor who is meeting them they should feel free to come study and they are given even to study up to 17h00. So they can come from 2 because their session normally start from 2 they can start from 2 they find only any class with no learners, they sit there quietly and then they study or do their assignments
Interviewer	Okay, Do you have a nearby library for them to search for information?
Tutor	Actually the library for the school is not allowed for those learners, but we have community libraries. For those one who can manage to... to... who can afford, they can take a transport to take them to the community library. There welcoming everybody. But for the school it only accommodates those for morning sessions.
Interviewer	And where is that community library?
Tutor	It is situated at Ohangwena community library. That's why they call it Ohangwena Community library.

Interviewer	And looking at the distance, how long or how short is the distance for these learners to be there?
Tutor	It depend to the ... to the location of their places those one from that side, nearby Ohangwena, they ... they can get there ... and those one who are from like Eenhana they can join Eenhana community library because even Eenhana is having one and those one which are from the side of Ohangwena Community can join there. Some they can get there by foot because their villages are just nearby. The community library ... some they can take taxis.
Interview	Okay And ... looking at the library use of technology, how crucial are they in the study of these learners.
Tutor	This is very important item to say for them to study. Either making use of internet in the library because there are computers, if you would like, or they would like to find information from the computer are there for them to research for anything which is bothering them or which is not clear in their book and there are also different bo ... resources books ... which they are allowed, either to sit in the period of working hours for the library, or even to borrow if they have registered themselves as member of the library so that they will be given a certain period to go with that book which they shows interest and then they bring it after the required period is expired.
Interviewer	Okay and looking at them do they have technology skills to search for information from the internet?
Tutor	I think so they do because when they were In those normal classes the ... they were given the subject of ICT. All of them in their different school when they attended their previous grade. They have done ICT as a subject, so that they were directed on how to use a computer, how to search for information and so forth ... so they have a clear picture on how to go about it.
Interviewer	And those cannot access to library how do they get access from the internet?
Tutor	Those one who cannot and they showed to us tutors that, I would like to use either a computer or I would like some to get some types on how to find information from the library. We also use to help them out. If they come out and asked us. We use to do that.
Interviewer	Okay.
Tutor	We use to give them directions that you can do this, and then it will help you.
Interviewer	That's good, and these learners are also entitled to some responsibilities that may also affect their study.
Tutor	Mhhhh..
Interviewer	Have you realize these responsibilities part from those who are employed?
Tutor	Of course in their own house in their families. They are still under the management of their parents. And some parents they even loose hope that with their attendance of these sessions for them to improve on their results they have no hope that they are going to progress to the next grade after ... being ...
Interviewer	So parents or family do not show support?
Tutor	They don't. so that's why the learners ... sometimes they can just be absent because the parent is saying you are not going there you have to do this co-work so by holding them back it also one of the contributing factors, is true it is your parents you have to obey, otherwise if the parent said, you go, you find your way to come back, so a person will just stay.
Interviewer	So you just have to respect their elder.
Tutor	Yes you have to respect their elders.
interviewer	Okay . What do you think these learners can do to mange handling these responsibilities and their study?
Tutor	If they can just design up the study time table of which they have allocated, they are even lucky, from morning they are still at their houses and at our centers we only expected them to arrive by 2 o'clock in the afternoon. So they can just have that time table to allocate their various activities. The one which they are expecting to do by their parents. Their own study homework and assignment as well they should include it and the time for going or coming for lesson and when they go back again. Even during weekends they can make use of that. The study time table can help them a lot.
Interviewer	Okay And what these learners can also do to handle their own responsibilities on their own? Looking at the friends, attention and other things like also cell phone attendances.
Tutor	What I think can help these learners is only the full understanding of education. They should have that full understanding of their own understanding of education. Their own education. They should have that full understanding of their own education that they have full responsibility of their own education before everybody else. Because nobody can make your life better if not yourself. Open up your mind and says "I want to achieve this" you can only achieve if you decide. If you didn't decide either they will be somebody forcing you, do it you will be just like a horse taken to water but you cannot make that horse to drink.

Interviewer	That is the thing. And where else these learners get necessary support to achieve their academic success.
Tutor	From their own parents, they can also ... the parents ... if they will be we ... even use to talk to their parents that they should not late their children and they should also respect their schools that they, it is just a normal school like the other school they had before. So if the parents involvement will also be there, these learners will achieve because they will realize that even my mom or my dad want me to achieve why not myself?
Interviewer	Or my children also?
Tutor	Yes.
Interviewer	And did you realize some learners are parents or having children of their own?
Tutor	Of course that's very common; they do have their own children although they are accommodated in the same house by their own children although they are accommodated in the same house by their parents. And so this is also one of the contributing factors to their poor performance because some of them you find out that they come even with their own babies. More especially the female one. They carry their babies and then when you ask they say no body will taking care of the child in their absence, that period when they have to come and attend the classes.
Interviewer	So pity
Tutor	Yes, so they really struggle but they try their best. I ...
Interviewer	Do they attend the sessions with their babies or they leave outside with someone?
Tutor	No ... Nobody will be around for that. They only use to enter in and then whenever maybe a child baby is crying, you have then just to realize that person that you go attend to child then you come back. So they just to come and attend with their children.
Interviewer	Okay And do they do group work or peer learning in their study as you observed or realized?
Tutor	They do so. Even when we are conducting lessons with them, we use to advise them to study in groups. And when they come to our center they are from different schools and we advise them to try, to formulate groups that ...in a way they will get the information from other learners from other schools, because they were taught by different teachers from their respective school previously and when they come together they come with different information. So they study in group it shows improvement rather than a person study alone so they really even use to understand better.
Interviewer	And they share the ideas..
Tutors	They share the information.
Interviewer	Okay, these learners sometimes they get stressed due to some challenges and some factors. What are those things that you realise can cause these learners to be stressed.
Tutor	Uhhmm..What stressed them most ... I observed it can be ... cannot ... it can be ... their ground their background maybe the family cannot cater for their needs as they are coming to our centre they are comparing themselves worth the other who are doing the same grade improving their subject and they look better. They feel uncomfortable and whenever we are observing them some of them they are not even willing to participate. They are kind like they are shy they are not open up enough and some of them they are not open up enough and some of them they take themselves like no I wasn't good in this subject seriously I don't want to show it to others to see that so this was the subject I failed most. So you could see that they are having challenges because of the background and might be ... and this one might make to go down when it comes to the performance.
Interviewer	And as a tutor what did you do to help theses learners to handle stress and anxiety?
Tutor	We normally use to advise them about the common problems which are in society. We use to advise them never to give up or never to be hold back by something which is bothering them because maybe something which they discover in their family or in their community. We tried by all means to encourage them to take their education very serious, that they can soon overcome these problems if they will take their education serious and ...
Interviewer	Everything has an end..
Tutor	Yes.
Interviewer	And they follow that and the stress goes down ?
Tutor	Yes, very much you can even see if ... was not even attending very well, you could see the attendance is improving and that will take them even to the performance is also improving.
Interviewer	Okay That's good as a tutor at the end what can you share with me concerning the study for these learners on their self regulated learning level.
Tutor	The advice which I am having or the information which I have for these learners I just want other tutors as well as parents to take the education of these learners very seriously. And to help them with all that we can do so that they can achieve. To show them that taking this type of lessons for the second time it does not mean they are not going to achieve. With their achievement and the involvement and the involvement of us tutors helping them and the

	parents even the community at large. I know they can achieve. Every successful person has struggled to get where he is today.
Interviewer	Okay. That's very good. Thank you for having you today and thank you for your time. I want to say have good afternoon.
Tutor	Thank you mem..
Interviewer	Good bye
Tutor	Good bye

**TRANSCRIPTION OF LEARNER PARTICIPANTS
CENTRE 1**

LEARNER 1 CENTRE1

Interviewer	Good afternoon
Learner	Yes afternoon Mrs.
Interviewer	How are you?
Learner	I am fine how are you mrs?
Interviewer	I am fine,How was your holiday?
Learner	Ooo.. it was good.
Interviewer	Okay let's start with our interview, that was supposed to be today, ee..before I start, you are a distance learner?
Learner	Yes
Interviewer	Studying NAMCOL as a ODL, eee..how do you feel as a distance learner?
Learner	I am feel like I got a second chance to improve my subject over again and it's a chance that I plan not to waste.
Interviewer	Okay, a second chance that you got can you tell me more about that
Learner	(laugh) because I fail last year and then I got a chance to do my subject again in ODL
Interviewer	Okay, eee as you are studying now you got your second chance. you are now motivated to study?
Learner	Yes
Interviewer	Eee.. How do you keep yourself now motivated to study?
Learner	Mhhhhh.. how do I keep myself to motivated?
Interviewer	Mhhhh...
Learner	On study?
Interviewer	Yes. How do you? Now you have more effort to study.
Learner	Iya my children they hope that one day I will be able to make something out of myself and provide for them.
Interviewer	Do you have kids?
Learner	Yes
Interviewer	Oo. How many kids?
Learner	two
Interviewer	Okay. And you are the bread winner for them you want to progress well?
Learner	Yes
Interviewer	Okay. As you are studying through distance what are the benefits, what are the good things eeeh... being a distance learner? Compare to the time when you are a full learner now you are on a distance. What are the benefits that you get from the ODL?
Learner	Just time management, studying through distance doesn't require you to come to school every day it makes easiest way to come and perform my other duties.
Interviewer	Other duties like?
Learner	Working.....
Interviewer	You are working?
Learner	Iyaaa.
Interviewer	Part time or?
Learner	Eeeh... part time
Interviewer	Oo..
Learner	Just because I am a volunteer in red cross
Interviewer	Okay. Eee... how do your tutors motivate you to work hard in order to succeed?
Learner	The tutors keep us motivated by telling us motivational success stories to believe in our self and that we can achieve anything as long as we will focus on whatever we want to achieve.
Interviewer	Eee. You want to achieve something in life?
Learner	Yes.
Interviewer	Okay. Eee.. you talked about time management as a learner in distance learning you are required to be self discipline, controlling you self making your own decision regarding where to study, when to study and what to study?
Learner	That is true and it requires a lot of commitments.

Interviewer	Mhh. Were your tutors or anybody taught you how to set goals or how to discipline yourself.....?
Learner	Yes. Especially our (looking up in the ceiling) our Agriculture tutor use to told as all those things
Interviewer	And how do you plan on your study, how.. how do you learn?
Learner	The tutors provide us with all necessary information that we need from preparing for examination how to answer questions and so on.
Interviewer	Okay.
Learner	Mhh..
Interviewer	So the tutors are helping you to get ready for the...?
Learner	examination
Interviewer	The examination?
Learner	Yes
Interviewer	Okay, and how do you evaluate yourself now you look at yourself how do you evaluate yourself and see that yes I understand what I am reading or what I am studying that I will make progress?
Learner	I evaluate myself by answering question form booklets.
Learner	Did you buy those booklets or you got them from the when you register?
Interviewer	lyaa... we got them when we register
Interviewer	Okay..... As you are studying on distance there are many challenges, eeeh..., do you have problem to study on your own?
Learner	Yes I have challenges when it to ODL, sometimes we only have two classes per subject each week, also challenging when it comes to time, because not so much emphasising is put on a topic like the way it has done on full time.
Interviewer	Okay, so time here is a problem?
Learner	Yes
Interviewer	And when you are looking at time is only on the tutoring, what else does time needed in concern of your study?
Learner	It ... (looking around)
Interviewer	I mean do you have a problem to manage time on your own?
Learner	Yes. Just because..No I don't have a problem to manage my time because I will just draw up an time table to study and that time to went to school again.
Interviewer	Do you follow that time table?
Learner	Yes (laughs)
Interviewer	That is just your personal time table right?
Learner	Yes.
Interviewer	And when it comes to exam how do you prepare for your examination?
Learner	I will... that time table and sometimes study at the library.
Interviewer	Okay. And I think you have friends?
Learner	Yes.
Interviewer	And how do your friends influence your study?
Learner	In a positive way, because I have many..
Interviewer	They are benefiting you?
Learner	Sometimes.
Interviewer	Mhh..Sometimes??
Learner	Sometimes they benefit me and sometimes they did not benefit..
Interviewer	How? In which way they don't benefit you?
Learner	Mhh..., like sometimes they are just making lots of noises and if you were like put more efforts on your study no way you can just read your books.
Interviewer	You are given assignment to complete throughout your course?
Learner	Mhh...(nodding head)
Interviewer	How do you complete those assignments?
Learner	I complete my assignments with the help of my study groups and some times with the help of internet. I prepare for examination by drawing a time table.
Interviewer	And you follow time table.....?
Learner	Mhhh..
Interviewer	And you read you read your subject.....eee.. if you are... Where do you stay?
Learner	At Ohangwena.
Interviewer	How do you view your learning environment? Do you study at home and in this case, I mean if your learning environment is not good, is distracting is not conducive, what do you do?
Learner	Ahh..... sometimes I use the library in my house and it is very unusual for the library not to be conducive and they are loose..... as from my house I send the kids away to their grandmother
Interviewer	Ohh.. you have a library at home?
Learner	No.. the library.the nearby library
Interviewer	Ooh.. you have a nearby library?
Learner	Yes..
Interviewer	Okay, you make access to the library?

Learner	Mhh..
Interviewer	How often do you go to the library?
Learner	Haa?? (pardon)
Interviewer	Often how many, for how many times just to see if you go there many times or less times in a week?
Learner	Just 2 – 3 days a week.
Interviewer	Okay, as you answered already, that you have a nearby library eehh.. what information do you get from the library or which information that you get access to when you are in the library?
Learner	In the library there is resources that are helpful the problem that I realise is when the material that you need is in not in there.
Interviewer	Ooo..., so that means the library is not yet fully equipped?
Learner	Yes.
Interviewer	Eee.. eehm..... apart from the resources that you want are the same resources that are always there available to you every time you go there?
Learner	Yes.
Interviewer	For example?
Learner	Just like some textbooks, booklets and newspapers just for relaxing
Interviewer	Okay, and some materials you have received from the registration period ehh.. requires you to be access to internet and the use of technology you know that the world is living in the advance technology,
Learner	Eeeee..
Interviewer	How do you access to internet, how do you get access to internet?
Learner	So like me I have a phone that has access to the internet so, I just take all my information that i want there.
Interviewer	That means with internet you are okay?
Learner	Mhh
Interviewer	And your phone is always accessible to internet?
Learner	Yes.
Interviewer	And what problem did you notice when it come to internet on your phone?
Learner	It is only when you a credit less there is no way you can go to internet if you don't have a credit.
Interviewer	That means that is another challenge,
Learner	Yes
Interviewer	Eee.. That you have finance problem when you don't have credit there is no internet. Where else can you get access to internet apart from your phone?
Learner	At the library there is computers there I will just make use of the computers.
Interviewer	And looking at the distance for you to go to the library with your house, distance between your house and the library, will it allow you to travel eeh... a long distance or is it closer to you that you can go there anytime you want?
Learner	It is closer.
Interviewer	Okay, and that is the good thing that you have a library closer to you.
Learner	Mhhh..
Interviewer	And as you said you a mother, ee..How do you manage to handle other responsibilities, how do you divide your time. How do you handle responsibilities attention to your family, to your kids, when it comes to your study?
Learner	My family and friends ahh.....
Interviewer	Mhhh...
Learner	All those people they give me space, they just they understand about my studies.
Interviewer	Oh.... they understand they don't give you a lot of pressure?
Learner	No.
Interviewer	Eeeh...and....about your kids. How do they give you space? I might not understand like your parent understands.
Learner	My parents just take them away.
Interviewer	They are taking them away to their... you are not staying together?
Learner	No we are not staying together, It's only kids of my sister's and also....
Interviewer	Okay.....and when you found a question difficult of don't understand or a topic in your subject eeh... what do you do?
Learner	When I find such a topic that I don't understand and I was there at school, I will just go to the tutors and make use of the internet
Interviewer	Okay, that means when it comes to internet you are skilled?
Learner	Yes. I am skilled, because I just get a certificate in...
Interviewer	You got a certificate in technology?
Learner	Yes.
Interviewer	Okay...eeee.... the materials that you are given do you understand them?
Learner	Yes I understand all my material just because I did the subject before; I have the idea of what the subject is all about. Is more like a revising and learning what I did not get....
Interviewer	Oooh... is like you are revising.

Learner	Mhhh..
Interviewer	oo. does the tutor put more effort in tutoring?
Learner	Yes..
Interviewer	Okay... and coming back to the family. How supportive is your family when it comes to your study?
Learner	They are very supportive just because if I need something that it requires with my study they will just giving to me.
Interviewer	For example?
Learner	Like I will just give simple example, like pens if I want a pen they will bought a pen for me
Interviewer	Okay, as you describe your relationship with your tutor regarding your studies you said they are helpful?
Learner	Yes.
Interviewer	What did you notice when it comes to your tutor? Did you notice any problem or anything that you think maybe is a problem to your study?
Learner	No. It's a good relationship between me and my tutors, does much in a little time as allocated
Interviewer	Okay. In tutoring?
Learner	Mhhh... (nodding the head)
Interviewer	Eeee... Do you benefit from the tutoring? Do you get now... you said is like a revising, but compare to your full time when you were in a full time is there a difference that tutors and teachers have?
Learner	Yes, there is a big difference, just because some of us the time I was in full time, some teachers they were just absent to their lessons and in part time, they always come to classes
Interviewer	Okay. In your distance?
Learner	Mhhh...
Interviewer	Apart from the tutors and family where else do you get support?
Learner	I got support from my friends, colleagues and the library.
Interviewer	Okay. In ODL do you study in groups?
Learner	Yes.
Interviewer	How?
Learner	So we study in groups where we meet every Saturday. We are in a group of 5 people and that benefits me by knowing what I wasn't know
Interviewer	Okay, and do you meet always as you planned as you are not living closer or how do you meet this group?
Learner	Some people are far from others and the only some who will just arrive there, as continue, if we are 3 we are just okay.
Interviewer	And where do you meet?
Learner	We meet somewhere in the village.
Interviewer	During the group what do you really talk about?
Learner	We are talking about what we have learnt like, what we learnt yesterday if we don't understand what the tutor was saying about there is only, or 2 people who understand that, will tell us more about what we didn't
Interviewer	Okay and when you said you also have work to do, like a volunteer in red cross as you said....
Learner	Mhhh.....
Interviewer	Will you manage to handle that ground and
Learner	Yes I manage because at the job, I will just wait until they called me. If free to go to my study groups.
Interviewer	Okay, that means you don't prefer to study alone? Or do you prefer to study alone?
Learner	Iya! Just sometimes during the night
Interviewer	Okay... eee.... In distance, studying in distance you have challenges, you have responsibilities to take care of your family to go to work as a volunteer, sometimes you find yourself stressed, due to problems and those challenges that you mentioned earlier, how do you handle that stress?
Learner	I sometimes just keep quiet or listen to music or just sometimes start to relax just because of that stress.
Interviewer	That means, that is your solution to your problem?
Learner	Yes it is my solution. (laughs)
Interviewer	Eee.... For example what really makes you stress in your case?
Learner	It's like we have conflicts with friends like some are saying this is the right answer and some are saying this is not the right answer the right answer is this one there I comes the stress.
Interviewer	And what will solve your problem?
Learner	So I will just move (laughs) and I will search for my own answers or better go to the tutor and ask for the right answer
Interviewer	Okay.
Learner	Mhh...
Interviewer	Anything you want to share with me concerning your study in distance?

Learner	(Laughs) oohh...
Interviewer	Or how is the study, how do you feel about if anything you want to share with me
Learner	So I just feel good, when I am here in ODL just because I failed my grade 10 last year and I got a chance to come here again and enrol for ODL and that's good just because some people didn't get this chance I am getting here. Mhhhh.....
Interviewer	Okay, that means you feel lucky to be enrolled in ODL?
Learner	Yes
Interviewer	Okay. Eee thank you for your time. Have a nice day.
Learner	Have a nice day Mrs.

LEARNER 2 CENTER 1

Interviewer	Good afternoon?
learner	Afternoon Mrs.
Interviewer	How are you?
Learner	I am good, how are you Mrs.?
Interviewer	I am fine; we scheduled our interview to take place.
Learner	Okay
Interviewer	Today
Learner	Yes
Interviewer	Eee ... on being a distance learner, you are a distance learner?
Learner	Yes
Interviewer	How do you feel as a distance learner?
Learner	I feel good as I am given a second chance.
Interviewer	Ohh ... how many years are you in ODL?
Learner	This is a first year.
Interviewer	Okay, that means ee... in your full time it didn't go well?
Learner	Yes
Interviewer	Eee ... as you are student, I mean a learner in ODL, you are now motivated to study to achieve your goal?
Learner	Yes Mrs.
Interviewer	How do you keep yourself motivated?
Learner	Study during my leisure time ... realize what I have learned before.
Interviewer	Okay, and as you are studying on distance, what are the benefits of studying through Open Distance, you are no more a full time student.
Learner	Yes
Interviewer	Now you are a distance learner, what are the good things you have experienced as a distance learner?
Learner	I experience, especially on the lesson that I use to get, sometime a teachers can provide us with materials and I have think it's very good because (looking in the ceiling)
Interviewer	Okay
Learner	It's not easy, it is not necessary for a ... some ... a tutor to provide learners with some additional materials and I think its good because you just improve where I mean you will just add to your points, you no more coming, starting from the begginign.
Interviewer	Okay, and do your tutors motivate you?
Learner	Yes they motivate like, like they said we must once the, the ... lesson are over, when you arrive home, you must at least revised on what you have just covered, so that you can reveal your mind.
Interviewer	Okay, and as you are a distance learner, you it requires you to be self discipline, how do you discipline yourself?
Learner	I at least try to have, to behave well among elder's teachers and colleagues. So that I can succeed in my study and to have good attitudes in life, so that I can achieve what I want to achieve.
Interviewer	Okay and that is your common goal to achieve what you want to achieve?
Learner	Yes
Interviewer	And how do you control yourself? Self controlling like, now you are free, you are student ... you are a learner who is on her own, understand?
Learner	Yes
Interviewer	And how do you control yourself?
Learner	I normally use to ... once I realized that what I am doing is not good, I can even stop myself from doing, especially on doing bad things. I don't like to do bad things that can even discipline me. Because it not good, although I am a distance it doesn't mean I can just do what I want, or do what is not expected.
Interviewer	Okay, so you are controlling yourself?
Learner	Yes

Interviewer	And how do you decide where to study, when to study, what to study what really motivated you to do that?
Learner	Mhhh ... as am a student I need to have my time table, my subject and a list of my subjects, which I set up what to study and the rime so that I can guide myself like at the time, at 10 o'clock I will study this but I normally use to find a safe place where there is, where there are no noise.
Interviewer	Okay and you set goals to your study and you plan. How do you plan? Which style do you use to put in consideration when you are planning for you study?
Learner	Like I can, I can set up my ... in my time table, I can I normally use to like during the morning, I study ... you know I have 3 subjects, I have geography Oshikwanyama and history, life I have, I have , I use to ... in the morning I can study geography, afternoon and during the night, I can study history, but especially ... I normally like in Oshikwanyama I use o have a double period, because is he mos subject he, is like I make I my ... my (looking around moving hands).
Interviewer	Is it your priority as your first language?
Learner	Iyaa as my first language
Interviewer	Okay
Learner	And I want to put more concentrate on it
Interviewer	Okay, and how do you look at yourself how do you evaluate yourself that yes I understand this now and I will make progress, how do you evaluate yourself?
Learner	To ... to .. Evaluate nee?
Interviewer	Yes how do you assess yourself ha I want o understand his, how do you evaluate or assess yourself, your understanding?
Learner	I use too... especially when I was, I came across o something ha troubling me, I mean I can no understand it. I can at least, relax so that I can just when I come back maybe I can be able to understand it.
Interviewer	Okay, and to put this question this way. Ee ... You said you have Oshikwanyama,
Learner	Geography
Interviewer	Geography and
Learner	And History
Interviewer	And history, for you to understand history how do you, you yourself try to understand history?
Learner	I normally use to whenever I am studying like history is just a study of some past events that happen nee.
Interviewer	Mhhh
Learner	I normally like something they are ... how can I say this things some events you can, you also have a ...
Interviewer	A history?
Learner	A history of it, maybe is not the first time, iyaa..you.. some information you heard it from somewhere.
Interviewer	Okay
Learner	So, I can either translate some words that are in the certain topic, I can even, I can just translate it on how I understand it and I can understand it better.
Interviewer	Okay, in the sense of activities, how do you evaluate yourself when it comes to activities?
Learner	You mean when I am having activities?
Interviewer	One test for you to understand something what should you do?
Learner	I normally, use, I use to study. One I study then I revised on what I have just study. I close my book and reveal what I was just studying.
Interviewer	Okay
Learner	So that when I am going to write a test, I know that there is no way I can copy, so I have just to understand everything, so that I can once I happened asked for it I just give it. Even, I can translate it on my ... how I understand it.
Interviewer	Okay
Learner	So that when I m going to write a lest, I know that there is no way I can copy, so I have just to understand everything so that, I can once I happened asked for it I just give it. Even, I can translate it on my ... how I understand it.
Interviewer	Okay
Learner	I normally don't use to write exactly what, I use to write what is exactly but I translate it.
Interviewer	In your own way?
Learner	In my own way.
Interviewer	Okay, ehhhh ... being in ODL like you are on a distance, you are studying on distance you don't normally see your tutors always, you are facing challenges, you are facing problems, what problem in what problems do you have on your study?
Learner	Sometimes, if I happen, like when I home and I suggest to go study, maybe there can be someone disturbing me, discourage me on ... you, you cannot make it.
Interviewer	Ooh
Learner	You are just like that, or even say just leave that, you will just come back, once you, you have done something that he or she wants you to go do.

Interviewer	That means you have work, you, you are having some responsibilities or what do you mean iyaaa, respond but you are really responsibilities.
Interviewer	mhhh
Learner	Just ...
Interviewer	Kind of
Learner	Iyaa, just of some, but it's not it wasn't even meant for you sometime.
Interviewer	Okay, do you have problem to manage your time?
Learner	My time, yes, sometimes if I happen I mean if I have, was having some work then after then, after than I forgot or even I didn't not just manage my time, I can come late I can come before the time I have planned.
Interviewer	Planned to?
Learner	To study
Interviewer	Ooo to study.
Learner	Yes
Interviewer	Because you were having something's to do, or what makes you late to come to study?
Learner	Iyaa, I was maybe, I can, I was having some work to do and when I came its already ... the time is gone already.
Interviewer	Okay do you have friends?
Learner	Yes I have
Interviewer	And how do your friends influence your study?
Learner	Some they, most of them, they just influence me in good way.
Interviewer	Mhhh
Learner	Encourage me to study, motivate me on how to study and how to, to ... and they give me lifestyles on how I can study well.
Interviewer	And looking at your friends the advises they have given you did they help you? Did you try those tips to see they helped you?
Learner	Yes I have
Interviewer	Okay on the tips they give you, can you give me one, on how they suggested you to go for study.
Learner	Like they say, mhhh, before I start studying I can take a little piece of paper and a pen, so that when I am studying I can write some words on the paper it will also help some words on the paper it will also help me to understand them better.
Interviewer	Okay during your registration or throughout your study, you are given assignments to complete those assignments?
Learner	I use to, once, just before I complete the assignment I would like to have a rough paper, answering some questions on my own, without looking in the book or somewhere, where there is information, regarding to that assignment I am completing then later I will see if my answers were right or wrong I will correct it in order to make sure that, once I am going to complete the assignment there are no mistakes or?
Interviewer	And where do you get those right answers?
Learner	Sometimes I get it from, from my study materials that I provide with, sometimes I can conduct the library, so that I can at least find some information in those books that in the library because some information in those books that in the library because some information .. Like some books I was given there no right answers and there are no clear information so I use to listen self conducted with those books.
Interviewer	You means right information or enough what do you mean there?
Learner	Iyaa there are not, there is no enough information.
Interviewer	Okay that's why you plan to visit the library.?
Learner	Yes
Interviewer	Who motivated to go the library?
Learner	Sometimes my friends, myself, and my tutors.
Interviewer	Ii, do you have a nearby library close to you?
Learner	Yes
Interviewer	Is that library having enough information that you want?
Learner	Sometimes its regards on, what type of the book is it or when I come across to certain book then me, sometimes I can able to find some, enough information.
Interviewer	Okay, going back to how you prepare your assignment I mean, how you complete the assignment, there is also examination, that you write? How do you prepare for examination for august.
Learner	Yes
Interviewer	Eee.. How do you prepare for exam, to be ready for exam?
Learner	I use to study before the staring date, I mean once the examination everything, I have, everything that I have (coughs) thought before. Then once examination is close or the ... it's ... come, I will just revise and study.
Interviewer	Eee.. During your study you only focus on you materials for you get ready for exam or you depend somewhere else where you get information.

Learner	Yes I depend on my materials I have provided with.
Interviewer	Okay, and during your preparation or during your study, how is your environment where you are staying when you preparing for exam, how explaining you environment.
Learner	My environment is a ... is a ... you know I just use to study in the house.
Interviewer	mhhh
Learner	And it can be some disturbances.
Interviewer	Mhhhh
Learner	Noises because there are kids they use to make noise even though I am at the safe place I think is a safe place it is not, is not that much safe because they can even the noise, I mean, they can those kids can even make noise, more noise.
Interviewer	Okay and how often do you go to the library?
Learner	I use to go in the morning, spend there about 3 hours.
Interviewer	Every day or?
Learner	Not every day just sometimes, just when I realize it today I have nothing to do or there is ... a day ... I can just, like a day that tomorrow I am going to the library if I have nothing to do.
Interviewer	Okay, eee and its is very easy to go to that library or you go with a car or how do you manage to go to the library.
Learner	I go by foot
Interviewer	It is close to ...?
Learner	Is not closer, I use to work along distance.
Interviewer	Okay, so that means during mhhh, your study going to the conduct session, you also have to travel long distance.
Learner	Yes
Interviewer	Eee, how do you evaluate that distance, how does it affect you.
Learner	I use to get tired; sometimes like now it's sunny I use to suffer from the sunny.
Interviewer	Okay, and if your environment become destructing like you said it becomes disturbances all over. What do you do?
Learner	At least just stop studying and find a, the ... disturbance is not there, and then I can go back.
Interviewer	Okay, do you also manage to study in the night?
Learner	In the night I study, but I use to get, you know once, I, in the ... during the day I am, during I am always acting, working this and that, once I, I in when it come to the night I just to get to get asleep and sleep.
Interviewer	Oo you just sleep?
Learner	Yes
Interviewer	Okay, eee as you said library, ooh ... do you have enough materials you want, or how equipped is the library. That means uhmmm, do you have everything in the library... If the materials are not there, what did you do?
Learner	If the materials are not there, I just use to study on the materials that was provided with, or even mhhh... borrow, try to borrow books from others.
Interviewer	Ooo
Learner	The one who ... the fulltime one,
Interviewer	Ooo ... you also communicate with the full time student learners.
Learner	Yes
Interviewer	And the materials that you got as you put them in priority number 1 ... they require you to be access to internet like CDs whenever you give CDs what material did you...
Learner	Only books
Interviewer	Only books
Learner	Yes
Interviewer	And if you want some information from internet are you access to internet?
Learner	No, I didn't
Interviewer	Do you know what is internet?
Learner	Yes
Interviewer	How do you go to internet, day you access to internet let me say you want to say you want to find some information from internet, or you did not try any step to fo to internet/
Learner	I tried like I can, once I ... internet, Google what I want, what information I want to find.
Interviewer	And where?
Learner	On the internet
Interviewer	Where do you get access to internet?
Learner	Access
Interviewer	Yes
Learner	In the files
Interviewer	Eee, I mean for you to have internet it's when you have computers or phone.
Learner	Ooo
Interviewer	Where do you go and get access to internet?
Learner	Ooh, once I visit the library, I can also, I can also able to come ... to the internet.

Interviewer	So there is, there are ... libraries there and if you have something you can find out when you are in the library where do you get help?
Learner	I normally ... come again ...
Interviewer	Iyaa, I mean let me say you are in the library you are looking some information from the internet but you just don't know how to get access to that information. Do you just go home or you ask for help from somewhere?
Learner	I just go home.
Interviewer	You just go home.
Learner	Yes
Interviewer	Okay... eeeh... mhh during the completion of assignments, do you try to get some information apart from the materials that you got do you try to get some information to complete your assignments from internet?
Learner	No
Interviewer	Mhhh... so you just focus on the study materials?
Learner	Yes
Interviewer	Okay, as you said you have friends you have work at home, as, because when you are in distance you are a free someone,
Learner	Hmmm
Interviewer	And how do you manage to handle the responsibility at home, the attention with friend, the family with your study, how do you handle that?
Learner	Mhhhh (silent)
Interviewer	I mean here is your family, there are your friends they want to, some they want to take you out or go for work, or here is the work at home, here is your study, how do you handle all those?
Learner	Ooh, normally I use to complete my work at home so that I can go study.
Interviewer	Okay.
Learner	Once I have finish with my at a certain not all the work, like if I have some works in the morning if I happen to give, some work I can either complete it during the morning so that once in the afternoon, when the lunch is over, I can go at least take, have a look as my s ...
Interviewer	And you have contact session that you come to?
Learner	Mhh..
Interviewer	Mhh, do you manage that?
Learner	Oh... I came each and everyday
Interviewer	Ohhmmm...
Learner	I don't use to get absent
Interviewer	Okay, if you find a topic that you don't understand in your study materials what do you do
Learner	I normally use to ... to ... write it down, once I came closer to my tutor, I will look what type of a question so that she can assist me.
Interviewer	And do they really help you or they ask you to go find out for yourself.
Learner	They really help me
Interviewer	How, they give you answers or they ask you to go and read?
Learner	They just give me they can even give me where I find that information
Interviewer	Mhhh
Learner	Sometimes they can just help me out, can just give me the answer.
Interviewer	Okay, as you have said you are given study materials do you understand them, when you are reading them?
Learner	Some of them, I don't use to understand because some information are no clear and there are, there are difficult words, and I cannot even , I cannot try to explain on myself.
Interviewer	And as you said this is just the revision of what you did in full time, how different are this words that you learn in full time and now as you on a distance are they differ?
Learner	Yes they are different because sometimes like last time maybe some topics they were jumped or
Interviewer	Or in full time they jumped out.
learner	Yes
Interviewer	What makes that happen
Learner	Mhhh(silent)
Interviewer	Why maybe were jumped out
Learner	Maybe there was like, there was no enough time to discover everything so some topic happen to be left out.
Interviewer	And when you find some difficult words what do you do or you just leave them like that?
Learner	No I use to contact with my dictionary so that I can find the explanation or I can find clear information on the library I mean in the dictionary.
Interviewer	Okay, who support you in this study in your family, how does your family support you in your study.
Learner	Mativa ...

Interviewer	Any, any support they give you, do they support you or they just,, ooh this one is just a distance learner, what support did your family give you. Because you have challenges n ODL you faced you faced by that, and how do your family support you?
Learner	Like..I think they are not care about me because a school I use to walk a long distance
Interviewer	Mhhh...
Learner	And they could not provide me with any amount of money even to hike a taxi
Interviewer	For transport?
learner	For transport
Interviewer	Mhhh....
Learner	Sometimes they do use to provide me with study materials like when I am going to write exams, I need some materials like pens, pencils erasers.
Interviewer	Okay.
Learner	Rulers and so on
Interviewer	Just because of financial problem maybe.
Learner	Yes.
Interviewer	Okay and as you are in the support of a tutor apart from your family, your tutor at school support you more. How is your relationship with your tutor regarding you study?
Learner	When the tutor is teaching
Interviewer	Is like when you are ... just to describe in general. How do your tutor help you, or how helpful is your tutor to you?
Learner	I have said, he..like my history tutor he use to provide us with some additional materials.
Interviewer	Mhhh...Like?
Learner	Like hand outs
Interviewer	Okay
Learner	Eee.. previous question papers
Interviewer	Okay
Learner	Umhh he can tell us where to get more enough information.
Interviewer	Okay that's good.
Learner	He really encourage us to study very hard and he give us more examples of previous students who were also doing this course,
Interviewer	Okay, eeeh do you study in groups or in peers, how do you study?
Learner	At school
Interviewer	Mhhh or anywhere,
Learner	No I just study alone
Interviewer	And you prefer study alone or is there a problem you cannot have groups or distance?
Learner	Is this a problem is like some peers are very far, there is long distance between our houses.
Interviewer	That's why you are just alone?
Learner	Yes, and sometimes I can tell them to go study at the library but sometimes one is saying no I am not in the mood I have work to do just like that.
Interviewer	Okay and when you are in distance like in distance learning, you may find yourself stressed, and because of problems, or challenges that you said how do you handle those stress and anxiety?
Learner	Oo, I just use to give up
Interviewer	You give up how?
Learner	I just like encourage myself, no life is just like that I can just even; I can just make it like eventhough I use to work along distance.
Interviewer	Nhhh
Learner	I can keep on encouraging or motivating myself like that.
Interviewer	That it will be over very soon?
Learner	Yes
Interviewer	And how do you think will affect your study?
Learner	It affect in a negatively because sometimes I use to get angry, once even I was studying, then realize something or I think of something, I can just I can even stress and just end up stop to study.
Interviewer	When you get stress and stop studying what help did you get? Did you get any help to you on that or you are just keeping quite with your problem or that stress is... how do you..?
Learner	I just keep quiet
Interviewer	You just keep quiet?
Learner	Yes and think that ... once I feel, after some moments nee, once I realize that now I am better I am no more stress, I will just go back.
Interviewer	Okay, and as you are on distance, would like to share with me your experience in distance learning.
Learner	Experience?
Interviewer	Yes how do you evaluate the distance learning ?
Learner	Uh.., I think is a very big issue,
Interviewer	Mhhh

Learner	Like everyday are many challenges and sometimes you cannot give up on it, uh.. so many problems, you can.
Interviewer	And apart from the problems that you have raised, on financial problem, the poor support from family, work, what other problem maybe did you realize.
Learner	Problems are ...you mean physically or? Ah.. ah (shaking the head side to side), I think they are just, that is all about it.
Interviewer	Okay
Leaner	There is no, only ones financials and poor supports.
Interviewer	Okay, thank you very much for your time. Aaaah ... have a nice day
Learner	Okay Mrs.

LEARNER 3 CENTRE 1

Interviewer	Good afternoon?
Learner	Good afternoon Mrs?
Interviewer	How are you?
Learner	I am fine how are you Mrs?
Interviewer	I am fine Eeh.. I learnt that you are in ODL?
Learner	Mhhh
Interviewer	How do you feel as a distance learner?
Learner	I feel like I am proud of it because I we like is so good to be a distance learner because you manage your time you don't wake up early in the morning you keep yourself so busy to make your assignment on time.
Interviewer	Okay. What do you do to keep yourself motivated on a distance learning, since now you are no more a full time student, I mean learner what makes you be motivated to study on your own?
Learner	I just aoh... look the type of life how people are living in nowadays and I use to study very hard if when I did not make it last year so I have to make it this year, this year... to be some in future
Interviewer	You want to be someone in future?
Learner	Yes
Interviewer	Like?
Learner	To be a teacher
Interviewer	Okay that's your career?
Learner	Yes
Interviewer	Okay studying through distance eeh.. it has benefits what are those benefits that you experience being a distance learner?
Learner	Sometimes you can... if you don't that ability you can get some information through other community members and also the friends that are in part time and other tutors.
Interviewer	Aah! Those are the only benefits you realised?
Learner	Yes
Interviewer	Okay and you talked about your tutors, how do your tutors motivate you to work hard on your own to succeed?
Learner	They motivate me to be.. whenever if I don't understand a question I have to repeat it and I am also to ask them the question through the assignments and if I don't understand and I have also to ask some of the community member or friends, even though I did not get time to study, to ask the tutors
Interviewer	And that's how they motivate you only on your academic?
Learner	Mhh
Interviewer	Okay being on a distance you need to be self disciplined, how do you discipline yourself when it comes to being on your own a free learner, you are now on your own, studying on your own. how do you self discipline?
Learner	Like if I.... when I come from home going to school every day I have to if I get someone in the way I have to greet him, not like go to the bars drinking alcohol and forgetting my books I have just to be self motivated that I have to study very hard to make it, not to be just... yes I am on my own now I can go to the bars I forget my books I don't care of Namcol but I have to so strong through those even through at our house schools are nearby bars I have to be very strong to that.
Interviewer	Ok speaking of bars, alcohol what influence maybe does that has in your study?

Learner	Sometimes if you have been abused by alcohol you can easily forget about your studies and just and even you come in the house you don't have discipline your parents and even if you are like I am going to school you take alcohol before going to school when going there you don't even understand you feel sleepy when the teacher is explaining some of the questions or teaching you don't even concentrate whenever you are in the class.
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Interviewer	Okay You talked about controlling yourself...
Learner	Mmmm
Interviewer	How do you make your own decision?
Learner	I just write a list by just to write ... atleast to make myself stronger to study very hard just to look checking in the morning that have to do this and this before I go to school or before I am school.
Interviewer	Okay And when you set your goals to study, it now depends and regard on where to study when to study and what to study how do you go about that?
Learner	Sometimes.. I use to looking up ... just to ... (scratching the hand) first I set up my timetable.
Interviewer	Mmmhh
Learner	For a day that if it like Tuesday I have to study this subject starting where I have ended and going through the subject and checking some old question paper even though they are not NAMCOI.
Interviewer	Okay Where you ever taught how to set goals or is just yourself who came up with your idea to set your own goals?
Learner	Yes I was taught first on how to set up my own to study. They just taught us how to make your own time table regarding to the class timetable they must not be same they must, yours must be your own this time I am free I have to study this time and that time that's all.
Interviewer	Okay how do you learn in context of your learning strategies your learning style, how do you go about your subject that you are struggling in ODL?
Learner	First before I took my books I have to take some drinking water and then pray after praying I took my books and study and if I did not look the summary book I take the question paper to revise what I have read through the evening I have to revise it in the morning in a question paper without the summary.
Interviewer	Okay, so you also have summaries?
Learner	Yes
Interviewer	You did them on your own or your tutors give to you?
Learner	The tutor have gave us..
Interviewer	Ok, for you to see that you understand what you have to evaluate yourself and how do you evaluate yourself whether you understand what you are studying that is making progress?
Learner	If I want to see that I can understand I use to close my books take a question paper I go out, go out of the studying room, night recall what I have read during the night or day just recalling.
Interviewer	Okay, regardless of your studying eh! Ohm has a challenges do you experience problem in your study?
Learner	Yes sometimes when I am ever studying I use to be sometimes use to be tired and sometimes I don't use to be want to touch some the books there even though I eat or not I am just like that whenever I went to the class I feel like that whenever I went to class I feel like I don't want to be taught even teacher is explaining in front of me, he/she is talking about.
Interviewer	And the ODL itself (Open Distance Learning) it has challenges what are the challenges you experience being on a distance is not in a full time, I like now you are on your own, what are those challenges that are facing these learners?
Learner	It is like this, alcohol abuse and also like if now am on my own, I can use cell phone to ... I can't manage myself to say cellophane can switch it off and study, it is also a challenge of that and also if somebody say "come let us go" I can go if I don't self motivation ... make myself that I have to, study very hard so sometimes is like that.
Interviewer	Ok and are you close to your centre?
Learner	Yes
Interviewer	So you travel to your centre on a.. a...
Learner	I foot
Interviewer	So you foot
Learner	Yes
Interviewer	Is not that far?
Learner	No
Interviewer	When you are managing your time did you experience any problem managing your time?
Learner	Yeah, especially when I am at home, not at school, at home sometimes if I did not wake up early in the morning, usually I use to wake up at 4 o'clock and study, but if I am not, 6 o'clock you have to do household work before you went to school so it makes me that I did manage my time anymore for studying , I did not get time to study I just get on the house work instead of studying
Interviewer	So you have other responsibilities at home apart from your study?
Learner	Yes
Interviewer	Do you have friends?
Learner	Yes I do

Interviewer	And how do your friends influence your study?
Learner	Sometimes friends of mine some are good and some are bad, some good of them they use to come to my house whenever I am at home but at school I do not have friends only at home they come and we study in a group, we are just two of us. I just use to study with one friend and we only study in pairs so, when I don't understand a question I ask my friend and if she do not understand she also ask me it use to improve so good.
Interviewer	Ok, that means your friend influence you on a positive?
Learner	Yes ..
Interviewer	Positive way?
Learner	Yes
Interviewer	Cough (sorry) how do you go about you assignment how do you complete them?
Learner	Whenever I am doing the assignment, I use to check the question first before I answer it and understand it.
Interviewer	And on a completion did you experience a problem during the writing of your assignment?
Learner	No.
Interviewer	That means you have enough information.
Learner	No I don't if I don't have some questions are asking like ... I use to go to the library and get some information from the books or some questions and words in the questions are been ... if I don't understand it I went ... like me I don't have a dictionary myself so I use to go to the library and get information from the library.
Interviewer	Ooo you have a library close to you?
Learner	Yes.
Interviewer	Ok when you are preparing for examination how do you go about that?
Learner	Before the examination I ... even though I use to study throughout the months so I ... have to revise even though I study I have to revise again and when the examination comes I have to be ready for it, everything on its place.
Interviewer	And before you wrote those are the only preparations you do
Learners	Some if I don't like I use to take question some question I use to take it to my friends or tutor that if I happen to come close of that a question how should I answer it? I use to ask some tutors or friends too.
Interviewer	Okay Describe for me the environment where you are during your learning. How is your environment ?
Leaner	Like I can simply here at my home, at our house, the house of us is nearby bars, whenever like I use to study in the night and the bars are just quarrelling I use to sleep the at 4 o'clock the bars are closed then. I study through from 4 o'clock to 6 o'clock then I don't disturbed anymore. I continue to other work.
Interviewer	Okay You are taking about the destructions around your house?
Learner	Yes
Interviewer	How you go about the destructions again?
Learner	I just ... whenever ... like at our house really there is nearby bars I think so and this, I use ... when the bars are having music just loudly. I sleep then I sleep I wake up 4 o'clock from there is now quiet nothing is disturbing me to study anymore.
Interviewer	And that was the solution to the problem?
Leaner	Yes.
Interviewer	As I have asked you I mean as you have told me that you go to the library to look for information I want you to tell me is the library helpful to you?
Learner	Yes, its very helpful if ... like the ... library have a lot of books and some I did not get the information from booked I can go to the computer and get some information from the computer going through the internet
Interviewer	Ok and going through the internet you have skills to go on internet or use technology things?
Learner	Use technology things.
Interviewer	Were you taught or are just you yourself learning how to use a computer?
Learner	No I went at the library there is free classes you don't pay so I went there and attend classes of computer so it helps me, helped me at certain time I did not go through the whole computer but I can say is nice.
Interviewer	And when you vast computer I mean the library are the all the resources that you need or materials that you need to help you to study?
Learner	Yes they are.
Interviewer	And if you find that there are some materials that you want but is not there how do you go about that?
Learner	I go to the library at school even like Onekuta here if there is some information I contact some of teachers they can help me through that.

Interviewer	Ok than the information you get from the computers do they help you to finish your assignment or they are just information that you want not relating to your subject, I mean to your study?
Learner	No they help me a lot like you just say the question to a computer and it comes the answers but it comes in different ways and in different meaning so you pick the one that you really need.
Interviewer	Okay means that not all the information you need ...
Learner	No.
Interviewer	Okay how do you manage to handle the responsibilities at home there you have your friends there is your family and in the middle here is your study since now you are on your own.
Learner	In the house just before I go to school I have to help our my parents that at school all my friends I have to keep them aside, first so I keep on in regarding of my study I have just to be serious on my study, I keep aside my friends and go on with my studies. Here at home I just keep help my family friends aside concentrate with my studies.
Interviewer	And when you find some topics or some questions you don't understand and you did not get time maybe to go to the library what else do you think will help or what will you do?
Learner	If I don't understand the question I use to repeat it even for three time, even although hose 3 times I didn't again understand it I go to the tutor and explain to me very well so that I can understand the question.
Interviewer	And tutor use to explain...?
Learner	More in details
Interviewer	More in detail, okay the materials that you are given in your study do you understand them?
Learner	Yes, they are not much difficult because the thing that am doing this year are the same things I have done last year they are not that much difficult even though they are difficult I just have to force myself to make myself understand them.
Interviewer	Okay and how does your family support you in your study?
Learner	Actually some of them they ... if I don't have time they use to say go and study they make a meeting for me, motivate me a bit on how to study and if alone I take my question papers to them just if they can understand and I can also get some understanding from them also ...
Interviewer	Okay And regardless of the support on the question paper what other support does your family give you as you are now on your own?
Learner	They support they use to give me is just if I ask them, I don't have a pen , I don't have this I don't have that, they use to give me just like they did it all those years when I was a full time student.
Interviewer	Okay looking at your tutors how is your relationship between your tutor and yourself?
Learner	The relationship between me and my tutors is good, they are friendly they are very helpful whenever they do not have that.. if that you come to learn and do not understand the question they don't answer, no they just answer as they understand it too they can explain it to me very well and so that I can also understand it too. They are very friendly.
Interviewer	Okay, apart from your tutors, parent who else maybe do you get the support?
Learner	No..No other way I just get it from my parents and my tutors.
Interviewer	Okay, you already stipulated that you study in pairs, how that helped you?
Learner	It helped me like to more to understand question and makes myself sometimes my friend use to motivate me so that I can study very hard or finish my assignment on time like this friend of mine is just a full time not part time but full time use to motivate me that you must study hard, if you don't understand the question you come to me, if I don't, I come to you just like that.
Interviewer	So when you are studying you ... how do you study with full time if you are on distance?
Learner	Actually we use to do then in weekends in weekends we get time to come together but through because I use to go 3 days in a week.
Interviewer	To your centre?
Learner	Yes
Interviewer	Mmhhh..
Learner	So Saturday I call my friends or she call to go and study
Interviewer	Okay and when your friend is not around do you also prefer to study alone?
Learner	Yes I do.
Interviewer	Okay and being on distance you may find yourself stressed and those challenges you mentioned they might be the cause also or did you experienced other things that cause you stress?
Learner	I did not experienced that ,lyaa... maybe sometimes there maybe my parents maybe I did not do house work on time , parents can come and say you do something like, you do not study anymore maybe my parents when they see me there I don't use to study or so they just said that. "You must study very hard" sometimes work are here at home is very a lot and school also ... just get stress, how can I do this, this today I have a lot of work to do, I just keep myself strong and do my work on time.
Interviewer	Okay and as you mentioned that how do you handle that stress?

Learner	I handle it like if I am very stressed I use to...I can realized it myself I use to have headache, I can drink a lot of water even 1 liter then I sleep from there when I wake up I will be fine.
Interviewer	Okay that you for your time have a nice day.
Learner	Thank you have a nice day too Mrs.
Interviewer	Okay.

LEARNER 4 AT CENTRE 1

Interviewer	Good afternoon
Learner	Yes afternoon Mrs
Interviewer	How are you?
Learner	I am good how are you Mrs?
Interviewer	I am fine thank you Eee... you are a distance learner at this centre?
Learner	Mhh..
Interviewer	How do you feel as a distance learner?
Learner	I am feeling good, because if it was not this program I am just staying home, because I fail last year and I would like to say thanks to our government to , to (looking up) for introducing this program, because it even decrease us from.. to be street guys.
Interviewer	Okay thank you and when you are studying on distance how do you keep yourself motivated?
Learner	I use to tell myself that even I fail last year is not the end of the world and its not mean I will never pass. I even know some of our village mates they were failed but now they are working in the offices, that mean it is also give me good example that if you fail you can make it again.
Interviewer	Okay that's your encouragement to yourself. What are the good things to study on a distance learning?
Learner	We have enough time, we won't even attend class all the days
Interviewer	So you only have some days to contact the tutors?
Learner	Yes. And we have enough time to study and we are given enough books even.
Interviewer	Okay, how do your tutors motivate you to work on your own to succeed?
Learner	They use to motivate us that be yourself confident and we must avoid bad friends ,you cannot repeat what you have done last year.
Interviewer	Your tutors also discourage you (wanted to say encourage) to have good friends?
Learner	Yes
Interviewer	And what do you think is the consequence to have bad friends?
Learner	Consequences of having bad friends you can, they can drive you in bad way to do a.... even to say "No this time let's use this time to go where, where but", instead of going there you were suppose to study,. That's why it can affect you
Interviewer	Okay. As you are a learner in distance you are on your own you need to be self disciplined
Learner	Yes
Interviewer	Self controlling, how do you go about those?
Learner	I need to be home always and read my books or at least even sometimes if I get stuck I have to find a way to contact my tutor so that he/she can assist me.
Interviewer	Do you make your own decisions
Learner	Yes
Interviewer	How do you make your own decisions regarding on what to study, where to study or when to study?
Learner	I use to make my own decision by arranging my time go to the library, I even have my study time table, my study time table is always reminding me that this time you we suppose to be at the library studying or suppose to make your revision. Iyaa..
Interviewer	When you set those goals where you taught to make or to set goals in your life?
Learner	I just taught the time I was in grade 8 there from I take it and always I use to make sure i have it.
Interviewer	You follow it up to now?
Learner	I follow it yes
Interviewer	Ok, what do you do to evaluate yourself now that you understand what you are studying?
Learner	I use to make, to..to (looking up in ceiling) to make my own exam to set up my question and a day a time just to read questions and answer without looking in my book to... for me to make sure that yes I can understand this question if I find this question in exam I can able to answer it if question that I won't able to answer is the question I am going to attack.
Interviewer	How?
Learner	By finding answer and I just making simple how to answer it.
Interviewer	Ok, on ODL you face challenges, did you experience challenges in your study?
Learner	Yes ..I use to experience challenges as long as, the.. according to my time table my study time table, sometimes it can met with some work and I has always to tell my parents.. No, this time

	just allow me according to my time study time table, I have to be busy with my books, so those are the challenges I use to face.
Interviewer	Okay as the distance learner, how do you manage your time?
Learner	I use to manage my time by considering my hour, to the timetable I given, that this time you need to be at school and this time you need to prepare yourself to going to the school I use to manage to arrive on time always, I never be late to come to the school
Interviewer	Okay, how do your friends, I believe you have friends, how do your friends influences your study? In your case that you are not focusing on your tutors, discouragement of the friends, bad friend, how do your friend disc..... I mean influence your study?
Learner	My friends always encourage me that Simon you must always be self confidence and you must believe in yourself, believe yourself that yes whatever it cost I can make it, and iyaa..I even to ask them and tell them that don't throw me away my friends I still need you. Your motivations where I get stuck, drive me from bad way to the right way.
Interviewer	Okay, I believe that you are given assignment to complete through your study of course how do you complete those assignments?
Learner	I complete my assignments just by.... by going to the library, searching for information where I get stuck but I would like to say thanks because ,as I was in full time last year I never get stuck from assignment 1 to 3, I manage to answer it on time and by myself even.
Interviewer	And how do you prepare for examination?
Learner	I prepare for my examination by being always busy with my books, and make sure that enough of my time I spend it with book and telling self like now my best friend is just my books
Interviewer	That's good. And how do you describe your learning environment where you study?
Learner	My learning environment is very good, we even have a regional library even like this time is too hot to be home and some noises from bars are coming, I use to go to the library where there is a studying room.
Interviewer	And do you manage to finish your study in the library or there some problems you experience studying at the library?
Learner	There is no problem there at the library because it is a good place even, you cannot even feel hot, there are everything there
Interviewer	Okay. And when the environment become distracting as you said there should be some noise coming from the bars how do you overcome that problem?
Learner	Iyaa, like near the.... at our house there, there is even a church that use to make noise I use to tell my parents so that they reduce their voice. As long as this time ware facing examination we need silent time.
Interviewer	And as you talked about the library is this library nearby you.
Learner	Yes it is very near, just 2 km
Interviewer	And is the library helpful with the resources inside to help you study well?
Learner	Yes there is enough information there, but there are some people who are misbehaving you can ask you need some information but the person is just busy taking in the phone, never answer even. Iyaa that's the only problem to the library members, some of the library members are so selfish.
Interviewer	And how do you go about that, did you try any suggestion or solution to go over this problem?
Learner	Yes there is a suggestion box where you can put the to give your decision but still no change. So by the way we need, we are sure we need their attention but they won't sometimes.
Interviewer	Okay..And the materials that you are given they require you also forget some information from internet and some technology devices and do you have technology skills
Learner	Yes
Interviewer	How do you get access to internet?
Learner	We..we..there is if you need something from internet they can give you a computer to search for that information , you can get and download it from there you are going ahead with your studying.
Interviewer	Where you taught to use a computer before or is just you yourself
Learner	I use to taught... to use the computer last year and this year I attend computer training at the library and I even get my certificate.
Interviewer	Okay good. And if you cannot get access to the computer what other technology device you can use to access the information?
Learner	I can use my phone
Interviewer	You have a smart phone or the...how can you describe your phone.
Learner	Not a smart phone but those phone we use to call C1 phone. Those phones is the also good in search information from internet.
Interviewer	That's good and what are the problems you experienced when it comes to internet especially on your phone?
Learner	Network problem, sometimes you are searching for purpose to get information in that time but the just network failing.
Interviewer	Okay and you are in distance entitled to other responsibilities, there and there at home and family, friends attention, how do you divide or manage your time.
Learner	Repeat again Mrs

Interviewer	You are handling a lot of responsibilities on a distance because you are now free.
Learner	Mhh
Interviewer	How do you handle those responsibilities this side you have work at home, you have your study, you have your friends need you, you have your family, how do you divide your time?
Learner	I use to divide my time just, like me. I use to take my, our, my sister's child from the kindergarden before I go to school and I am just doing it according to the time just if I say 30 min to go take that child to home and come to go to take that child to home and come to go to the school that's just what I use to do and I use to tell my friends that will never come back. Iyaa at least I use to make sure always that, that I won't waste any of a second.
Interviewer	Okay. As you may find some topics or the question that you don't understand what do you do?
Learner	I go to ask to the tutors, to, so that they assist me in that question especially in assignment 3 I were get stuck with one question I remember then our tutor help me
Interviewer	And defining tutor or describing your tutor you get support very well from your tutors?
Learner	Some of them, some of them because people are there, there are some tutor who can care there are some who never can that thing some of them they just use to say, those learners they waste time already and there are some tutors
Interviewer	In full time?
Learner	Iyaa. And there are some tutors who care they can assist you
Interviewer	And the materials you are given do you understand them?
Learner	Yes we understand them.
Interviewer	And they are helping you out with your assignment and exam preparation?
Learner	Yes we are saying thanks because to be a distance learner we are given even those booklets where those learners in full time they never get or received.
Interviewer	Okay, does your family support you in your study?
Learner	Yes they support me, there I would like to say thanks to them because they support me wherever I need a help at least they try. Even they never satisfy my needs that's how things they are.
Interviewer	Okay, and apart from the tutors where else do you get support when it comes to your academic?
Learner	I also get support from my family members because there are some of my sister and cousin who finish school already. Iyaa. Those... is where I use to get some information and some new information that I never heard, I can get it from them. They use to give me that if you want to do this, you must be like this...
Interviewer	So they advise you?
Learner	Yes they use to advise me.
Interviewer	And as you are studying, do you study in pairs or you are just studying alone?
Learner	I like to study in pairs, because by studying in pairs, iyaa, you can, you can even they studying question or these answers they are too long, let's summary it in a short so that we can make it easy for use to remember be in pairs is very good, because when you are studying in pairs everyone give what he know. Iyaa we can learn more from them. (Door opening)
Interviewer	And as you prefer to study alone or in pairs, which one you prefer most, studying in pairs or studying alone?
Learner	Like me I like to study in pairs first and alone later.
Interviewer	Okay, and a... as a distance learner you may get stressed due to some challenges. Eee.. how do you overcome that stress and anxiety in your study?
Learner	I use to get stress sometimes even from my family members, I can get stress by just saying no simo..momy this time I use to be busy with this, then sometimes they use to say ..no you cannot tell me, you, this time you have to be too with your books. Iyaa, it can cause me stress some times over or to go to he teacher need a help but the tutor said, no you guys you waste time already, this time I use to be with my friends like some teachers they can say that, also we need enough time to be relax, iyaa it can cause stressed but what I keep myself just to say "No problem then I continue with what I know because one question cannot prevent you from passing.
Interviewer	Yes.
Learner	Mhh..
Interviewer	Okay and what else can you share with me concerning your study in distance learning
Learner	Silent (looking in the ceiling) come again...
Interviewer	Anything you want to say with me concerning your study?
Learner	I just would like to say thanks mee Selma and I.. as a distance learner atleast no-one want to be a distance but just come automatically but I ignore. I am sure enough this year I will make it, Iyaa whatever it cost I will try my best, even life after school is very.. is very difficult. Especially when I think about year when I was in a full time then I think about the support I was given to my parents and I think it when I compare it with this year there is big different, because now I am on my own. iyaa they support me but not like last year. That's just what I wanted to share with you this listen that I get this last opportunity to make it and I will try

Interviewer	Thank you very much for__ for that encouragement you are going to yourself and I know you will make it in your distance learning, I just want to say, thank you for your time, have a nice day.
Learner	You are welcome Mrs.

LEARNER 5 CENTRE 1

Interviewer	Good afternoon
Learner	Yes, good afternoon miss,
Interviewer	How are you?
Learner	Good, How are you miss?
Interviewer	Am fine, thank you. You are a NAMCOL learner at this centre,
Learner	Yes
Interviewer	Eee..how do you feel as a learner in ODL?
Learner	Mhhh, well, as a learner, as a distance learner, I feel more happy, I got no problems cause, because i know a am improving my subjects everything is going well.
Interviewer	You are enjoying it?
Learner	I am enjoying it cause I am improving.
Interviewer	Okay, and as you are improving you need to be motivated,
Learner	Yes..
Interviewer	You need to motivate yourself. How do you motivate yourself?
Learner	I, I motivate myself..aahh by studying very hard, I have... I have role models who motivate me to study, so I always look at them, and look at my fellow learners, who are doing very well aah.. in their examinations, so those motivate me alot.
Interviewer	Okay .
Learner	Yes.
Interviewer	And studying through distance it requires some benefits, or some good things, what are those benefits you require.. you got from distance learning?
Learner	Uhhhm well, as am.., as am a Namcol learner I, there are alot of benefits here. Like Namcol provide us lots of resources, we have modules, we have examination booklets, so I make use of them and its cheap like to register your subjects and examinations fees it's not really much.
Interviewer	Okay. And as you are having tutors that are supporting you, how do they motivate you to study or work hard to succeed this time?
Learner	I ..ahhh...., our tutors use to motivate us by saying where there is a..a..a will, there is always a way. So I get something from him. I like what he said. Study work, like we need to be serious with our study, to shape up our future, we are still young, so it's very good, I like it.
Interviewer	Okay, and to be on distance you need to discipline yourself,
Learner	Yes
Interviewer	you need to control yourself and you need to set your own decisions, on what to study, when to study, where to study, how do you discipline and control yourself?
Learner	I...I have a timetable, like to manage my time. I discipline myself by just not being around streets, at bars, I am always home aaah!, making my revision, looking at my time ,what time am I having classes and yes..is all what I do normally, to discipline myself to be good...student.
Interviewer	Okay, were you taught by someone how to set goals to yourself?
Learner	Yes... like ahhh..last year when I was in school, our life skills teacher taught us that (silent moment)..
Interviewer	Okay, and when you are studying , you also evaluate yourself how you understand some topics.
Learner	yes
Interviewer	How do you do that?
Learner	Come again with your question mrs.
Interviewer	When you are reading something,
Learner	eeh!
Interviewer	It requires you to understand it,
Learner	yes
Interviewer	how do you evaluate yourself that now you understand a certain topic?
Learner	Ou, yeah! When am studying and I think that I am struggling with a certain topic, I consult my tutor and also my fellow learners but if we both like me and my fellow learners failed, we approach the tutor to help us and to see how are we progressing.
Interviewer	And after getting help from the tutor?
Learner	Yes!
Interviewer	And now you want to test yourself how you understand certain topic, how do you do it?

Learner	Like we have examination booklets, we provided by NAMCOL I,... I like aah reading those past question papers, those examination question papers and their answers again there behind the book I go through first and later on I go check the answers in the book.
Interviewer	Then you compare with the.....
Learner	Yeah.then I compare my answer with the one that are provided at the end of the book.
Interviewer	Very good. Eeehm,ODL , NAMCOL as you are studying on distance, you have challenges that face learners in distance, did you experience some challenges on ODL?
Learner	There are a lot of challenges there as a distance learner ,because like aah.. here as we are home no one really can aah, like look after your study like , like some of our parents don't really put too much effort on us cause some they think now we lost last year in a final exam, this year....because many people like to say, aah you did poorly while you are in school how can you just now improve while you are a NAMCOL learner? So..., but its not like that,there are alot of challenges there, what you need to do, you just have to be strong , and...
Interviewer	That means the parents don't put more effort on your studying?
Learner	Yes, thats what I mean.
Interviewer	Apart from the parents, what other challenges face you as a distance learner?
Learner	There are also lots of friends in a street there, lots of friends who like, aah, some influence you like , no lets go do this , lets go at this bar, lets go, have this alcohol and stuffs, so those are the challenges again, cause being home just for the whole year is something very different unlike those learners who are in ..some are hostel likes, some they everyday Monday to Friday they go to school, us we only like now we only go to school .Us we only like now we only go to school as from Monday to Wednesday and those days again you are just home studying , it's not easy.
Interviewer	Okay.
Learner	Yes
Interviewer	As your friends might influence you what do you do to avoid influences from friends
Learner	I,..I choose friends who accept as I am, friends who aahh.. understand where I came from, friends who understand what are my problems and also friends who like advising.....lyaa, so thats it..
Interviewer	And describing your environment of your studying, how can you describe it?
Learner	Yeah, well I .. I am from a village, so there my studying place is very cool. I normally took a chair and table, I go sit under the table, I.. under the tree I mean so the place is very cool for studying. I really appreciate about that my environment is very good
Interviewer	So there are no distractions?
Learner	Yeah, there are no distractions there
Interviewer	Okay and you are given assignments and you have a duration to complete those assignments....
Learner	Yes.....
Interviewer	How do you complete your assignments?
Learner	I..I complete my assignment normally before the due date, I like doing my things earlier cause I learn a lesson, I like doing my things earlier, I complete my assignment with time because if you just aahh.. for instance you assignment s due tomorrow you are starting doing a lot of mistakes in there, so it's when lead to know your performance.
Interviewer	Okay
Learner	Yes
Interviewer	And do you have a timetable for your conduct sessions at your center, or how do you attend the classes?
Learner	Ou yeah, there we have time table, we have a time table that aah Monday we have class starting at what time to what time so, that is it, we have a timetable.
Interviewer	Okay! And In the afternoon
Learner	lyaa.. in the afternoon at our centre we have a time table.
Interviewer	Okay..
Learner	because you might find a learner/student having three subjects for instance so... aah there is a timetable telling him/her that at what time to what you are attending this subject and group two at this time to this time you are attending the second subject and what time again... that's normally how it works.
Interviewer	okay! As you are studying on your own you need different information, where do you get some information apart from the tutor?
Learner	Ouh .. well NAMCOL centre we have a ... a very.. let me just say we are luck ...because we have a nearest community library there. Its very big ..aah there are a lot of resources there. There are computers, there are excellent books, there modules..There are .. so everything is just there, there I got lot of information or resources about my subjects.
Interviewer	Eeeh.. meaning that, that library is fully equipped, with all the information that you want?
Learner	The library is fully equipped.
Interviewer	Apart from the books and the printed materials, what else do we get information.... Where else do you get information apart from the books.

Learner	Aah.. we get information like you can borrow, you can just go ask for a permission to use a computer, you use internet to get your information. Its very good. I like it too much.
Interviewer	Do you have technology skills to go on the internet?
Learner	yeah, at the beginning it was soo difficult but our library there, it offers computer classes. If you want to get some skills in computer, how to use a computer, there are computer classes, you register your name just go along with your ID, you register that you want computer classes, you be taught how to use a computer.
Interviewer	Are you given those trainings for free or you pay some money?
Learner	Those classes are just for free as long as you just go with your ID you get trained just for free..
Interviewer	wow, that's nice
Learner	yes
Interviewer	Eeeh..., some materials that you given for NAMCOL do they require you to go and search for information from internet?
Learner	aah.. come again with your question?
Interviewer	the materials that you get are given, do you just depend on the materials or the materials also require you to go and search for some information apart from the book?
Learner	No, yeah the information that you been provided byNAMCOL is not really enough like we... I normally use my summary, my old summary book that I was using last year I use that one and plus the modules that am being provided with NAMCOL, iyaa, I use excellent books again from the library as I said before, those are the..that's really... and also question papers those test question papers when I was in school last year, I use them.lyaa.
Interviewer	Okay, as you are entitled to other responsibilities at home or at ..at..at with friends, attention do you have other responsibilities apart from you study?
Learner	Yeah, I have cause I am a sport man, I play soccer, I play league at a second division here at Ohangwena, I am a soccer player and I really like it and I think I am... I manage my time very well. It's going well
Interviewer	So you don't have problem to manage your time?
Learner	yeah, I don't have a problem to manage my time cause when I going to sport I make sure I study first cause and like if am having classes, so I won't go to sport that's how it works.
Interviewer	Good! Eeh, so when you find some topics difficult or a question difficult that you don't understand, what do you do?
Learner	Aaah, if I am struggling I like approaching my fellow learners first, if we are still struggling, as I said earlier there we approach the tutor to ask the question that we don't understand but first I make sure I approach my fellow learners to ask.
Interviewer	Do you get the support from the fellow learners or the tutors, how do they support you really in you study?
Learner:	I got support just from both, I got support from both because my tutor when you are in the class he always ask that you have a question, like if you were studying like yesterday and you find that you have a certain topic that you don't understand you may raise it in the class also when we are there at the library, I sometime study with friends as a fellow student, a NAMCOL student, we do help each other.
Interviewer	Did you also try to find solutions from the internet?
Learner	Yeah, also we do that.
Interviewer	And you get the answer to your question?
Learner	We get answers to our question because we know how to use a computer we been trained how to a computer, how to use internet.lyaa,
Interviewer	Okay, you are given study materials at the beginning when you registered, do you understand those materials?
Learner	Yeah, we understand those materials, those materials are just the..the..the..the modules, like you been provide with two modules of the subject and a excellent book, like those the resources only that we.. I think they are not enough, they are not enough...
Interviewer	They are not enough?
Learner	yeah, they are not enough
Interviewer	And you have to buy for yourself some..
Learner	Sometimes if you have money.... Like me I did not buy anything I only use my old summary book and yeah, plus modules, plus those modules and excellent books and those test, past test question papers... yeah..
Interviewer	How does your family support you in your study?
Learner	Well, my family, I like , lyaa...my family support my studies like, cause when I registered at beginning of the year, when I registered NAMCOL, they give me money to register, pay money for the examination fee, they also provide me food. Yeah, they give me transport money when I am coming at school, so they always make sure that they provide me something..
Interviewer	Coming to transport..yeah that means you come with the transport to school, to your centre or ?

Learner	yes, yes every time I am getting a taxi to school, cause its very far, I am from Omafo and the school is here at Ohangwena so I ... it's not... it's a long distance.
Interviewer	Is a long distance?
Learner	Yeah, I get a taxi everyday.
Interviewer	How is the relationship between your tutors
Learner	Between the tutors and who?
Interviewer	and you... how is the communication, how is the support between your tutors.
Learner	Noo, we really appreciate our tutors, we don't have complains about the tutors, they are trying their best, but sometimes we can just see that the tutor today, the tutor is tired, tutor can just not teach the tutor is just tired you know cause., yes I, if you can just put yourself in the shoes of a tutor, teaching from the morning until 2, and again from 2 to 6 its something different, but the yaah..., they try their best.
Interviewer	so in the morning they are teaching?
Learner	yeah those
Interviewer	Full...
Learner	full time learners
Interviewer	okay
Learner	We really appreciate our tutors, they are very fine, they are trying their best.
Interviewer	That's good, aah, do you study in pairs, peer or groups? How do you study?
Learner	Ha.... yeah, I normally like studying on my own
Interviewer	alone?
Learner	yeah alone, first I like studying on my own from there aah, like at this moment first I just have to touch my book alone, from there, if I am struggling with some topics now, is there , is where we are going to form groups, and you ask your fellow learner, bra., where are you struggling, what topic are you struggling with, ask again what topic are you struggling with , ooo am struggling with like, am doing agriculture, like no I am struggling with conservancy for instance,.. no I know conservancy, okay., let's just form a group and everyone raise what you know best, you teach others where they are struggling a little bit.
Interviewer	You mean during your discussions and you share ideas?
Learner:	yes we share ideas, but firstly I like studying on my own and then find what I don't understand on my own the I go approach my fellow students, we form a group and we study.
Interviewer:	Alright, when you find yourself stressed, there are some things that can cause you stress
Learner	Yes, exactly...
Interviewer	what do you do?
Learner	When I think I will or I find myself stressed , as I told you earlier that I am a sport man, I sometimes go for sport and also like listening to music that's my hobby, sometimes if you don't have sport today than I listen to my music, I sleep, I read my magazines or I read my newspapers I... yeah, that's how I normally beat my stress away
Interviewer	And life goes on?
Learner	Life goes on
Interviewer	okay and at the end here, do you want to share with me something that you experienced in open distance learning?
Learner	yeah ,let me just highlight a little bit on.. on., the materials that have been provided by NAMCOL , this materials are, the materials are not enough, being honest materials are not enough. At least NAMCOL should provide us again, not us but my fellow students, also maybe those that maybe are not going to do well, cause I am sure I will make it this year next year am not in NAMCOL
Interviewer	That's good. Such a good encouragement.
Learner	yeah just in future that NAMCOL should add again a little bit to its resources, they are not enough.
Interviewer	okay, thank you for your time
Learner	Eee...
Interviewer	Have a nice day.
Learner:	thank you mrs. Thank you.

LEARNER PARTICIPANTS TRANSCRIPTIONS

CENTRE 2

LEARNER 1 CENTRE 2

Interviewer	Good afternoon
Learner	Afternoon mem
Interviewer	How are you?
Learner	I am fine. How are you mem
Interviewer	I am fine thank you You are a distance learner at this centre?
Learner	Yes
Interviewer	How do you feel as a distance learner?
Learner	I feel so bad
Interviewer	Why do you feel so bad?
Learner	I feel so bad because I fail my grade 10
Interviewer	But you got you got a chance to study it again but you are doing it on distance are you not happy?
Learner	I am not happy because I fail..
Interviewer	But you are no failing you are in the distance learning you are learning again..
Learner	lyaa..
Interviewer	Looking at the full time and distance learning you are not happy?
Learner	I am hee... happy..
Interviewer	Then can you please just eeee.... verify with how do you feel as a distance learner.
Learner	I feel happy, because it might be if I concentrate on my study it might be I can.....
Interviewer	Okay. How do you keep yourself motivated to study?
Learner	Sometimes I use myself to study, I use myself to study or to choose where I can spread my books
Interviewer	Where you can do what?
Learner	Where I can (laugh) a place to read my books
Interviewer	Okay and studying through distance, it has good or benefits and what are those benefits of studying through open distance learning?
Learner	My benefits are I suggest it might be I focus on my study I will pass and go to another grade
Interviewer	Okay looking at the full time and you on distance free on your own. what are the good things?
Learner	Excuse me.
Interviewer	Full time are just full time there but distance you are on your own, what are the good things being on your own.?
Learner	Good things, I can, I can choose my time to go to school
Interviewer	You have your own time?
Learner	Own time to go to school
Interviewer	And how do you....?
Learner	To go to the centre
Interviewer	Okay how do your tutors motivate you to work on your own to succeed?
Learner	Our teachers always told us to work hard, our tutors told us to read hard.
Interviewer	Okay and in this distance learning you are required to be self disciplined. How do you discipline yourself?
Learner	I started to respect my tutors and to respect other, other learners
Interviewer	And how do you control yourself because you are on your own?
Learner	I control myself no to influenced by those bad people.
Interviewer	Alright and were you ever taught to make your own goals?
Learner	Yes
Interviewer	By who?
Learner	My tutor
Interviewer	By your tutor?
Learner	Eee...
Interviewer	And how to plan, how to use different learning strategies, do you plan in your own different learning strategies or is your tutor planning for you
Learner	I plan for my own.
Interviewer	And how do you plan your learning strategies
Learner	Uhh.. difficult (face changes)
Interviewer	Let me make it easier as you are studying on your own.
Learner	Mhh
Interviewer	How do you study, styles do you use to study, those are what I mean different learning strategies
Learner	Mhh....

	When I make... when I finish my summary I start... when I finish I started to answer myself a question or to write in a note.
Interviewer	And that is all?
Learner	Mhh..
Interviewer	What do you do to evaluate that you understand something or your work and making sure that you are making progress
Learner	Is the same what I have said now, is just the same
Interviewer	No. This I mean, you are reading something, how do you now look at yourself that "Now I understand?"
Learner	Mhh... I close my book.
Interviewer	Mhh
Learner	(laugh) and then I start to think of what I have study... what I have read in my book
Interviewer	You rephrase and think again on what you study
Learner	Mhh...
Interviewer	Open distance have challenges, do you have any problem when it comes to your study?
Learner	Yes, I have mhh.. sometimes I....I did not get time to read.
Interviewer	Why?
Learner	Because there are some works in the house to be done.
Interviewer	And how do you go with a taxi or you... your parents take you to your centre?
Learner	Sometimes I go, I walk by feet and then sometimes I go with a taxi
Interviewer	Why do you go with a taxi?
Learner	Sometimes maybe I....
Interviewer	What makes you take a taxi?
Learner	Sometimes I am late
Interviewer	You are late?
Learner	Yes
Interviewer	How is the distance between your house and the centre?
Learner	4 km
Interviewer	That means is near is not that far
Learner	Mhh, yes.
Interviewer	And are those the only problems that you experienced in distance?
Learner	Mhh.
Interviewer	Do you have friends?
Learner	Yes
Interviewer	How do your friends your study?
Learner	ee.... by laughing and telling stories
Interviewer	They take up your time to study or they just have small portion of your study?
Learner	They take up my time to study
Interviewer	And what did you do to overcome this problem?
Learner	I..... (look up)
Interviewer	Since you know that they take a lot of your time, but you want to study, what did you do?
Learner	I tell them to go.
Interviewer	Do they go?
Learner	Yes
Interviewer	And you are given assignments to complete how do you complete your assignments?
Learner	I take my own time and complete my assignments
Interviewer	And to complete assignment it requires some information, where do get this information to complete your assignment?
Learner	Sometimes I go to my friends or to the neighbours to help me.
Interviewer	Do your neighbours help you out with your assignment, the people studying the same course as yours or how do they help you?
Learner	Sometimes I, I have some question that I don't understand?
Interviewer	Mhh. Your neighbours or your friends
Learner	Friends and neighbours
Interviewer	Neighbours might be old there who are those neighbours you are telling me?
Learner	Those people who already completed their grade 12
Interviewer	Okay. Describe your learning environment
Learner	My learning environment I, I, just have a tree work
Interviewer	You just have the what?
Learner	A safe place
Interviewer	A safe place?
Learner	Mhh...
Interviewer	By saying safe place how safe?
Learner	Where there is no... no noise.
Interviewer	Mhh!
Learner	(silent)

Interviewer	That means your learning environment is okay?
Learner	Mhhh
Interviewer	And how do you prepare for examination?
Learner	When before the examination start..
Interviewer	Mhh
Learner	I, I also start to read before the examination
Interviewer	Okay and do you have nearby library where you can get information apart from the materials you are given?
Learner	No.
Interviewer	You never visited a library in your learning?
Learner	Mhhh
Interviewer	And if you were having a library how important is the library?
Learner	It is important because you can find things that you never see and...
Interviewer	Things like what?
Learner	Things like, like tough things that we learn in life science and Geography
Interviewer	Did you ever get information from internet?
Learner	No (shaking the head)
Interviewer	You never heard of internet before in your life?
Learner	I heard but I did not done anything
Interviewer	Didn't go access to internet?
Learner	No
Interviewer	Maybe what cause that not for you to have access to internet?
Learner	My parents they don't have internet (laugh)
Interviewer	And the.... you don't have internet at your centre or you don't have nearby internet cafe where you can go?
Learner	We don't have internet at the centre
Interviewer	Okay, and do you have skills on using technology?
Learner	Yes
Interviewer	For example?
Learner	Communication skills
Interviewer	In, in what or by using what?
Learner	By using telephone
Interviewer	Okay But computers you cannot operate a computers?
Learner	Mhhh
Interviewer	Come again
Learner	I can listen not computer...
Interviewer	Okay, and how do you manage to handle the responsibilities at home, your friends your family and your study? How do you handle those responsibilities?
Learner	(quite looking around)
Interviewer	I mean how do you balance your time here you have friends, here you have family here you have your home responsibility and in the middle here is your study how do you balance?
Learner	(Laughs) I don't understand.
Interviewer	Alright is okay and when it comes to responsibilities as you said you have responsibility at home?
Learner	Mhh...
Interviewer	What are those responsibilities you use to have at home?
Learner	Like to fetch water and go to read.
Interviewer	And as you said you have friends you also have time for your friends and with your study. Which one takes up your time and which one takes less time that means how to balance, do you balance work with your study or you do not study at all because you have this work and that, how do you balance your time?
Learner	My time, I have to finish work in the house and then after I go and read
Interviewer	Okay, when you find some topics difficult what do you do? During your study you just find some topics very difficult or a question that you don't understand what do you do?
Learner	That question that I don't understand I have to go ask my tutor at the centre
Interviewer	Do they give you answers or they give you the way how to get your answer?
Learner	Sometimes they give me the answer sometimes they just give me a way to get the answer
Interviewer	Okay. As you are given materials do you understand them?
Learner	Only some (laughs) only some
Interviewer	Only some, which one do you understand more?
Learner	Materials like what?
Interviewer	You are given modules you are given booklets as other learner have said,
Learner	Mhhbooklets.
Interviewer	Do you understand those materials you are given or you are still waiting for tutors to come and start from scratch to make you understand

Learner	Some I understand but some i don't understand
Interviewer	Those you don't understand what step did you take to understand them?
Learner	I will go with my booklet to the tutor
Interviewer	Okay. Do your family support you in your study?
Learner	Yes.
Interviewer	How or in which way?
Learner	In which way
Interviewer	Your family support you yes?
Learner	Always telling me to read hard.
Interviewer	Do they really show interest in your study when you are studying in distance?
Learner	Like (laughs) like parents they are not, I am not sure
Interviewer	You are not sure?
Learner	Mhh...
Interviewer	What gives you that impression that ah! I don't think they put more effort on my study what gives you that impression?
Learner	Sometimes like my parent,my cousin they like to like always blaming me, sometimes I ...(look down)
Interviewer	Okay. Apart from blaming you did you try to make them understand the learning that you are doing?
Learner	Yes
Interviewer	And what did they improve or they did not improve up to now
Learner	Listen they improve, they sometimes give me time to go read my books when I have work in the house.
interviewer	Okay. Do you study in groups or with peers or you study alone?
Learner	Study alone
Interviewer	Study alone?
Learner	Yes
Interviewer	Why do you prefer to study alone?
Learner	Because listen in our house is only me in grade 10
Interviewer	And in distance?
Learner	Mhhh....
Interviewer	And at your village, or surrounding there are no people studying your course or your programme?
Learner	Mhh..
Interviewer	And at your age, or surrounding there are no people studying your course or your programme
Learner	Mhh, they are but their houses are far
Interviewer	So you are far apart from each other?
Learner	yes
Interviewer	When you find yourself stressed because of the challenges that you face when you are studying on distance, here is your parents they don't understand your studying very well and distance also to centre, how do you handle that stress?
Learner	I practice how to relax
Interviewer	You just relax?
Learner	Mmhhh
Interviewer	And stress goes?
Learner	Mhhh
Interviewer	Okay Do you have anything you want to share with me?
Learner	(Silent)
Interviewer	Concerning your study
Learner	No (Shaking the head (sideways))
Interviewer	Okay, let me thank you for your time have a nice day
Learner	Okay Mrs...

LEARNER 2 CENTRE 2

Interviewer	Good afternoon?
Learner	Afternoon Mrs?
Interviewer	How are you?
Learner	I am fine, how are you mem?
Interviewer	I am fine.
Learner	Mhh
Interviewer	You are a distance learner at this centre?
Learner	Yes.
Interviewer	How do you feel as a distance learner?

Learner	Eehh. I feel left out. I fell like umm. I lost a lot, when I am doing this distance learning it is not really an good thing to do because aah! My fellow learner, my fellow students have moved on with their studies and I am like back, is still a long journey to go, so I can reach them, so I feel very bad, and is no something that I am proud of.
Interviewer	Like now you are on a distance, you given this another chance do you still feel bad?
Learner	Iya! Still.... it is not a..... a..... an exciting thing to feel of, because when you lose something in you lose it for good. When we are taking about 3 o'clock, umh! This afternoon, there will never be 3 o'clock on the 12 maybe next year 12 , 12 September be but when we are talking about 3 o'clock this time around, there won't be any..... there is no going back so it's like I am stuck in that time again. I have to move on. So is not something very exciting even though I am getting a second chance it's still upsetting me.
Interviewer	Aright and how do you keep yourself motivated like now you think you left out?
Learner	Motivating myself it's its, I look on life itself and people that are moving on that, that keep me motivated because aaah... when I look at my fellow like some of my fellow student or learners, they are already in grade 11 they are about to go in grade 12 next year, while I am still in grade..... repeating grade 10 so, that motivates me to say that, atleast I have to go, to move on, I don't have to back out I have to move on, so that I can go again in grade 11. Where my student were once again
Interviewer	Okay... apart from regretting the past, what are the benefits of studying in distance?
Learner	The benefits of studying in distance are that you have your free time to study, you choose
Interviewer	Yes.
Learner	You choose anytime, anywhere anyplace to study, it's not like in full time..
Interviewer	Iyaa
Learner	To study this time the other time you have to go eat, you have to go rest it's like you, you, you have your own schedule you don't have to..
Interviewer	You are on your own.
Learner	Iyaa... you are on your own you have to study your own. it's up to you, it's like eehh! controlling something in your own life now. If we are talking about life it's something that you have to control on your own, it is not like someone is coming and say you should study, is, it's your own.
Interviewer	Yes
Learner	There is no this, time, study time or whatever time, you just have to study on your own.
Interviewer	That's why you like it?
Learner	So it's benefit
Interviewer	Okay. How do you tutors motivate you to work on your own to succeed?
Learner	Um! The tutors iyaa... my tutors, they give motivation, you know. They lead you to study, they give you options to decide on, its either you study one 1 hour per day, whole day or study 2 hours per..... you choose, which, which, which, life is good, so they give you that, that confident of saying, you see when I am standing I also went through this and this. So they motivate you. Its a good thing. Because.....
Interviewer	And you gain that confidence?
Learner	Iyaa you gain the confident.
Interviewer	Okay and being controlling yourself and how you discipline yourself how do you go about those?
Learner	Being self discipline and self.... control yourself it's something that you have to gain your own by your own, nobody have to do it for you, nobody has to push you in it, so its, its only judging bad and good in life. When you have discipline it's start on your attitude on your behaviour and on the lifestyle that you grow up in... so.... and to control yourself is something that you have to put in your mind all time that when you are doing this is right when you are doing that is wrong so it's really someone's ability to do. It's not someone to.... it's like someone who comes at your door and knock and say do this, and do that because you are... I am an adult I don't need anyone to do that for me so.... it's up to me, its up to me.
Interviewer	And specifically how do you control yourself?
Learner	Controlling myself specifically it's ... you know, there is this short of control like, I control myself like I have to study, no matter what, even though I am not in the mood to study. I have to go and to study because it will... when we are talking about..... if you are say I am studying, I am going to study at 10 o'clock, coming 10 o'clock you said now I am tired I am going to study again at 11 o'clock coming 11 it is like listen well control yourself say.....
Interviewer	You are pushing the time..
Learner	You are going to push the time so you have to control yourself and say, no I am just going to study no matter what , even though am feeling sleep I just have to go to take some a little bath and take a glass of water, and study even though I am not concentrating even though I am not catching something at least I am reading even I am not reading for understand I am just reading for the sake of reading as long as you read.
Interviewer	Yes, and where you taught to set your own goal by someone?
Learner	Iyaa, by setting goals it is something that we were taught like in primaries, from grade 1 no I mean from grade 5 to grade 10. You are taught how to manage your time, how to set your

	time, you do thing in some subject like management of time in some subjects, so you gain those experience and you put it in reality and see if will work out. So that's how we, I manage my time
Interviewer	Okay and which style or how do you learn by looking at the learning strategies that makes you succeed
Learner	My learning strategies is that I learn writing through strategies is that I learn writing through writing when I am reading I am writing also and when I am reading is like I am reading myself reading out loud not in silent that's how I learn. So you can find me talking to myself, I am just learning like that because I am explaining myself.. to myself and I am also summaring or my own so that's how I learn.
Interviewer	Okay..
Learner	I am not a quiet learning learner.
Interviewer	And you stick to that style?
Learner	I stick to the style I was introduced to. Style when I was in grade 9. Iyaa in grade 9..... that's..... my mother introduced me to their style. It is beneficial it's good because you understand what you are saying and you do what you are saying
Interviewer	And to evaluate whether you understand what you are saying or reading, how do you evaluate your progress?
Learner	Ahh.. by doing that I, I..... uuumh..... I accompany some question papers and, and.....try to answer them without using a booklet or just testing my own knowledge my own intelligence using my own words, not always using what is in the book but using my own words and using the same time the things that are in the book that's how I see if I am moving on or not if I have to go back to another certain topic or certain section and see if I can re-do it.
Interviewer	Okay, if you are studying in distance you are no more full time student, I mean learner, it requires some challenge I mean it has some challenges. What are those challenges you have experienced or that you think ODL learners face?
Learner	Mhh...The top priority challenge in life let me not say in open learning, in life, friends when you have a lot of friends some are good some are bad. So if you turn to turn to do what you think is good but is bad then you are failing. So friends are the big challenge. They can influence you by saying No today man, it is..... we are tired we are not going to school, man if you are not going to school you are going to be left out then many things, so I think friends are the things that the the ... is big challenge, that's why to be friend labour not doing what they want I do what I want, so it's just friend. And sometimes it's it's..... a ... let me put alcohol in when you drink too much, uhh.. you, you may turn forgetting even the days,m you we drunk last night instead of being studying you were drunk and today you are writing an examination, last night, you just receive a call from your friend like today we are writing, but you did not read, anything so alcohol is.....
Interviewer	What are you going to write if you did not study?
Learner	If you didn't study so alcohol is very something very.... it's a bad friend to me, its a bad thing to me.
Interviewer	Are you close to you centre?
Learner	I am very close... my house is just metres away, that's my house (pointing outside)
Interviewer	Okay that means you don't spend.....
Learner	I don't spend transport or footing or a lot no. I just.....
Interviewer	Okay and that's good. And how do you complete your assignments?
Learner	Completing my assignments I do my own my assignment on my own because that's a way we have to study. When you are studying I don't belie.... they say we should do our assignment with our fellow learners things like that, but I think that's very wrong when you are doing it with your friends you can be quiet just being spoon fed, iyaa like receiving information and you write. So I do my own things when I do my things, I come compare with them but really I don't compare my things with anyone. I try to do my own things and see if what I did is correct.
Interviewer	Mhhh.... assessing yourself?
Learner	Just assessing myself because you can like do something very correct but when you go to school, I mean when you go to your centre, some of your fellow student uhh.. did something different, but a lot them they did something the same thing but yours is different. When you change it and apply what your student, the fellow student did, you do the same thing but when the results come, you are all wrong; the thing that you gave erased was the one that was correct. So I do..
Interviewer	That's the problem of coping....
Learner	That's the problem of doing the assignment with fellow learners
Interviewer	Mhh
Learner	Sharing ideas is a good thing but when I am doing my own assignment I do it in my own room with my own intelligent with looking through the book, if I didn't get the answer then I have to apply my own understanding I don't use to copy.
Interviewer	Okay. And when examination comes how do you prepare yourself for exam?

Learner	Preparing myself for exam my..... I give time to myself like this time around I am already studying. I just have.... this time around I am just studying for the sake of studying, studying at least even I am not catching all the things I study and when the examination come, when we are talking about examination days is when I have to revise and revise and keep every thin in my head.
Interviewer	Checking your understand
Learner	Yee.. checking my understanding, checking my spellings and just putting everything in my head
Interviewer	Okay. And looking at the learning environment, how can you describe it?
Learner	Umhh.... Our learning environment is it's let me say it;s not that poor,but its atleast poor because you know... it's surrounded by a lot of challenges, there is a road, a main road near the school there is sheebens and bars, so at least when learners are studying or let me say students, fellow students are studying and truck accidently drove along the road, it is disturbing or when we are studying people are having good times in bars and sheeben loud music... so it's hard for you to study. So....
Interviewer	That's the thing.
Learner	It's a very poor, uhhh area for us to study here.
Interviewer	And what do you do when the learning environment when the learning environment become so distracting like that?
Learner	Uhhhh... to myself... uhh I don't know to others, to myself no matter what a challenges has to it's not a big excuse, you just to stay focus at least then you study at least what you catch, its what you are going to write, what you know is what you are going to write even though it was disturbing at least you are trying so I, uhh I force myself into uhh.. action that into into studying that I just have to study no matter what is going to happen what is happening, because there is no other way, there is other solution to do.
Interviewer	Okay. And as you studying do you have a near libraries to assist you in your study
Learner	No, at our centre they say there is a library but it's no, open for.... for.... for... Namcol learners
Interviewer	Like you or distance
Learner	Like us, we are not.... I never seen us entering in that library it just maybe full time learners and I don't know that because I am... didn't see... so I just heard there is a library and... I don't think if it has enough equipments or whatever
Interviewer	You never have been there?
Learner	Because I never been there, so there is no open for us.
Interviewer	Okay looking at the materials that you are given at beginning of the year when you registered, are there some material that requires you to use technology?
Learner	lyaa, materials like books or ???
Interviewer	Are you given CDs or what are the materials given that use, that requires you to be having some skills on technology?
Learner	No, we are just normally we are just given eehh... books and handouts and.... assignment, there is nothing extra given, and so if you are going to use, you do it your own so there is nothing that says or doesn't say that you must not use/ use internet. It is up to you.
Interviewer	You mentioned internet use and how do you get access to internet?
Learner	Getting access to internet let me say, personally aaah now me when I am talking, I am not access to internet.
Interviewer	Mhhh....
Learner	Because I am not having any computer or cellphone or anything, but I heard at our centre there is hifi or wi-fi.....
Interviewer	Oo the wi-fi
Learner	lyaa.
Interviewer	Mhh..
Learner	So if I was having at least a phone or computer I could at least get an wifi password and use it maybe for something else but now, uhh is not, I didn't use, uhh, I am not using internet.
Interviewer	And on the background are you having technological skill to search for information?
Learner	lyaa I did it at secondary school so we were having access to internet and....
Interviewer	Is just that now internet is not available?
Learner	Just that now internet is not available
Interviewer	And looking at the responsibilities that ODL have, can you mention some of the responsibilities that you are entitled to
Learner	Mhh responsibility that... what... ODL....? (scratching his head)
Interviewer	Do you have other responsibilities apart from studying?
Learner	Ooo. Iya. No not really, I am not, I am not having any work to do. I am a homeboy, I liv.... I am just home every time so I don't work.... so I am not doing anything else. I am just.....
Interviewer	And looking at the responsibility at home friends, because I believe you said you have friends..
Learner	lyaa
Interviewer	And your study how do you balance your time or how do you handle those responsibilities all together.

Learner	First, the person who is doing part time uhh, let me say part is not a resting time because is time requires you to put focus, more focus because uhhm you are on your own, you are doing things on your own so the first thing that I do is that when I am having friends, no matter what urgent story there what urgent thing is there, I just have to read first before I attend my friends or my other work things. Normally I schedule myself, I put myself in a schedule I normally read 1 hour per day per subject 1 hour per subject, and the other free hours I do what I do so it is an easy thing because you just study put a stop watch on your study, study, when one hour is over then it's just over and just have to go do something else. Its, its.... beneficial because I am not putting pressure on myself. I feel more relaxed. I just know this my hour of studying it came, and then I just have to study put my whole focus on study. Because I know the whole hours the 16, 17 hours I am with my friends am doing whatever pressure like I have to study 5 hours and the other 2 hour I spend it on my friends no.... that I am putting pressure on myself so I just study an hour attend to other things that have to attended.
Interviewer	And which one do you give a lot of time
Learner	Giving a lot of time it depend on what I have to do that day.
Interviewer	Mhh...
Learner	So if I am just, I just study for an hour and I am not satisfied then I have again to study for some 30 or 40 minutes I have to go for that. But if I like I study 1 hour and I feel like I am tired I just have to drop my books and go to what I am going to do or sleep that's all. But I don't really give any any..... in my life... I don't give special treatment to any personal life issue because listen all useful because if you are not having friends you are not a life, if you are not having books or if you are nor reading if you are not doing something in life and you are not having a life so..... everything is just equal. Even though.....
Interviewer	lyaa
Learner	They are bad and good at the same size everything is just equal in life....
Interviewer	Okay and when you find yourself stuck in some topics maybe difficult, or you just don't just understand them what do you do?
Learner	Iya. Normally I don't study with one resource or with one book or with one module. I study with like old summary, excellent book and modules, and some handouts that were given. So if I am stuck to.... eeh.. because things are different in.... in.... writing, so if something is written here is difficult I see to it another and see.....
Interviewer	To make it simple.
Learner	To see if what they wrote is similar if again is high I have to move on to another one. If there is nothing comparing it to the same books the I have just to drop it and move on because I can be stuck in one thing I have just to move on.
Interviewer	Moving on that means you won't follow it up or?
Learner	I will have to follow it but I just have on just to understand that is written there even though I don't understand what it means, what it saying, what it doing. I just have to put it in my head in case if it is asked in the question paper, I just have to apply it as it is in the book because I don't know what it mean what I don't know I says but I know how to write it and I know how to.... to... let me say to spell it.
Interviewer	Okay in following it up, how are you going to follow?
Learner	Following the... the... thing that is difficult to me?
Interviewer	Yes ,because you still need to understand it
Learner	Ahhh.... to understand the thing I don't really get. If I don't get maybe certain word or a certain thing
Interviewer	Or a topic
Learner	Or a topic, I may ask for help for to... to... to.... listen in that particular subject to see if she can help me. But it does not mean that it change the fact that is the same in the book even though I understand it I just have to follow it, there I don't have to change it into my words so.... uumh.... I really don't changing things into my own words or into my own view because sometimes you can be wrong. The way the person mean it is not the way you mean it. So you just have to put it the way it is with taking or adding something
Interviewer	You mentioned when a tutor in that in that particular subject do you find yourself with a subject but there is no tutor?
Learner	lyaa. Normally I am doing a subject where there is no tutor, I offered for help by listen the he normally just say come back come back come back come back but when you come here he said no I am a very busy person. He use to come here like every time to co.....
Interviewer	How do you see that support?
Learner	Like he is very busy or what? Like he's saying
Interviewer	When it comes to a subject without a tutor
Learner	oo... without a tutor I just have I just to have if the person is saying is very busy I don't have to be idle and waiting for him to get... I just have o move on and study. Study the way the things are. Even though uhhm... stand some I don't understand.
Interviewer	So you end up some material that you given you dont' understand them?
Learner	lyaa some materials don't understand them because, you just sometime I did a subject but some of the information you drop them out. So they are no more in you, even you try to

	remember what they meant what you were taught in full time but you can't remember so you just have to move on, you just have to study, it does not mean I should be idle and waiting for someone to rescue me I just have to rescue myself because it is open learning.
Interviewer	And when you try understand that subject where there's is no tutor how do you perform when you get your feedback from the assignment?
Learner	I normally perform very eeh.... better than the thing I have a tutor because I think because I put more focus on it because I am afraid of losing, losing it because I have no tutor things that I don't understand I normally just memorise them and put them there as the way they are because there's no other way so I see,.... some results I find that I get more marks than the one that I have tutors
Interviewer	Okay. How does your family support you in your study?
Learner	We are talking of a study, iyaa, which type of study?
Interviewer	You are on distance, you have the family responsibilities and on your own what support do your family give you?
Learner	The first thing is eeh... they support me a lot because they also want good from me. They don't want bad from me so they do at least they understand what.... when I am saying I am going to do, I am going to study, they understand,. Okay if you are going to study then we do it for you or do it late... ooh.....
Interviewer	So they give you time and space.
Learner	Iyaa, they have to respect me even though don't give me, they have to respect it because I have to study. It's, it's a life, life process. They were also studying when they were in school, or when they were, where ever they were studying. So they have to respect my time so it's a matter of respecting is not a matter of doing this and that it's just or matter of respecting things what you are doing that time. If they are say uhh..... go do something, iya.... go clean the dishes, go clean the house, go do what and then you say no I am studying then I will do it for you.
Interviewer	Okay subject where you have a tutor how is the relationship between you and your tutor?
Learner	Normally on myself, I am, I am an easy going person. I, I family.... I, I, get along with everyone so. By all means we can, we chat like close friends, close people, I am too familiar to everyone open to everyone so we go in a relationship that we have to... when I am having a problem I have to ask him when he say he doesn't have time I have to respect it because I understand him.
Interviewer	But communication is okay?
Learner	Is okay.
Interviewer	Okay, and do you study with peers or you just prefer to be alone?
Learner	Study , I normally prefer to study alone because I am not a quiet person studying because I study talking, talking too much talking
Interviewer	You preach (laughing)
Learner	I preach (laugh) on my own so, studying with someone it's like I am disturbing that person so, I find my own room and study that person so, I find my own room and study if there is no other alternative do then I just have to co-operate on the rules that are there so... study with.... that if they say we have to study in the same class then I have to bear and put aside that preaching and just read on my own heart and on my own mind.
Interviewer	And how do you think peer learning benefit you?
Learner	Uhm.. what you mean by peer learning Mrs?
Interviewer	Like when you are learning with others together how does it benefit you?
Learner	Mhh... learning with others ,studying or learning with others?
Interviewer	Mhh..it's like studying with others, sharing with others how does it benefits you?
Learner	It benefits you a lot, you get to knew, because we are.... there is certain student or when you are in the class and another student is having a new handout that you never seen in your life so it having more short answers and brief answers. So when you get to meet that student you say, you ask her for assistance so you can look in that question paper or uhh something like an handout so it's very beneficial because you can get new information new strategies on answering questions
Interviewer	Okay did you find yourself stressed because of the challenges we just spoke up now?
Learner	No, I don't really get stressed, I just take things easy as they are, if you put yourself in tress then another problem, you just have to be a stress free person even though everyone get stress.
Interviewer	Waaau that is nice!
Learner	You just have to take life as it is. If you fail then it does not mean it's.... it's..... a big deal, it's not a big deal you just have to take it as it is.....
Interviewer	Okay
Learner	If you are not having a tutor then is not a big deal you just have to take it as it is you understand other people's concern because if they are saying they cannot get a tutor then where will you expect a tutor to come from then, so you just have to co-operate with what is there. So being stressed is not a big solution to me, so I just get along with everything which is there

Interviewer	Okay and what else you want to share with me concerning your study in distance?
Learner	Eeh... uhhh... (looking around)
Interviewer	Anything you want to share with me
Learner	Mhhh... eeee.... concerning about, oooh.. part time ?
Interviewer	Concerning your studying in distance are you happy or what improvement maybe you want to be done anything...
Learner	Ahh... I can't really say I am happy, because as I said before it's a back out for me, it's like I am left behind, so saying uhhh... something to be done.... let me say maybe NAMCOL level have to let me say maybe build a school for NAMCOL only and teach NAMCOL there or... just suspend NAMCOL because I am not really a friend of NAMCOL because I don't get why NAMCOL is there, I know that it's for people who want to proceed but at least to build a school for NAMCOL learners as they attend, as they do in private occasion although you find people there register at NAMCOL but they are going to privet where there are only teachers who that are...
Interviewer	Full time?
Learner	Iyaa, the full time
Interviewer	Okay.
Learner	Where there are just teachers who are teaching NAMCOL learners they are not teaching aahh.. any type of other things, so maybe building a school and getting their own leaders and getting their own if they need a school bus let's me just say to be at school, a full time not part time.
Interviewer	Okay.
Learner	If you want to go to school if they fail grade 10 they have to go to another school. With no registering things, just to go because we are talking of studying saying they are putting education for free. NAMCOL is not a cheap education for free. NAMCOL is not a cheap thing for register
Interviewer	It is expensive?
Learner	It is very expensive.
Interviewer	And that's the challenge, you also have to spend money,
Learner	You have to spend money when registering and so...
Interviewer	Okay
Learner	It is it's something very expensive. If someone wants to do like, the whole, to redo all the 6 subjects she/he cannot do it, because it's going to..
Interviewer	So they charge per subject?
Learner	They charge per subject I think... Iyaa they charge
Interviewer	That I think it could be a lot of money.
Learner	It's a lot of money, It's a lot of money.
Interviewer	So finance is a problem in ODL?
Learner	Iyaaa. It's a big problem
Interviewer	And what is your suggestion on finance?
Learner	As I said is just to make it free as in other school. If they are paying, if they want finance Namcol then they have to pay like they only have to pay for examination not for some subject when they are registering aah.. finance, what?? A registering thing. Uhh.. registering.... what do call it...?
Interviewer	When get the material
Learner	Iya, iya....
Interviewer	The.. for admission?
Learner	Iyaa... When you register, no you just have to.... registration is to be free, and subjects have to be free the only things that have to be paid is the examination.
Interviewer	Okay.
Learner	And that will be more... more like.... I think some of the people are not doing Namcol like, but they have failed it's not like don't want sometimes money... money is problem, you know... sometimes you have nowhere to get money or you have to steal, you have to do other certain illegal work to do so you can get money to proceed with your education, because anyone in life wants to be better, anyone in life want to become someone so...
Interviewer	Mhh.....
Learner	If we are doing things for money we are not going anywhere. We find that people who are living far deep in the village where they only sit and work in field it's very hard for them to register and pay again for examination, again pay for subject it's very hard.
Interviewer	It's very hard. Okay let me thank you for your time. Have a nice day.
Learner	Welcome.
Interviewer	Thank you.

LEARNER 3 CENTRE 2

Interviewer	Good afternoon.
Learner	Good afternoon Mrs.

Interviewer	How are you?
Learner	I am fine and you Mrs
Interviewer	I am fine thank you. You are a distance learner at this centre?
Learner	Yes
Interviewer	How do you feel as a distance learner?
Learner	I feel bad, since a distance learner you do not get much information like full time learners. Not always tutors attend this lesson that's why I am a failure to choose area.
Interviewer	And what do you do to keep yourself motivated because you feel bad?
Learner	I study hard, getting more different materials for example past papers and borrow books from library.
Interviewer	And what are the benefit of studying through distance learning?
Learner	Get more time to study, have time to research learn to do thing by own.
Interviewer	And how do your tutor motivate you to work on your own to succeed because I know you have tutors?
Learner	Give us task to do, give us clues where do not understand.
Interviewer	Being a distance learner it requires you to be self discipline and self control, how do you go about those?
Learner	To avoid clubs and not drink alcohol.
Interviewer	Were you ever taught to set goals to your study or using different learning strategies?
Learner	Mhhh..... (shaking head)
Interviewer	You were never taught?
Learner	No.
Interviewer	What do you do to evaluate whether you understand your work and you are making progress?
Learner	I consult my tutor.
Interviewer	When you consult your tutor do your tutors help you out?
Learner	Yes.
Interviewer	In which way?
Learner	Good way.
Interviewer	How?
Learner	(looks in ceiling) ..(Silent for a while) mhh... example they give me some question to do by myself and and if don't understand they come to me.
Interviewer	Okay, studying in distance it requires you to be also controlling yourself and because you face a lot of changes. What are those challenges that you experienced in ODL?
Learner	(Silent).....
Interviewer	(rephrase) In ODL when you are studying on your own, it requires some self discipline and self control because there are many challenges that face you. There are many problems that face you because you are on distance, what are those challenges do you think they face ODL learners?
Learner	Some are drink alcohol , some are start to crimes
Interviewer	To do what?
Learner	Crimes..
Interviewer	To?
Learner	Crime, some don't want to hear what the parent says.
Interviewer	Mhh..In your case what challenges did you face?
Learner	Silent (looking in ceiling)
Interviewer	What problems did you face when you are on your own?
Learner	Shaking head (moving her lips sideways).
Interviewer	Or you did not realise any problem?
Learner	No
Interviewer	Okay so you are happy studying on distance?
Learner	Yes
Interviewer	But at beginning you said you feel bad..... is this going together?
Learner	Yes, sometimes..
Interviewer	And how do your friends influence your study?
Learner	They told..... they told me to study in that you will be someone in life like that.
Interviewer	Okay you are given assignment to complete.
Learner	Yes
Interviewer	How do you complete those assignments?
Learner	When I complete those assignments I focus to study hard and get work done.
Interviewer	And how do you prepare for your examination?
Learner	When I prepare my exam, examination and then my assignment either visited the library or stay home.....
Interviewer	And when you are studying, do you have a place where you study on your own?
Learner	No, just home.

Interviewer	I thought you said library, do you have a library home?
Learner	Yes.. at Ohangwena
Interviewer	Is Ohangwena nearby you? How do you go there
Learner	I taxi money....
Interviewer	Oo you use a taxi?
Learner	Mh.....
Interviewer	And when you take a taxi that means you go the always?
Learner	Sometimes
Interviewer	Sometimes, why don't you go there always?
Learner	I am just busy studying with some topics where I don't understand.
Interviewer	Okay, apart from the topic that you don't understand, what else stop you no to go there every day?
Learner	Some days I am busy with my business.
Interviewer	Oo you have a business?
Learner	Yeah... to say
Interviewer	What is your business all about?
Learner	To selling fish, prepare fish, breads, ice ..
Interviewer	So you are employed or you self employ yourself to sell your goods to get some money?
Learner	Self employed.
Interviewer	Okay and doing some business apart from studying does it allow you to study?
Learner	Yes
Interviewer	Okay, and when you said you go to the library and Ohangwena ..
Learner	Yes
Interviewer	You take a taxi because now you are working, on your own selling fish, get money to go to Ohangwena, do you get all the information you need in the library?
Learner	Yes sometimes
Interviewer	And sometimes?
Learner	Don't get, because people are going home you came later
Interviewer	Oo you came late sometimes, which time do they close?
Learner	At 5
Interviewer	Okay and in the library do you get the information only in the books or you have somewhere else to get information when you are in the library?
Learner	From the books
Interviewer	Only from the books?
Learner	Yes
Interviewer	And do you have skills to use technology ?
Learner	Nop
Interviewer	You never used any technology device like computers?
Learner	No
Interviewer	Or cellphones?
Learner	Oo cellphones I have
Interviewer	How is your cellphone, does it allow you to access internet?
Learner	Yes
Interviewer	Do you go to internet?
Learner	Yes if my cousin come home I will use it
Interviewer	And what did you use internet for on the cellphone?
Learner	To search my question where I don't understand.
Interviewer	Okay and you get the answers?
Learner	Yes
Interviewer	Good, and when you are selling your fish and you have work at home I think and with your study , how do you handle the responsibility, how do you share your time?
Learner	Sharing only. I start.... I wake up to cook my fish and bake breads, and around 10 I came to school to sell. Around 2, I will make a question where difficult to me and come to school and after school prepare dinner and go to study.
Interviewer	Okay that means you divide your time according to what? Do you plan your time table or how do you go about this time?
Learner	Planning my time table, this time.....
Interviewer	And do you follow it?
Learner	Yes
interviewer	And looking at the responsibilities that you have everyday which one do you give a lot of time?
Learner	To study.
Interviewer	Does it work when you finish all those work during the day you only study in the night do you study for a lot of hours?
Learner	2 hours is enough.
Interviewer	Okay two hours is enough?

Learner	Mhh...
Interviewer	Aright And you have family at home?
Learner	Yes.
Interviewer	How do your family support you?
Learner	They support me very excellent, because sometimes my cousin helps me in study.
Interviewer	Help you how?
Learner	To my question, if I don't know how..... the question I will ask her
Interviewer	Is she educated?
Learner	Yes
Interviewer	And you are given study materials by NAMCOL?
Learner	Yes
Interviewer	Modules, how do you understand them?
Learner	I understand, because my tutor where.... if we come to school now.... we ask some question and they say if we don't understand some question ask me to ask her.
Interviewer	To help you?
Learner	Iyaah....
Interviewer	Okay, how do you describe your relationship with your tutor?
Learner	Silent (looking around).
Interviewer	How is your communication with your tutor
Learner	We can use cellphone
Interviewer	You use cellphone to chat?
Learner	Ahaa! The tutor tell us more time to and do something
Interviewer	Mhh.
Learner	Like for example for you to do the... revision for august....
Interviewer	Mhh. Okay. Apart from the tutors where else do you get support in your study
Learner	To my friend and family
Interviewer	To your friend and what?
Learner	Family
Interviewer	And family.. alright And as you are studying. Do you study with friends or you study alone?
Learner	With friends.
Interviewer	And how does that help you?
Learner	They having a such question where I don't understand
Interviewer	and your friends help you or....??
Learner	In the question.
Interviewer	Okay. You sometimes find yourself stressed because of the problems in life even though you said you don't have problem you are living good in distance learning,,
Learner	Mhh....
Interviewer	How do you,, somebody,,or how do you handle stress?
Learner	If I stress.
Interviewer	Yes, if you get stress, because there are a lot of things that can cause somebody to be stressed
Learner	Listen I will take may bible, if there is a person who is disturbing me.
Interviewer	Mhh..
Learner	And go in my room and read my bible.
Interviewer	So you just read your bible when you get stressed?
Learner	Yes
Interviewer	And when you read your bible how does your stress change?
Learner	It change because the things that I read attracting me, believing
Interviewer	And revive you.
Learner	Yes
Interviewer	Okay, do you have anything you want to share with me concerning your study?
Learner	With you.....
Interviewer	Anything you want to tell me about your study.
Learner	No (shaking the head)
Interviewer	Okay, then let me thank you for your time. Have a nice day.
Learner	Thank you Mrs.

LEARNER 4 CENTRE 2

Interviewer	Good afternoon?
Learner	Good afternoon Mrs Selma
Interviewer	How are you ?
Learner	I am fine and how are you Mrs?
Interviewer	I am fine thank you. You are a distance learner in NAMCOL at this centre

Learner	Yes.
Interviewer	How do you feel? Because now you are studying on your own. how do you feel?
Learner	Me as a distance learner I am not feel good or bad am feel somehow because when I am travelling to the centre I face many challenges.
Interviewer	Okay, and how do you keep yourself motivated to study?
Learner	Uh. Aaaa am keep myself busy everyday reading and my, my own activity.
Interviewer	Alright, and studying on distance it has some good things, what are the good things or benefits by studying through distance?
Learner	I am reading with my own time and doing my things on time.
Interviewer	Good, and how do your tutor motivate you to work hard?
Learner	Hmm...(deep breath) my tutor they tell me many things, good things to follow and they tell me that my future is my choice I need to choose good things to follow.
Interviewer	Okay! Eeh! Looking at good things to follow that means you need to disipline yourself and control yourself, how do you control yourself, and disipline yourself?
Learner	lyaa..to know I am not controlling myself, I am just , I am, um um just not doing things that can make myself to be far with books and my study can stop my study.
Interviewer	Okay! Eeh when things that can disturb your study attack you, what do you do? For example you are disturbed by friends, how do you control that?
Learner	When I am disturbed by friends, I am stop myself going to friends and keep myself busy with my study
Interviewer	Okay, and where you taught by anybody how to set goals for your study?
Learner	Yes
Interviewer	Who?
Learner	My tutors
Interviewer	Okay, so your tutors help you to set your goals?
Learner	Yes
Interviewer	And when you are reading on your own do you understand what you are reading?
Learner	Yes I am understanding very well but something's I am not understanding.
Interviewer	And when you see that you don't understand something what do you do?
Learner	I am going to my tutors and ask them.
Interviewer	And do they help you with your problem?
Learner	Yes.
Interviewer	Okay, and when you want see that you understand something, what do you do?
Learner	Am make my own summary and I do, I answer some questions in our module.
Interviewer	And when you answer those questions from the module? How do you verify your answers that they are correct?
Learner	In the modules there are some correct answers
Interviewer	Okay, and you check again?
Learner	Yes
Interviewer	Thanks, good, and do you have friends?
Learner	Yes I have
Interviewer	And how do your friends influence your study?
Learner	They influence my study in bad situations..
Interviewer	Hmm, how?
Learner	Sometimes they tell me can I stop to go to school, NAMCOL does not help me we have to go look for our job.
Interviewer	Ooo soo bad, and did you follow their discouragement
Learner	No
Interviewer	That is good, why did you think to follow their discouragement is not good?
Learner	I thought that when am following my study am will be, have a better future.
Interviewer	That's good, so you want your future to be better?
Learner	Yes
Interviewer	Eeh..., you have assignments to complete how do you complete them?
Learner	Am completing them with my own time and after we collect them
Interviewer	And to prepare for examination, how do you prepare for it.
Learner	Am start reading after examinations come
Interviewer	After or before?
Learner	Before
Interviewer	Oooo okay! Eeh, when you are preparing for the examination, how do you do it? You are just reading that's all?
Learner	No, am doing small notes, doing my activities myself activities and others
Interviewer	Okay, and where do you study?
Learner	Am just studying in my bedrooms
Interviewer	And how do you describe your learning environment? Where you study?
Learner	In my rooms there's no things they can..... that can make noise and.....
Interviewer	And around the house, there are no disturbances

Learner	No,
Interviewer	Okay, and where do you think there are a lot of disturbances? At the centre or?
Learner	At any environments, there is many disturbances
Interviewer	Mhh..What are those disturbances coming from?
Learner	Noises from bars and sheebens
Interviewer	So there are bars nearby?
Learner	Yes
Interviewer	Okay, and what did you do to move, I mean to overcome that problem of disturbances from sheebens?
Learner	Am go far away with that noise and looking good place
Interviewer	Okay, do you have a library nearby here?
Learner	No, there's no library here
Interviewer	And where do you get information apart from the modules you have?
Learner	I look to my tutors
Interviewer	Oooo, and do you have information or skills on how to use technology?
Learner	I am not
Interviewer	And where do you get access to internet?
Learner	Am, even how am not in contact with internet
Interviewer	Do you have a cellphone?
Learner	Yes
Interviewer	And it does not go to internet?
Learner	Yes
Interviewer	Okay, and if you were having internet, so you can get your information from internet
Learner	Yes
Interviewer	And how do you manage your time? When it comes to responsibilities at home because you are on distance, how do you divide your time?
Learner	Am diving my time in two ways, time for study and time for doing home activities
Interviewer	Do you have job to do apart from home activities and studying,?
Learner	Yes
Interviewer	What do you do again? Apart from doing home activities and studying, do you do
Learner	Yes, I am doing, am collecting eenyandi,
Interviewer	And just for you to eat or you going to sell them?
Learner	I am going to eat
Interviewer	Okay, and are you employed?
Learner	No.
Interviewer	Oo, you don't do job that give you money?
Learner	Yes
Interviewer	And how do you study when you look at your time to do things at home and visiting your friends, how do you manage to get time to study?
Learner	Am only study during the night, while during the day am with my family and friends
Interviewer	How many subjects are you studying or doing in ODL?
Learner	Only one subject
Interviewer	Does it allow you to make your timetable or you just study that one that's all?
Learner	Only studying.....
Interviewer	Okay, and when you find some topics difficult or questions that you don't understand what do you do?
Learner	Am going and ask my tutors and someone I trust in our environment.
Interviewer	And in environment, what do you mean?
Learner	An area where I come form
Interviewer	Are there people who can help you there?
Learner	Yes
Interviewer	Like
Learner	Like my brother
Interviewer	Okay, that means some of your family can help you with your study?
Learner	Yes
Interviewer	And the materials that you are given do you understand them very well?
Learner	Yes, yes, some am understand them but some I am not understand them
Interviewer	And apart from your brother, how does your family are not, they not support me, they insulting me with bad languages
Learner	And the material that you are given do you understand them very well?
Interviewer	How?
Learner	They tell me am fail grade 10 and now am going to Namcol, that not help me in my life
Interviewer	And do you follow their insults?
Learner	No
Interviewer	So you have that courage to perform very well?
Learner	Yes I am self confidence

Interviewer	That's good, and when you have tutors at your centre, how can you describe their relationship with you?
Learner	They tell me good things, that I know, I know they help me with many things and I know that our relationship is so good.
Interviewer	That goods, and do you study in groups or do you prefer to study alone?
Learner	Am study alone.
Interviewer	Why do you think group work, it will not work for you?
Learner	Some people are noise makers, they have many story telling that can disturb me.
Interviewer	Okay, and group work have also good things that we call benefits, what do you think you can benefit from group work
Learner	They can tell me answer that I do not know
Interviewer	And you learn from them that way?
Learner	Yes
Interviewer	Okay, sometimes like now your parents insult you, and those bad languages and other problems in life, how do you overcome that stress when it gets to you?
Learner	Am going to someone, who I trust and I tell all my problems I have, I, and he/she tell me good things and that's to overcome that stress
Interviewer	And that works for you?
Learner	Yes
Interviewer	Okay, and what else do you want to tell me about your study in ODL?
Learner	Am just telling you that I want to please, I want to try, I have the dream of good things, to be someone in my life. I want to help my families and my brothers, people in our community and building our country.
Interviewer	Okay, that's a good dream. Thank you very much for your time, have a nice day

LEARNER 5 CENTRE 2

Interviewer	Good afternoon?
Learner	Afternoon Mrs?
Interviewer	How are you?
Learner	I am good. How are you Mrs?
Interviewer	I am doing fine just the weather is very hot I hope we are coping
Learner	Yes,
Interviewer	Eee.. you are doing NAMCOL at this school I mean centre?
Learner	Yes
Interviewer	Eee.. How do you feel as a distance?
Learner	I feel, I feel really good or I can say, I feel somehow sometimes I feel so bad because every time you are coming to school you may be late or you will be made late because of some work at home or you might be blocked there through the ways of coming to school or else may be some problems. So when people look at us those who are , who came to school during the day
Interviewer	At the centre?
Learner	At centre mhhhh... they don't respect us. He can say you.... you won't go today cause you have to do this and this.
Interviewer	And how do you keep yourself motivated to be on your own?
Learner	Mhhh... I look at others, those who passed and I take example to some of my teachers and those who works, that I want my life just wanna to be someone who use to do this and I wanna also do that.
Interviewer	Okay, studying through distance as you are now it has some good things it has some benefits, what are those benefits?
Learner	Yes..the benefits are like.. eeee..... you are studying on your own and you can do your things on your own at your own time and oo.... and also can also do whaat (looks up) ouh... just fine....
Interviewer	That means you are enjoying
Learner	Iyaa
Interviewer	Okay you don't feel somehow you are enjoying?
Learner	Mhhh
Interviewer	Okay, you have tutors?
Learner	Yes
Interviewer	And how do your tutors motivate you to work on your own to succeed?
Learner	They motivate us through giving us good examples and motivates us not to fail have to pass so that we can reach our success and they are good motivators, our tutor are good motivators at this centre
Interviewer	Okay
Learner	I like them
Interviewer	That's good. Being a distance learner you are on your own.
Learner	Yes

Interviewer	You need to discipline yourself, you need to control yourself, how do you control yourself and discipline yourself?
Learner	Ahh... ahhh. I in my life I always aa! Use to control myself and I like to control myself, this things of being not to control by myself, but to control myself and so I use to control myself I keep myself away from alcohols. The things other stuffs of whites I use to be away from them because they can make my life so somehow I am not even concentrate to my books, I keep myself to those stuffs
Interviewer	And those stuffs like, apart from alcohol?
Learner	Apart from alcohol they are like aa..... mhhh by beating uhhh, oh!, don't know how to say it (try to get the word) waving hands
Interviewer	In which way maybe?
Learner	In which maybe, I can go to some place and make myself, sell my body like that....
Interviewer	Ooo... you mean prostitution?
Learner	lyaa prosititution
Interviewer	Okay
Learner	Mhhh
Interviewer	Then you are keeping yourself away from those behaviours?
Learner	Yes
Interviewer	Okay, that's good, and when you are setting your own for your own study, where you taught by someone how to et goals?
Learner	Maybe, I am not really sure I can't rember it okay, that means you also make your..... you set your own goals mhhh
Interviewer	What do you do to evaluate yourself or to evaluate whether you understand something or your work and you are making progresses.
Learner	Mhh.. like through studying nee, never I don't understand something I am always try to be close to my teachers to my tutor for that purpose to assist me where I can not understand
Interviewer	Mhhh
Learner	And to.... ha... to.... and.... put for me stuffs I never knew
Interviewer	And when you are studying on your own how do you look at yourself that I now understand how do you that?
Learner	Listen whenever I am studying keeping on studying, studying, studying oh these things now I can get it even if I close my book, I can recognise on it and ah.... thing like that.
Interviewer	Okay, when you are in ODL, open distance learning, you face may challenges
Learner	Yes
Interviewer	What are those challenges that you have experienced?
Learner	This challenges are like, sometimes you won't concentrate to your studies.
Interviewer	Because?
Learner	Because of aaah..... Sometimes you don't think that the works that you are doing for the NAMCOL is not important, you just take it aahh! I don't care. I can continue next year or aah! Don't care this is just wasting of my time and some benefit .
Interviewer	On challenges.
learner	Some challenges that just came there nee.. the friends may be text you or someone else can disturb you through your studying then you leave it. Once you leave the books nee... and you come continue maybe those people they treat you bad or whatever once you come to your books, you won't concentrate to the books, you think about or whatever were saying those are the be listen I think that is the big challenge.
Interviewer	Do you come to centre with... by your foot or with a transport?
Learner	With my f.....
Interviewer	Looking at the distance between your house and your centre?
Learner	With my foot and it's so long. I am from... is too far
Interviewer	It's too far, so you travel a long distance ?
Learner	Yes
Interviewer	And was there a time you manage to get some money to get a taxi?
Learner	Like a place where I come from, we don't have taxi.
Interviewer	So you are jus in the village?
Learner	Yes
Interviewer	Okay, and do you have friends?
Learner	Yes ,I have.
Interviewer	And how do your friends influence your study?
Learner	Influence? (scratching the ear)
Interviewer	How do they interfere with your study or how good they interfere with your study or how good or bad to your study.
Learner	Mhhh.. some of them they can motivate me like those were.... our... those who passed grade 10 last year, ahhh.. they told me that please try your level best, always try your best I know you can make it

Interviewer	Mhh..
Learner	And by that I think so much I can, this one told me that I can make it and why can't I make it if people are saying I can make it ?
Interviewer	Mhh. That means you get encouragement?
Learner	Yes
Interviewer	That means your friends are influencing your study in a good way.
Learner	Yes
Interviewer	Alright and when you said you have work at home sometimes you get late to the centre when have contact session,
Learner	Yes.
Interviewer	And how do you manage your time with your study and work at home and other responsibilities?
Learner	Always is time to do my stuff during the evenings when I am done with all stuffs it means I have to go, I have to take 2 hours even, and the rest I can sleep 2 hours and I wake up again and again do my stuffs.
Interviewer	And what are the stuffs?
Learner	Reading, doing my assignment
Interviewer	Okay, that means that is time you get to work you don't chance during the day?
Learner	Mhh.. only evenings or early mornings
Interviewer	Okay and how do you complete those assignments?
Learner	I can complete it ee.... when it's times to come to school nee
Interviewer	To.... to your centre?
Learner	Yes to come to the centres teaching times nee I can come with my assignments and when the tutor is presenting at the chalkboard I can... if she/he. At that chapter and I cane with my assignment and I look at ooo... now she is here teaching this, I can, I can check in my assignment if there is some question belongs to that to the chapters and if there are I can this ooo... this is right,..I can copy it let me put it just in my assignment I think is right is and what is written on the chalkboard.
Interviewer	Okay, and when you find a topic I mean a question that is difficult what do you do, that you cannot just get a answer for
Learner	I can come to my teachers, again to my tutor and I have to ask until he give me that answer. Sometimes she/he cannot give me the key, give me the answer like that he/she have to give me that you must do this so that you can get the answer.
Interviewer	So they give you clues?
Learner	Yes
Interviewer	Okay, and that's good and do you always follow that do you find the way to get your answer?
Learner	Yes
Interviewer	When you are preparing for examination how you do go about that?
Learner	I am always trying to read , to study to look in old question paper to search for some questions to those who are those who are doing a such subject that I am doing and also get some books like those textbooks for those who are mhhh..... how can I put them? Those student that are coming early mornings.
Interviewer	You mean the full times?
Learner	Yes the full time learners, I can get those text books and I can help myself.
Interviewer	That means you also work with full time people to help you?
Learner	Yes
Interviewer	Okay, and how can you describe your learning environment?
Learner	My learning environment?
Interviewer	Yes
Learner	I think is bad, so weird, cause I have like a place where my house is nee like a... so many noises, there are some bars near and they can make noise through evening people they won't sleep you can listen about the... the ... music, sometimes you concentrating on the books.
Interviewer	Mhhh
Learner	Once you heard the music that you love you drop the book (hit the table) and go dance about that (moving hands and heed as dancing)
Interviewer	You dance along the music?
Learner	Yes
Interviewer	You are already out of the studying mood?
Learner	Yes
Interviewer	Do you come back when the music get stop?
Learner	You came.. but when you get there to the book nee when ee.... the other time you were totally understand the chapter what is talking about and once you came back to the chapter once you dance nee, your mind just once you...tell me you won't understand haa! What did I do if I was, I was really understand this
Interviewer	So you are no more concentrating?

Learner	You are no more concentrating.
Interviewer	Mhh and when you realise that your learning environment is destructive, what did you do?
Learner	Sometimes you won't do anything, cannot go tell the people, please close your bars, people have permissions and they have their own time, what to close our bars. And sometimes you go just like oh! Let me just read you can't get anything here just better for you to sleep or sometimes you can get like aah! Some people calling you at that bar come drink, once you go there, you go drink alcohol and once you come you are so drunk you won't continue to your chapter anymore.
Interviewer	Mhhh...
Learner	Mhhhh....
Interviewer	And that's another challenge that you face?
Learner	Yes
Interviewer	Okay, and coming to your study, do you have materials, the.... the guide, that you were given at the beginning, modules, you are given those?
Learner	Yes
Interviewer	Do you understand them on your own?
Learner	Some of the modules are well explained and so by that you can understand them well. And to those words you don't understand and the last you get the vocabulary words where they are explained well and can understand what that word mean.
Interviewer	Mhhh....
Learner	Mhhhh....
Interviewer	And those materials will they give you enough information to complete your assignment or you need other information apart from the books that you are given?
Learner	Sometimes they are enough but sometimes they are not. Cause like on the assignment that we got nee, you might aahh.... find the questions that's not there in the module that you have, have been searching for it you cannot find it. Okay fine, what else can I do, let me go to the, to those, the..... What?? The full time candidates.
Interviewer	Okay....
Learner	For them to give me their textbooks to see whether I can get the answer or what.
Interviewer	Once you go there nothing okay
Learner	So like sometimes I go to the library and search for that question somewhere.
Interviewer	You have the library here?
Learner	Is there at Ohangwena
Interviewer	And how do manage to go there? Is it close to you?
Learner	No
Interviewer	And how do you manage to go there?
Learner	I have to get the taxi
Interviewer	Mhh...
Learner	Mhhhh...
Interviewer	Then do you manage to get this money always to go there or you just go there sometimes?
Learner	Sometimes not always.
Interviewer	Because of the money obviously?
Learner	Yes
Interviewer	Okay, and what do you think is the importance of the library?
Learner	The importance of the library?
Interviewer	Mhh, in your study?
Learner	It's so importance, once you enter the library no noise you can have nice so quiet and you can concentrate to your study well once you go to the library I really enjoy to stay at the library but the problem is just because of the taxi that I always getting there and money to me is sometimes I cannot get the money so I just have to stay in the house. Sometimes once I get the money I am just have to say, this money is to go for the library. Even if I was suppose. I was in need of something else, I just keep that money, ah.... it must stay, it will wait listen let me just go to the library so that I can assist myself to study.
Interviewer	Okay, from the library where do you manage to get information?
Learner	Sometimes form the computers, dictionaries and some books there.
Interviewer	And when it comes to computer do you have technology skills to operate a computer or how do you get information out of it?
Learner	Mhh..Through an assistance from those that at a library, you can say meem, come help me please. I just find out this but I cannot get it. Through that you are learning computer.
Interviewer	Okay
Learner	Mhh
Interviewer	And do you have internet access or how do you get access to internet?
Learner	access to internet?
Interviewer	Mhhh....
Learner	An access?
Interviewer	Like how do you get internet, how do you get connected to the internet?

Learner	Connected to the internet?
Interviewer	Either at home or at the centre or any where ,where?
Learner	At the centre???
Interviewer	Where do you get access to internet?
Learner	oo.. at the library only.
Interviewer	Only at the library, you don't even have a smart phone?
Learner	Ooo.... even at home I am having a smartphone using data or wi-fi. But wifi can also , I can only use wi-fi once I am in the town where there is an wi-fi
Interviewer	And how do you get connected to a wifi in town mhhh?? Or do you have a code for the wifi or how?
Learner	You might.... I can't have code for that wifi sometimes nee you might have one of your friend because please give me your wifi code please, I wanna use it I am just here and I have something to do with, it's part of my school work and I have to do this before this day.
Interviewer	Okay, then they can give you?
Learner	Then she can give me the code
Interviewer	And there lucky you...
Learner	Yes
Interviewer	How do you manage to handle the responsibility of friends, you have your friends' attention, you have work at home,,
Learner	Mhhh
Interviewer	You have you family?
Learner	Yes
Interviewer	And your study
Learner	Mhh...
Interviewer	How do you handle all those?
Learner	Mhh..I can make it like today I am going to my family tomorrow aaa... or I can make it like during the early morning come to concentrate on my books, okay, so the day it might be hot you can't study, you can't concentrate well, I have to go visit my friends, or some of my friends visit me. Okay, at the evening again came to my books and then tomorrow I can make ohhh... today I have to go to my family just like that...
Interviewer	Okay so you divide your time like that?
Learner	lyaa...mhhh...
Interviewer	And your family support you in which way?
Learner	Support me in which way.... mh.... uhhh.....
Interviewer	I mean what support does your family give you in your study?
Learner	Support like eeeh... ahh.. (looking up)
Interviewer	Any support that they give you that you know yes my family support me in this, but it should be in a line of your study.
Learner	They support me through transport cause sometimes they use to give me transport to go to the library, to go get my assignment from the centre of Ohangwena, to go get my assignment from the centre, to go do something else as long as is about school or other stuffs, they also use to assist me
Interviewer	How can you describe your relationship with your tutors?
Learner	Relationship?
Interviewer	Mhhh....
Learner	They are good... aah!... let me just say they are good friends because they won't treat you in a bad manner and they always trying to keep you well and understandable, they can make you well understandable the don't use to make make you,treating you bad, or accusing to you, they always quarrelling to some stuffs but they are good.
Interviewer	Okay and you like it that way?
Learner	Yes
Interviewer	And do you study in group with peers?
Learner	Sometimes in groups .
Interviewer	And why do you prefer to be in groups?
Learner	Because.... at home I use to study alone and through my study I might study some of the chapters and once I come to the group, I heard them discussing do you know this aaa.... it's all about all about this ..this ..(pointing on the table) am ah! I did not study about this, so I have to concentrate, please guys assist me I don't understand I might have a question at home and no one can help me and I came to the group please guys come help me. I have this question, what is all about please help me. They can help.
Interviewer	So you learn from your peers?
Learner	Yes
Interviewer	Okay. And when you find yourself stressed because of the challenges or the problems maybe as you said something may hurt you and when you come to your books you are not concentration or being stressed because of life itself in distance learning,
Learner	Mhh...

Interviewer	How do you overcome this stress?
Learner	Through, I just use to overcome it through motivating myself aaah..., this will not be the end of the day, and this whole life is in life there are challenges and benefits and no benefits without challenges and so by that I just I am always motivating myself not to look down and have to go on like that.
Interviewer	And you move on.
Learner	Yes.
Interviewer	Okay and coming at the end of our interview what do you want to share with me concerning your study?
Learner	We need, like... we need a school, not to come at this school of those who come morning time and we need to come morning time, cause during, morning the mind use to be fresh, and it use to be fresh, and you can get what the we taught, and we need tutors we need a lot of tutors and like nee... ooh at this school we don't have life science tutor, through, from January until now we don't get any tutor.
Interviewer	And that's a challenge?
Learner	And that's the challenge
Interviewer	Mhh..
Learner	And so I am asking please these will be ahhh... give us tutors that NAMCOL tutors only only NAMCOL tutors, they won't go taught those are...(looking up)
Interviewer	Full time
Learner	The full time candidate but they will be there just for NAMCOL learners
Interviewer	Okay,
Learner	Mhh
Interviewer	That's good, thank you for taking part in this interview
Learner	Okay
Interviewer	Have a nice day.
Learner	Welcome

**TRANSCRIPTION OF LEARNER PARTICIPANTS
CENTRE 3**

LEARNER 1 CENTRE 3

Interviewer	Good afternoon?
Learner	Good afternoon Mrs?
Interviewer	How are you?
Learner	I am okay and you?
Interviewer	I am fine Eee... as you are in distance, NAMCOL to say how do you feel?
Learner	I am feel good because I have time to study my book it's like when I was in morning I use to have few time to study but now I think I feel good because I have time to study
Interviewer	Okay, and in full time you were not having enough time?
Learner	No
Interviewer	And now you have enough time?
Learner	Yes
Interviewer	How do you motivate yourself to study?
Learner	I use to motivate myself I use to speak with those people who are already educated, I use to ask many questions from my brothers and my elders.
Interviewer	Mhh, these brothers of yours is he more educated?
Learner	Eheee.. he is more educated then me.
Interviewer	Okay, as you are on distance what benefits do you get being an ODL learner.
Learner	Benefits?
Interviewer	Eee.. Now you are no more in full time.
Learner	Mhhh
Interviewer	You are free, what are the good things you experience when you are a distance learner.
Learner	Eeee. The benefit is like... I use go to a... on full time we do use to go to the library, like now I can able to go to the library and search for the experience.....
Interviewer	Okay, is that the only good thing that you experienced being on a distance?
Learner	The other one, the other one, is I use to search for my answers. If I don't understand like in assignment I use to go search for my answer.
Interviewer	Okay, from where did you get these answers that you have enough time to go to search for your answer where?
Learner	Mhh library Eenhana, Ohangwena library or from my neighbours who are educated than me.
Interviewer	Okay, you are attending session
Learner	Yes
Interviewer	And your tutors attend to you?

Learner	Yes
Interviewer	How do your tutors motivate you to study very hard?
Learner	They use to tell us the good thing in life, what we have to follow and what we have not to be followed like we must stay faithful, we must be keep like we must have a good friends not the bad friends .
Interviewer	Okay, and as your tutors tell you that did you follow them, or you just leave them?
Learner	Aaye (laughs)like me I use to follow because I know what's good and what's bad.
Interviewer	Okay and being a distance learner you need to be self discipline how do you discipline yourself?
Learner	I use to follow what parents usually tell me, first of all I have to obey my parents rules then follow by my teachers and my colleagues. I have to respect my colleagues, my teachers.
Interviewer	Like now you are no more a kid to be controlled by parents so you a still disciplinary yourself by following your parents as they do telling you when you were young.
Learner	Yes because they are the one who is taking care of me.
Interviewer	Okay, how do you control yourself?
Learner	I only use to control (laugh) by myself not to go, what not to listen to what the people saying. I only depended.... I don't use to depend on others.
Interviewer	Mhh...
Learner	I only depend on myself, and I depend on my parents because they are the one who paid my school.
Interviewer	Do they are the one who paid for you course?
Learner	Yes
Interviewer	Okay, when you set goals, you make your goals you know when you are in ODL you have your plan what do you plan?
Learner	I plan when I finish my grade 10, I have a plan to study if I manage to pass. I have a plan to go study very hard in grade 11 and after school I want to become a teacher
Interviewer	And when you are in open distance learning you are studying on your own. how do you evaluate, or how do you look at yourself that I understand now, how do you evaluate yourself that you understand what you are learning?
Learner	It only depend, if we happen to write like a test, if I manage to pass like that I can able to say, I am understanding, if I manage to fail, it's looks like I am not benefiting anything in the school.
Interviewer	And what do you do after that?
Learner	I use to go ask my teacher if I did..
Interviewer	Your tutor?
Learner	Yes
Interviewer	Mhhh...(nodding the head)
Learner	If I did not understand and when he give me answer I will go study, if we happen to write another test then I manage that means I understand.
Interviewer	Do you also get test or you are given assignments
Learner	We also given tests
Interviewer	Okay and in distance learning, you have challenges, problems, what are the problems or the challenges that you experienced?
Learner	Sometimes you work long hours from home to school.
Interviewer	You mean walking?
Learner	Walking
Interviewer	Travelling
Learner	Travelling long hours, when you arrive at school you get tired already ?
Interviewer	Mhhh
Learner	You can no more concentrate.
Interviewer	Mhh... that means o long distance is a problem? ?
Learner	Eeeeh...
Interviewer	Mhh.... what other problems did you experienced apart from the distance
Learner	Sometimes we use to be bullied, bullied by the learners
Interviewer	The full time learners?
Learner	Full time learners they use to bully.
Interviewer	Mhh and how did you overcome that problem if bully?
Learner	Like bullying we uh (laugh) like to my side I only use to be quiet, cause you don't know these people who is bullying fro.... where they come from, you don't know their parents you just keep quiet.
Interviewer	Okay, and is that all about the problem and challenges you face in distance learning?
Learner	Yes
Interviewer	And do you have a problem to manage your time?
Learner	No
Interviewer	Eee... It time with you is okay, you have time to study?
Learner	Yes

Interviewer	You have time to go through your examination preparation and others?
Learner	Yes
Interviewer	Okay, do you have friends?
Learner	Yes I have
Interviewer	And how do your influence your study?
Learner	Sometimes I have friends but I have some friends of mine they are like, they are not good, some of them they are good. To the good friends, they use to tell me that we must study very hard, so that we can manage to pass
Interviewer	Mhh..
Learner	And those bad friends they use to just aaye just leave, school is nonsense.
Interviewer	Oooo... and which one did you follow?
Learner	I use to follow good because I want to achieve my goals
Interviewer	Okay. Eeh as you say you are given assignments also, how do you complete your assignments?
Learner	I use to complete my assignment with assistance from my... my.. my colleagues or from my colleague. We do not use to ask our tutor..
Interviewer	Mhhh ...
Learner	You only have to ask your either your elder brother or your colleagues
Interviewer	So the tutors do not.....
Learner	They are not allowed to tell us the answers.
Interviewer	Okay and if you are preparing for examination, how do you prepare for examination?
Learner	I have to study hard so that I can pass my examination.
Interviewer	And how do you do it, you study just following your materials or.....?
Learner	I use to borrow some of.... because our books it's not like it's.... they don't have all the.... they don't have all the information or of the edu... our education.
Interviewer	Mhhhh
Learner	Like NAMCOL, those books for NAMCOL, they are not summarising, we use to borrow books like Excellent book, I use to borrow at my school, my previous school.
Interviewer	Ooo from your previous school?
Learner	Yes
Interviewer	You mean from the full time student?
Learner	Mhh
Interviewer	I mean learners..
Learner	I just to go the principal
Interviewer	Ooh ooh you mean vist you a nearby school to get some materials.
Learner	Yes
Interviewer	Eeh... when you are studying for examination how your environment
Learner	Studying what?
Interviewer	Eeh.. when you are preparing how is your learning environment?
Learner	We are having those bars, because my house is nearby cucashops or sometimes they use to make noise you cannot concentrate well.
Interviewer	Mhhh.. due to...
Learner	Due to the noise from the zukebox
Interviewer	Okay, and what do you do?
Learner	I just close my door when they knock.... cause their time to knock off is 12
Interviewer	To close to shut down their doors?
Learner	Yes
Interviewer	Ooo to...
Learner	Sometimes you can set an alarm to wake up on around one when they closed.
Interviewer	In the middle of the night?
Learner	Yes is when you can study well
Interviewer	And when you wake up do you concentrate or you still feel sleepy how do you manage?
Learner	Sometimes you can feel sleepy you just want to sleep because it's late.
Interview	Mhhh
Learner	But I use to force myself just to study because I want to achieve my goals.
Interviewer	So you have really aim to achieve your goal?
Learner	Yes
Interviewer	Okay, and as you said, to your environment that there are nearby cucashops,
Learner	Yes.
Interviewer	What do elders say about this, or you did not talk to anybody for the improvement of the situation?
Learner	Like our headman use to tell them, that when it's time for the learners to write examination they must limit their volume .
Interviewer	Mhhh...
Learner	But they did not use to do it.
Interviewer	Okay,

Learner	They usually, use to say, they pay, they paid for their place.
Interviewer	Oooo...
Learner	They just have listen to their music
Interviewer	Okay do you have a nearby library
Learner	No, iyaa, but it's far it only Eenhana library or Ohangwena
Interviewer	And you are living here is that nearby?
Learner	Umhumh umh (shaking head side to side) is not nearby (laughing) because you have, that means, you have to pay N\$40-00 to Eenhana, N\$40-00 to Ohangwena
Interviewer	To come back?
Learner	Iya
Interviewer	To go?
Learner	You have to have money if you don't have you can not go.
Interviewer	That's means you don't have a nearby library, you are not access to the materials form the libraries?
Learner	No
Interviewer	Okay and if you were having a library, so do you thing it's helpful?
Learner	Yes it's helpful, because we don't use to given many books
Interviewer	Mhh
Learner	And NAMCOL books are not well summarised, and library I think is good when it was available.
Interviewer	So if it was available you can get materials that you wants?
Learner	Yes.
Interviewer	And eeee some sources in the library includes internet
Learner	Yes, like Ohangwena library its having computers if you don't get your answer you can search through computer.
Interviewer	Do you have the skills to go on internet?
Learner	Yes I have.
Interviewer	And when you are not using computer what other source you can use to go to internet?
Learner	If, it's only phone if you are having those smart phone, if you have, but if you don't have, there is no way to get answers.
Interviewer	And in your case?
Learner	Me I in my case I have.
Interviewer	You have you use to go to internet?
Learner	Yes
Interviewer	And what problem do you experience using your phone to go to internet?
Learner	The problem if you don't have credit you can not go there.
Interviewer	Okay, that means you need to have also to get credit to go to internet
Learner	Yes
Interviewer	And the technology, what help do you get from internet when it comes to your assignment?
Learner	Through internet
Interviewer	Mhh
Learner	If I don't understand one question I have to search for it on internet.
Interviewer	And does it provide the answer?
Learner	Yes
Interviewer	Okay, ee... at home you have family as you said, and you also have your friend, how do you manage to handle the responsibility of family, friends, and your study?
Learner	My, like, my family use to motivate me that I must just study cause in my side, we have we are having electricity in a house.
Interviewer	Mhh...
Learner	My parents use to force me to go study
Interviewer	Mhh and how do you handle the responsibility at home you are doing this, your friends needs you to go out, here is your study, how do you handle, manage time?
Learner	I don't use to get, to have a phone, cause your friends can only text you. If you don't have a phone there is no way to text you I just use to switch off my phone
Interviewer	And that's when you want to study or always you switch off your phone?
Learner	Aaye (no) is when I want to study
Interviewer	Okay about the responsibility at home with your study, how do your share this?
Learner	The responsibility with my parents or friends?
Interviewer	The work you do at home, because you one free you are on distance someone
Learner	Mhh... sometimes the parents will keep you busy with work in a.... or you can wait, sometimes you can clean the house but is not too much.
Interviewer	That means you still have time to go and study
Learner	Mhh
Interviewer	Okay and as you said when you find a question that you don't understand you can search for it from the internet, but the problem is that as you said, library where internet is very far.
Learner	Mhh

Interviewer	What do you do to understand that?
Learner	I use to go to my previous school and ask those teacher (cause the teacher which is not allowed to told us answer is only this tutor who use to teach us. There at previous you can just ask them, then they give you answers.
Interviewer	Okay, and the materials that you are given do you understand them?
Learner	Sometimes but not always.
Interviewer	Mhh what is so difficult in that....
Learner	Sometimes they can give you a question, you did not,.... our tutors they did not, like at the beginning the give us, all those topics which we use to start with but sometimes you can find a question in our assignment which we did not even do it. You can just go search for a answer if you did not get it, I use just give, to leave a space.
Interviewer	So you don't answer you just leave it blank?
Learner	Yes
Interviewer	Okay, and how supportive is your family in your study?
Learner	They use to support me like in, ooo.... they use to buy for me pens, so that I can write calculators and many materials, if my mom is, when my mom is not around I use to suffer
Interviewer	Okay, and apart from buying you pens and other materials to support you, what other support they give you?
Learner	In studying or?
Interviewer	Just in general when it comes to your study looking also at the problems that you have or challenges in distance?
Learner	When I have.... If I told them my problems when someone disappoint me or something happen in my life, like when its not good, I have to tell if I told them they can give me advice
Interviewer	Mhhh...
Learner	What is good to do, if I didn't told them there's no way to told me the good things
Interviewer	And how do you describe your relationship with your tutors?
Learner	Relationship between my tutor and me?
Interviewer	Mhh like how do your tutors help you or not help you?
Learner	Ah! Sometimes like, our tutors sometimes our tutors they get I don't know if they are tired or they don't want us to learn
Interviewer	Mhh
Learner	Sometimes when you went to ask them question they don't use to answer you, they just go, go, go we are tired, we use to came early and we knock off around 5 but is their work, is their job sometimes they cannot answer you in a good way.
Interviewer	That means they are not helpful?
Learner	Mhh mhh mhh... only some teacher, but some are ah, ah, ah...
Interviewer	Only some tutors?
Learner	Mhhmhh..
Interviewer	Okay, and apart from the tutors where else do you get support especially when it comes to your academic your assignment?
Learner	Only, I just only use to get that or from my sister
Interviewer	Mhh
Learner	Who is bigger than me
Interviewer	Okay, as you are in distance do you study in groups?
Learner	No I don't use to study in group in my case. I (laugh) I don't use to study with too many people
Interviewer	Mhh....
Learner	I only like to study alone.
Interviewer	And why maybe you don't have study groups?
Learner	I.... It's because sometimes you can have have a group to study but we, you cannot study well, you will just make stories
Interviewer	Okay, and what do you think so the benefit of study group?
Learner	You can learn what is or what you don't know
Interviewer	Mhh...
Learner	Form study groups or you can learn what is, what you don't know. And we use to share ideas,
Interviewer	lyaaa
Learner	If you... there is no way but sometimes books.... you will have to study alone then later if you do not understand one question can, in there where you can go ask uhhm those people who are listen
Interviewer	Okay and uuhhm you prefer to study alone?
Learner	Yes I prefer to study alone
Interviewer	Alright being in distance you experience challenges and you even become stress, because when you are on distance you are free, and when you get stressed how do you handle that stress?
Learner	I use to go to my friend, help me, what must I do....., so that I limit my stress. If I am stress like life problem is always somehow, sometimes it, if it, if you find yourself in a big problem I

	will just tell my parents, if it's about all parents it's about parent's side if it not about parent side I can tell my friend.
Interviewer	And when it comes to exam sometimes you also get anxiety that maybe you are not ready to write exam. How do you go about that?
Learner	I just use to take as it is, cause sometimes we given ahh... we do not use to give enough time to, like you find yourself writing like the final exam you find yourself writing in the 12 th and again on the 13 th you still write, you don't have... you do have enough time to study
Interviewer	That means time is now a problem?
Learner	Time is.... iyaa you cannot..... cause you cannot study 2 subject at the same time, you end up confuse.
Interviewer	And at the beginning I asked how do you manage your time, and you said your time is okay you manage it and when you are writing on 12 th and 13 th , or 2 subjects, how do you manage?
Learner	I only use to manage if like I am writing like life science, I will study, life science. If I am writing agriculture I will study life science I don't use to mix subject I don't use to read life science today and agriculture today.
Interviewer	Mhhh?
Learner	Because I will start confusing.
Interviewer	And if you are writing 2 subjects a day, you only study one subject?
Learner	Mhh... mhh... mhhh.. we don't use to to....
Interviewer	To do that?
Learner	Mhmhmmh... (shake head side to side) we only use to write one subject in the same.... a one day
Interviewer	And again umhhh.... I think I will go back to that question of how to prepare for your examination, when you see the time table is there for examination, today you are writing this, tomorrow you are writing that, how do you get ready for exam as a learner?
Learner	I use to study early. And when is the time, when the time for examination I already study.
Interviewer	How many subjects do you have in your distance?
Learner	Two
Interviewer	And how do you divide your.....?
Learner	I only divide myself, I make a time table by myself
Interviewer	Mhh
Learner	Monday to Wednesday I am studying Agriculture and Thursday to Friday mhh.... some, Saturday, like life science.
Interviewer	And do you follow it, or somewhere there something came up or...?
Learner	If something came up I don't use to follow it, If I don't anything to do I will just I use follow, most of the time I use to follow it.
Interviewer	Okay and what are the things that attack your study, sometimes that will stop you not even to follow your time table?
Learner	What are the things?
Interviewer	Mhhh...
Learner	That attacks me not to follow...
Interviewer	Sometimes stop you not follow; something just came up... for example?
Learner	Sometimes you can get there, you just feel tired you cannot study.
Interviewer	Okay, alright that means when it comes to your study, everything it's going well apart from the financial problem, that you cannot travel to the library, what other thing you realise this is also a problem?
Learner	To my side is only a distance, long distance
Interviewer	And the support from your tutors.....
Learner	Mhhh... Sometimes you can go to school but the tutor will not....
Interviewer	This centre?
Learner	Mhhh... tutors they will not teach you, you are like you are from Oilyateko (village away) and you came to Ondobe (where the centre is) those, tutors of ours sometimes they use to say comment back tomorrow, then when we came they don't use to teach us. That's again a problem.
Interviewer	Okay you are working but you are not attended to?
Learner	No
Interviewer	Okay. Thank you for your time ehhhh.. That was the end of our interview. Have a nice day.
Learner	Thank you.
Interviewer	Okay.

LEARNER 2 CENTRE 3

Interviewer	Good afternoon?
Learner	Good afternoon Mrs
Interviewer	How are you?
Learner	I am good and how are you Mrs?
Interviewer	I am fine.

	Eeh... you are a distance learner?
Learner	Yes
Interviewer	How do you feel to be a distance learner?
Learner	So I feel somehow.
Interviewer	Mhh
Learner	I am not really feel good,
Interviewer	Mhh
Learner	Because in distance is not good distance not good you are not well to study, because when you are at home you are able to do everything any work is belong to you, the time for study will not be enough
Interviewer	Are you the only person at home?
Learner	I am only with my mom and the young cousin
Interviewer	Okay..
Learner	Yes.
Interviewer	And how do you motivate yourself to study even though you are with other things to do?
Learner	I motivate myself by studying very well and hard so that I pass at the end of the day to help my mom and my cousin.
Interviewer	How many years are you in distance learning?
Learner	This is the first year.
Interviewer	Okay and as you are studying on a distance what are the good things to study on a distance like now you are no more in full time. You are on your own, free, what are the good things that you experienced?
Learner	Good things like in, in... life or in... ?
Interviewer	Just general.
Learner	General, general you have to learn how.. how you have to struggle with study and how life is harder, everything you, you see it how people they.. how success come from and where.
Interviewer	And as you have experienced where does the success come from?
Learner	It come from, it comes from struggle.
Interviewer	Struggling?
Learner	lyaa
Interviewer	Okay, and as you are in ODL you have tutors that tutor you. How do they motivate you to study?
Learner	They motivate us to study in groups with fellow learner and with learners who in full time so that we can took more information
Interviewer	Okay
Learner	Mhh!
Interviewer	And as you are distance now you are on your own it requires self discipline, self control
Learner	Yes
Interviewer	How do you discipline yourself and control yourself?
Learner	I control myself by to stay with good friends and doing right things so that I will pass the end of the day.
Interviewer	Thank you and you make your own decision as you are now a grownup,
Learner	Yes
Interviewer	Eeh... how do you decide when to study what to study and where?
Learner	Mhh.. come again?
Interviewer	You are now making your own decisions
Learner	Yes
Interviewer	Regarding what to study, when or where how do you go about that decision?
Learner	That decision we plan it with my fellow learners to plan which mhh.. where and when we have to study and how to study.
Interviewer	And where you explained or taught to set goal
Learner	Mhh... (excuse)
Interviewer	Where you taught in school or maybe in your ODL how to set your goals?
Learner	Setting goals ?
Interviewer	Yes, what are you aiming?
Learner	ODL yes.
Interviewer	And this your plan that you plan to be in future where you taught that ok..... if you want to this do this, where you taught those?
Learner	Yes
Interviewer	In school or in NAMCOL, ODL or where
Learner	In school
Interviewer	Mhh...
Learner	In Entrepreneur
Interviewer	In entrepreneurship subject?
Learner	Yes
Interviewer	Okay, that means you have skills in setting your goals?

Learner	Yes
Interviewer	Eehh! how do you look at yourself that now I understand this
Learner	I.... I set my own exam, then I try to answer. Then I got it that I am okay.
Interviewer	How do you verify your answers that they are correct?
Learner	I verify with the summary book nee, especially the booklet. I took question from book let and then I answer then I mark with myself.
Interviewer	Who provided you with booklets
Learner	Is NAMCOL
Interviewer	Okay and NAMCOL has challenges, or ODL studying on distance have challenges a problems did you experience any problem?
Learner	Yes, sometimes you want to go to school but there is no tutor and sometimes you want to go to school the school is too far and you have to use taxi money by then you don't have money.
Interviewer	That's a very biggest challenge.
Learner	Yes.
Interviewer	Regardless of the challenge of finance how do you manage your time as you are at home doing work, how do you manage your time?
Learner	I manage my time like this....
Interviewer	Like you are sharing work here I do this how do you divide your time and...?
Learner	Ooo... Alright during the morning from the morning I use to work, mhh... work in the home. After the, from 2 o'clock it's my study time until I am tired.
Interviewer	From there when you are tired what is next?
Learner	I am going to rest.
Interviewer	Okay
Learner	Iyaa
Interviewer	And do you have friends?
Learner	Yes
Interviewer	How do you friends influence your studying? How do your friend affect your study?
Learner	My friend is my fellow learner, by being... we use to study together, they, she, he, he affect me in a good way because we use to study together and correct each other where we wrong.
Interviewer	And when you are studying with your fellow learners where as you are on distance and where do you met and when?
Learner	My friend is my neighbour by then we use to study at home.
Interviewer	Okay, and you are given assignment also ?
Learner	Yes
Interviewer	How do you complete your assignment?
Learner	We complete together with my friend.
Interviewer	Where do you the answers and how do you really complete it?
Learner	First we study the module then we, then we answer the answer the assignment after complete it we... we.... ah! (looking up)
Interviewer	You submit your....?
Learner	Iyaa we submit it at our tutor then tutor mark it.
Interviewer	And if you find something that you don't understand what do you do?
Learner	in assignment?
Interviewer	In assignment or during your studying you just don't understand a certain topic
Learner	In assignment NAMCOL say that if you don't understand any question in assignment you have to go to your tutor, tutor he/she don't need to give the straight answer.
Interviewer	And you find your answers?
Learner	In.....
Interviewer	On your own?
Learner	Iyaa..
Interviewer	Okay... and when you are writing exam how do you prepare for exam?
Learner	With the exam we prepare exam with my fellow learner. As in the class together we, we are doing.... we study the modules together in booklets answering question with together with fellow learners
Interviewer	Okay and describing your learning environment where you study, I want you to tell me how is your learning environment?
Learner	Learning environment....
Interviewer	Yes
Learner	It's better, because when we studying there is no, no disturb like bars or like we are not near road we are far
Interviewer	Okay, that means the environment is conducive
Learner	Yes
	And if the environment become destructing what could you do?
	If the environment become destructing mhhh.we have to go to council then help us so that we can able to study well.
Interviewer	Okay and, studying requires you to use different materials,

Learner	Mhh
Interviewer	Not only your modules,
Learner	Yes
Interviewer	Do you have a nearby library?
Learner	Library?
Interviewer	ee....
Learner	Yes
Interviewer	Where ?
Learner	Ohangwena
Interviewer	Ohangwena is it near?
Learner	lyaa...
Interviewer	Do you go there by foot
Learner	lyaa....
Interviewer	Where do you stay?
Learner	Haa...? (excuse)
Interviewer	Where do you really stay?
Learner	In Okatope.
Interviewer	And could you foot from okatope to Ohangwena?
Learner	Yes.
Interviewer	And are there all the materials you needed in the library?
Learner	Yes
Interviewer	If you may find yourself that there are some materials which are not in the library what do you do?
Learner	I will try my best asking my parents so that she could go to.... to... to NAMCOL centre at Ongwediva so that she can get for me
Interviewer	Okay and in the library where else can you get the information apart from the books
Learner	Ee...?
Interviewer	Where else can you get information in the library apart from the books?
Learner	In computer.
Interviewer	Are you having technological skills to search for information?
Learner	Yes
Interviewer	Eee... where do... were you taught this or is just you yourself?
Learner	Is only myself because I use to have a simple phone so that I use to google.
Interviewer	Okay.
Learner	Yes
Interviewer	A smart phone.
Learner	lyaa....
Interviewer	And do you get information you want from the internet when you google?
Learner	Yes.
Interviewer	And it help you in your assignments too.
Learner	Mhh.. (nodding head up and down)
Interviewer	Alright and... how do you manage to handle the friends, work and your study, how do you balance your time? There is your friends they need you to maybe go out or do you go out with your friend when you are not having anything to do,
Learner	Yes but we manage it. We have a time table. Time table consist of work in home, study and time for relax. Time for relax, if it happen to... if work is much and hard and time for study is past, we use study time at the relax time
Interviewer	Okay that means you replace the relaxing time with study?
Learner	Yes, study time
Interviewer	Okay and why do you think relaxing is also needed?
Learner	It is very very important, it's very important even to your healthy, if you don't use to relax you will be even affect your heart.
Interviewer	Okay, when you find some topics in your study materials you go to your tutors.
Learner	Mmhhh...
Interviewer	Apart from your tutors where else could you get help when you find something that you don't understand?
Learner	To my big cousins.
Interviewer	They are educated?
Learner	They are at UNAM.
Interviewer	Okay.
Learner	Mhh
Interviewer	They are at high institutions?
Learner	Yes.
Interviewer	And when you are given the materials the study modules, do you understand them when you are reading them on your own?

Learner	On my own I am not well understand then our tutor use to explain us more so that we can understand it.
Interviewer	Okay and your family support you?
Learner	Yes my family support me, because I use taxi money every day when I come to school. They give me taxi money.
Interviewer	Okay and apart from taxi money what else does your family support you with academic or just in general?
Learner	They support me by advising me to study hard and they prepare me for source of light so that I can study during the night.
Interviewer	Okay. How would you describe the relationship with your tutor
Learner	Mhh... (excuse)
Interviewer	With your tutor how is a relationship between your tutor and you?
Learner	Our relationship is good because our tutor, if you ask any question they just answer, then they just...., they use to advise us to study and to ask the question if we are not understand.
Interviewer	Okay, and apart from tutors where else do you get academic support?
Learner	Academic support?
Interviewer	Yes concerning your study.
Learner	Mhh... only from my cousin who are there at UNAM.
Interviewer	Okay as you already said you study in group,
Learner	Yes.
Interviewer	And you explained that and you, how you go about it and why maybe groups are so important in study?
Learner	Group is very important, because if I don't understand one topic, someone will understand. And if all of us we are not understand, we go to our tutor.
Interviewer	Okay and being on your own it require you to be sometimes get stress.
Learner	Mhh
Interviewer	And the challenges you already experienced they make you stress. What are the things maybe make you stress?
Learner	Stress caused maybe if you are maybe if you are studying in your own and you don't understand and you don't use to go and ask your tutor things will be just difficult to you.
Interviewer	And on the side of the challenge you mention, ee... do they also cause you stress especially you say about taxi money?
Learner	Yes, because sometimes you want to go to school and if maybe your tutor say that tomorrow we are going to do what what which is very important and you don't have taxi money, you will be stressed.
Interviewer	And that day you did not even....
Learner	Attend
Interviewer	Attend?
Learner	Yes
Interviewer	Okay, I want you just to share with me anything about your experience in ODL in NAMCOL, anything that you want to share with me.
Learner	Experience?
Interviewer	Just anything you want to share with me concerning your study on distance because you are in distance.
Learner	I have experiences in study... coo...
Interviewer	Anything you just want to share with me concerning your study?
Learner	Concerning my study
Interviewer	Yes.
Learner	Silent
Interviewer	That means everything is just fine with your study
Learner	lyaa
Interviewer	Okay. Thank you very much for your time
Learner	Mhh
Interviewer	Eeh, that is the end of our interview Have a nice day.
Learner	Thank you
interviewer	Mhh.

LEARNER 3 CENTRE 3

Interviewer	Good afternoon.
Learner	Yes good afternoon.
Interviewer	How are you?
Learner	I am fine, how are you madam
Interviewer	I am fine, how do you feel as distance learner?
Learner	As a distance learner i feel....i feel good.

Interviewer	Compare to a full time, you are now a distance; free, on your own,
Learner	I feel better because i got a chance to get there at the centre
Interviewer	Okay. And you motivate yourself in which way to study very hard?
Learner	I motivate myself to study hard try doing my work on time, going to school on time even i am a distance learner..so i try to do everything.
Interviewer	And does distance learning benefit you, do you experience good things when you are on distance?
Learner	No,
Interviewer	Hmm..
Learner	But sometimes..
Interviewer	And Sometime what do you think is a good thing to be on your distance?
learner	Sometime.. you learn how to set up your own time, and..how to do everything on your own.
Interviewer	Okay. Like now you are on your own?
Learner	Yes
Interviewer	Okay, you have tutors?
Learner	Yes
Interviewer	How they motivate you?
Learner	They motivate us to study hard.. not to learn depend on others, they try to learn us how to stay on our own.
Interviewer	Okay and being a distance learner you need to be self disipline, you discipline yourself, you control yourself, how do you do that?
Learner	(looking up in the ceiling...)
Interviewer	Like now you are on your own, you discipline yourself, you control yourself, how or what make you control yourself when you are on distance learning?
Learner	I just try to be on my own, doing everything alone and ask advice where it is needed by the right people as they try.
Interviewer	And do you make decision on your own also or do you wait someone to make decision for you?
Learner	I make decision on myself.
Interviewer	And regarding your study, where to study or what to study that day, or where, how do you do that?
Learner	I use to tries many times but sometimes we just.. we just mmhh.... we just become that..thinking.. we just become feeling lazy you don't want to study but sometime when I got time I use to setup my own time then I try to do study on my own
Interviewer	You set up your own time?
Learner	Mmmh..
Interviewer	Mmmh..Set up your own time, by setting up your own time what do you do?
Learner	I can organise my own time table, doing my own summary then..and other.
Interviewer	Okay, were you taught in school or anywhere how to set your own goal?
Learner	Yes, I can remember.. the time i was in grade 8 or grade 9 there.
interviewer	In which subjects may be?
Learner	Life science and geography
Interviewer	Okay, that made you already how to set your own goals
Learner	Yes,
Interviewer	And how do you learn or how do you study on your own, do you have a learning style or method that you use to study?
Learner	Yes I like learning, when I am learning I like using pencil and paper, writing things on paper then I learn.
Interviewer	And maybe why you like putting things on papers again if you are reading the..
Learner	For me to remember if I to... to.. remember how to write words, for me to recognise the sentence and so on.
Interviewer	Okay, and when you are studying you also look at yourself that ooh.. now I understand, how do you evaluate yourself to know that now you understand?
Learner	I go through things, when I studying have to write them on paper then I go through it, go through it many times then when i memorise that I get up everything is try that now I get this on my mind.
Interviewer	Very good, after doing that are you realise that are you making progress or not looking at the performance.
Learner	Hhm.....
Interviewer	Did you make progress after writing things down?
Learner	Yes,
Interviewer	Okay, looking at distance on your own like now you are on your own, it has challenges and problems. What the problems you realise being a distance learner no more a full time student.
Learner	Sometime if you happen to prepare yourself late from home ,you will find the time you are going to reach at the centre you will find even people are coming out you did not attend anything the time you are going home is too late again, you are still, you are just finding

	people, or you are just going there starting cooking, preparing everything and the time you are going on bed you sure not studying anymore you just sleep and tomorrow when you wake up you are just doing the all the work In the house, then the time you are going to prepare yourself to school you can even late if you do not even taxi money
Interviewer	Okay why, why do you get there late?
Learner	Because of the work at home, or a distance
Interviewer	Ooh, the distance?
Learner	Yes!
Interviewer	How is the distance?
Learner	(quiet thinking)
Interviewer	Long or short, compare to ...?
Learner	It is long
Interviewer	So it requires you to have money ?
Learner	Yes it requires to have money or if you decide that you are footing you will not going to fine the lessons.
Interviewer	Ookay, and how do you manage you time?
Learner	I manage my time to I say that at this time I have to finish this and this time I am going to prepare myself then at this time I am already at school.
Interviewer	And does it work?
Learner	Sometimes ...
Interviewer	and sometimes you just leave some work or?
Learner	Mhhhhh yes
Interviewer	Okay ... and how do your friends influence your study? Do you have friends?
Learner	Yes
Interviewer	How do they influence your study?
Learner	Friends they influence our study when they even invite you to go out then the time you are coming there is already late to study to do work on the house, ohm everything.
Interviewer	Okay, so the friends influence your studying a negative or a positive way?.
Learner	Negative
Interviewer	In negative?
Learner	Yes
Interviewer	And are they also in school or they are just ...?
Learner	Some are in school and some are not.
Interviewer	Okay, how do you complete your assignments?
Learner	I like completing my assignment sitting alone.
Interviewer	And when you are alone and you come across the difficult thing what do you do?
Learner	I like going through it before then I realize the things that I can do alone. Then I fill it if there is question, I don't understand I have to go and ask.
Interviewer	Okay and when examination come how do you prepare yourself, for instance there coming examination how do you prepare yourself?
Learner	I like studying have this time, every time I am going on bed I use to study because for me when the examination come it finds me to cover all the books.
Interviewer	Okay, and when you are studying at home is what you prepare or just that you do not have anywhere to study?
Learner	Iya, is not what I prepare is just because we don't have anywhere to study.
Interviewer	How do you evaluate your environment how do, how is your environment?
Learner	Like me (looks up) I like studying where the place like under trees where there is quiet, sitting alone nothing to disturbing.
Interviewer	How is the environment?
Learner	It has ... it has ... (thinking) it is not really a busiest, it has small trees around.
Interviewer	And distractions and disturbances how you...
learner	There is a lot of disturbances there, there is a lot of ... because it is surrounded by small cuca-shops and shebeens.
Interviewer	How do you control that? Or how do you avoid being there around distractions or if there are a lot of destructions how do you find a place where there are destructions?
Learner	I just go in the house then you look for the place where is no kids playing then you study because you don't go, you can't go there at the environment study this during the night, during the day people are passing around and ...
Interviewer	Okay, and do you have a nearby library?
Learner	At the centre
Interviewer	Anywhere where you are access to a library.
Learner	Aye, No
Interviewer	You never even visited the library
Learner	Ahh aha (shaking head)
Interviewer	And do you think libraries are important?
Learner	Yes, they are important.

Interviewer	And how do they benefit you if you were having a library?
Learner	They will benefit you because there in the library they keep so many books with different ... (trying to get the vocabulary)
Interviewer	Information
Learner	Different information, where they can teach you many things apart from those one we have given at the centre
Interviewer	Do you have access to internet?
Learner	Yee, aah No.
Interviewer	You don't even tried internet/
Learner	I tried.
Interviewer	Where?
Learner	Not at this place.
Interviewer	So it's difficult for you also to get internet?
Learner	Mhhhh...eeee.....
Interviewer	Why is so difficult to get internet?
Learner	(waving in the air)
Interviewer	Especially on the world is changing, technology is coming.
Learner	It is because (looking at the window)
Interviewer	Are you living too far from the town?
Learner	Yes
Interviewer	Ooooh..you are not access because of the distance also to town.
Learner	Mhhheee
Interviewer	Not only the centre even town is far?
Learner	Yes town is far.
Interviewer	Ok and looking at the information on the technological skills even when you are given materials there are things that ask you to use technology how do you go about that? Or you just leave it you don't use..?
Learner	Yaa we just leave it.
Interviewer	In the world of technology, people are having smart phones,
Learner	Mhhh...
Interviewer	you never tried that one?
Learner	No!
Interviewer	Ok and how do you handle the responsibilities, how do you finish or how do you divide your time, here you have work at home, here you have your friends taking you out here you have your family and here you have your study. How do you manage your time? How do you share the time among those ones?
Learner	Sometimes you only get time of 2 or 3 things you are not going to finish.
Interviewer	Mhhh and which one you give more attention which times up a lot of the time, because here you have to balance, how do you go about that?
Learner	Studying because you have to be ... the work at home you have to do you have to do them?
Interviewer	And the study?
Learner	And the study, and the study too.
Interviewer	What about your friends they want you to go out?
Learner	If you decide to go, then you go and the study will be sometimes.
Interviewer	Just left it?
Leaner	Yes iyaaa.
Interviewer	And when you find some topics very difficult how do you go solve also this problem, especially on your assignments maybe there is a questions you don't understand or in the book, you are given the booklets there is some topics you don't understand, how do go about that?
Learner	We discuss it ... we have to discuss it with friends and later if there's no one having the answer, we take it to the tutors.
Interviewer	Ookay. And tutors help you?
Learner	Yes
Interviewer	Do they give you exact answers or how do they ...
Learner	They will just try like teaching; he will not give you the answers he will just try to then understand until you get the answer.
Interviewer	Okay And that helped you?
Learner	Yes sometimes
Interviewer	And the materials you are given do you understand them?
Learner	Yes, we understand
Interviewer	Very well?
Learner	Not very well is just..
Interviewer	Okay

	Does your family support you in your studies?
Learner	Yes they support
Interviewer	In what way?
Learner	They try to motivate us to study very hard helping us to ... (looking up)
Interviewer	In your academic how do they support you mhh.... when you are going to school, then they say I am late; he or she will give you the taxi money so that you can reach school on time.
Interviewer	Okay How do you describe your relationship with your tutor?
Learner	Mhhh(scratching the head)
Interviewer	When you are having your tutor how is the relationship?
Learner	Theee, is good.
Interviewer	So they are supporting you they are helping you out.
Learner	Yes
Interviewer	Ok ... and apart from the tutors where else do you get information or help, or support when it comes to your study?
Learner	My parents and friends too.
Interviewer	Do you study in groups?
Learner	Mhhh... sometimes we study in group when it is going like we given ... like at assignments we use to study in groups.
Interviewer	And why do you think group work or studying in groups its helping?
Learner	It helps me because you end up finding information which you were not having by discussing things together.
Interviewer	Ok, in ODL or NAMCOL or distance learning you may find yourself stresses because of the challenges we were just talking about her in ODL. Did you experience some problems and challenges in ODL?
Learner	Yes there is challenges
Interviewer	And how did you overcome the stress?
Learner	You just ignore everything.
Interviewer	Just ignore (laughs) and you let it go on you ... ?
Learner	Even you re think about you just ignore it then you will be ok.
Interviewer	Anything you want to share with me being on distance compare to full time, full time are there full time but you are on your distance you are free anything you want to share.?
Learner	Ahh ... ha (shaking the head) there is nothing.
Interviewer	Let me thank you for your time.
Learner	Ookay..
Interviewer	Thank you very much.
Learner	I am also thank you.
Interviewer	And have a nice day.
Learner	Okay.

LEARNER 4 CENTRE 3

Interviewer	Good afternoon?
Learner	Afternoon Mrs?
Interviewer	How are you?
Learner	I am fine how are you Mrs?
Interviewer	I am okay, eeh.. you are a distance learner at this centre?
Learner	Yes
Interviewer	Eeh.. how do you feel as a distance learner?
Learner	Aah! I feel so bad because I am not a full candidate.
Interviewer	You want to be a full time candidate?
Learner	Yes
Interviewer	Why?
Learner	Because ah! Is not good as eeeh.... is not good as am not a full candidate learner, ahh, cause it take long to me to get... what I want to get next, next year because... (looking in ceiling)....
Interviewer	Alright.. eeh.. in distance learning you need to be motivated. How do you keep yourself motivated?
Learner	I form up my periodic table of study and I have hope that I can make it.
Interviewer	Okay, what are the good things to study through distance?
Learner	Learning by own and I am self directed.
Interviewer	And you are having tutors in your distance learning?
Learner	Yes!
Interviewer	How do your tutors motivates you to work on your own as you said you work on your own?
Learner	My tutors motivate that I need to study when I feel so and secondly motivate me that I could be working learner and be punctual
Interviewer	Punctual on what?

Learner	On my study?
Interviewer	Being distance learner you are required to be self discipline, self controlled and make your own decisions regarding when where and what to study. How do you go about those?
Learner	I go about that because is better way for succeed in my life ... (looking around)
Interviewer	How do you discipline yourself? In a short way because you are on your own
Learner	Yes
Interviewer	How do you discipline yourself?
Learner	I discipline myself to leave, to leave wrong things come from different people and to put my effort in my study
Interviewer	Okay. Do you make your decision on your own or someone has decisions for you?
Learner	I make my own decisions
Interviewer	For example
Learner	For example that this year 2016 I want to pass this Namcol so that next year I became a full candidate (learner)
Interviewer	Okay because you don't want to be a full time?
Learner	Yes
Interviewer	Where you ever taught how to set your own goals?
Learner	Yes
Interviewer	By whom?
Learner	At my last year life skill teacher
Interviewer	Okay, how do you plan to use different learning strategies
Learner	By answering the word correctly.
Interviewer	Answering questions from where?
Learner	From my book
Interviewer	From your books
Learner	Yes
Interviewer	And how do you evaluate that you understand the work that you are doing or the study that you are busy with and making sure that you are making progress?
Learner	Firstly I have to study my, at my own after that I note the some question that I am not understand well so that I can be able to ask someone or my colleague.
Interviewer	Thank you.... and in ODL or in Namcol as you are studying through distance, there are challenges. Did you experience some problems in your study?
Learner	Yes. Sometimes just feeling lazy because no one to tell me to do so as because sometimes to manage my time is not easy.
Interviewer	Okay and to manage your time you have a problem with that?
Learner	Yes
Interviewer	What makes you have a problem to manage your time?
Learner	Sometimes before you start read you have to do work for house, you have to... (looking in ceiling) sometime you want reading but you don't have maybe balance or doing some that take you not studying.
Interviewer	Okay and do you have friends
Learner	Yes
Interviewer	How do your friends influence your study?
Learner	By visiting or telling different story that far from my study
Interviewer	Far from your study that means your study influence you in which way, positive or negative
Learner	Positive
Interviewer	Okay and how do you complete your assignment?
Learner	By..... By going through it and every day before examination.
Interviewer	And how do you complete it?
Learner	Sometimes I,..... I.... complete it with using my own... own opinion, or using a material like a laptop so that I can research my question that I do not understand well.
Interviewer	You mention using you laptop that means you are well equipped with technology devices?
Learner	Yes
Interviewer	And how do you search for your answers from the computer?
Learner	I research my answer umh... in internet
Interviewer	Woh! You have internet?
Learner	When I go at place where where is a l, a, fi
Interviewer	You mean wifi
Learner	Wifi
Interviewer	Where do you have wifi around here?
Learner	Where I am come from
Interviewer	Where?
Learner	Ondobe
Interviewer	In town or at home or at internet cafe?
Learner	In town

Interviewer	In town?
Learner	Yes
Interviewer	Do you pay for that internet or you use it for free
Learner	I use it for free
Interviewer	Okay; and you described your studying strategies and how can you describe the learning environment where you study
Learner	Mhh, that environment is very quit and there is no lots of people to around or cross where I am came from
Interviewer	And that means you prepare you examination in a good condition or environment
Learner	Yes
Interviewer	No disturbances, do you have kids at home
Learner	No
Interviewer	That means you are studying free?
Learner	Yes
Interviewer	Eehh.. if you experience some distractions what do you do?
Learner	What?
Interviewer	If you discover that your learning environment because distractive, what do you do?
Learner	Mhh, I leave that place then I go to find another place. That there is no people make my... there is no people to disturbing me
Interviewer	Aright, do you have a nearby library?
Learner	No
Interviewer	Where do you get information apart from the materials you are given by the tutors?
Learner	From my biological parents or my family members
Interviewer	How do your parents help you... are they educated to help you out, or how do they help you with your study?
Learner	They help me... ehh... they have to.. they have to work sometimes to get.. to buy some books so that I can get another information
Interviewer	That's good and some materials that you are given require you understanding. Do you understand the materials you are given
Learner	No
Interviewer	You don't understand them?
Learner	No
Interviewer	And as you experience that problem what did you do to understand them?
Learner	I went to.. if I, If I read some book and then I see that this book I do not understand well. I have to note some question when I am coming to school I have to ask my teacher so that can help me.
Interviewer	Do your tutors help you out or how do they assist you in this?
Learner	They have to assist me that time.. that time... before leave the class.
Interviewer	Alright and as you said at the beginning that you also do some work at home. Do you manage to handle those responsibilities at home and your study? How do you balance your time?
Learner	I give he or she when I am done to study I am telling all my friend that I form up a table that, this 9 o'clock am reading this and this and this time I am calling some of my friends to come and visit me because I do not have anything to do.
Interviewer	Okay that's how you divide your time?
Learner	Yes
Interviewer	And do you have other responsibilities apart from your studying, apart from the work that you do at home, do you have other responsibilities outside?
Learner	No
Interviewer	You are not employed?
Learner	No
Interviewer	Okay, what do you do when you find out that your study is taking less time in your time table?
Learner	First idea is to use my own dictionary find the words which are difficult to me and 2 nd idea I have to go to internet to research the information
Interviewer	Let me rephrase the question I mean let me say is taken up the friends and little time is for your study. What do you do to make a lot of time for you to study.
Learner	I have to tell all my friends that this time is my time to study I gave a time which come to visit me
Interviewer	And do they understand you?
Learner	Yes
Interviewer	Okay and your family support as you said by buying you books what other support the give you concerning your study?
Learner	They support me to buy for me a food so that when I am reading I have to eat before start reading. They buy for me a lot of material so that I can get more information and they have hope that I can do well.
Interviewer	What's good and you have your tutor supporting you as you said giving you answers where you do not understand, how is your relationship with your tutor?

Learner	Is good us... is good , asking questions where I don't understand well
Interviewer	And they help you out?
Learner	Yes
Interviewer	Do you have study groups or you study in pairs or you prefer to study alone?
Learner	Yes I have a study group, sometimes when you reading at home... at your own you..... is not enough, you need to get information from other people or your colleague so that your.. you add those information with your colleague and then share it cause. What I am understand someone does not understand it, what he /she reading, because we need share idea to each others
Interviewer	And in ODL as you mentioned the challenges, the problems eeh... how do you arrive to your centre, do you come with a transport or you foot?
Learner	I came with foot every time
Interviewer	And how is the distance between your house and your centre?
Learner	Maybe 10km
Interviewer	Is it long or short compare to the...?
Learner	Long.
Interviewer	Is long?
Learner	Yes
Interviewer	And how do you manage your time to reach to the centre when you have classes?
Learner	Mhh.. I have to wake up on time early in the morning before 10. So that I can take some minutes to study and then some minutes to leave the house because there is a long distance
Interviewer	Have you ever find yourself stressed because of some challenge?
Learner	Yes
Interviewer	What makes you stressed more?
Learner	Ahh.... sometime I stressed because I back or going back or sometime I went back at home to like.... ah!
Interviewer	And how do you handle
Learner	Eating balance diet and I am doing exercise.
Interviewer	Exercise...
Learner	Or I take some book for stories and start reading
Interviewer	That makes you forget the stress or you are controlling it how?
Learner	For controlling it myself
Interviewer	Anything you want to share with me concerning your study? Anything you want to share with me....
Learner	About what?
Interviewer	Either your tutors' side, either the programme itself, or on your side?
Learner	Sometimes, your most of tutors, sometimes you walk long distance but when you are coming at school there is no tutor, you came to school you are doing nothing and you go back at home.
Interviewer	And that's discouragement.
Learner	Mhh..
Interviewer	But you keep on coming?
Learner	Yee, No...
Interviewer	Do you still come to attend classes?
Learner	Yes.
Interviewer	Okay and when they are around they give you classes?
Learner	Yes
Interviewer	Okay. Thank you for your time have a nice day.

LEARNER 5 CENTRE 3

Interviewer	Good afternoon.
Learner	Good afternoon Mrs.
Interviewer	How are you?
Learner	I am fine how are you Mrs?
Interviewer	I am very well thank you, As you are a distance learner in NAMCOL how do you feel?
Learner	I feel bad because I use to travel long distance from home and I use find others student started already there with classes.
Interviewer	And how do you keep yourself motivated to study on your own?
Learner	I use to have a hope that I have to pass at the end of the year and use to study very hard, so that I can make it at the end
Interviewer	You really want to make it at the end of the year?
Learner	Yes
Interviewer	What is your plan?
Learner	I want..... my plan?

Interviewer	You to succeed is because you have a plan
Learner	Mhh.. (nodding head)
Interviewer	What is that plan that that you want to reach when you finish your distance learning
Learner	I want to become a teacher.
Interviewer	Okay, In ODL or NAMCOL or open distance there are some good things that we call benefits what are those benefits to study on distance
Learner	Benefits are.. aah I want like.....
Interviewer	What are the benefits to study through open distance or as you are studying in NAMCOL?
Learner	I use to give my own time to study and I have a lot of time to study in distance
Interviewer	And do you have tutors that motivate you to work on your own. how do they motivate you?
Learner	They use to tell us to study hard, and use to tell us to, how... they use to teach us to make our targets and when you are studying you are studying according to your targets.
Interviewer	Where you ever taught how to set your own goals?
Learner	Yes we have taught
Interviewer	Where?
Learner	At school we were taught by our tutors
Interviewer	At your centre?
Learner	Yes
Interviewer	And being a distance learner your need to be self discipline. How do you discipline yourself?
Learner	I use to like behaving, I have a good, good behave I use to be behave well to my other student like giving them information, which they don't know and behave well at my tutors
Interviewer	And how do you control yourself because now you are on your own?
Learner	I use to control myself by giving myself a time to study and. I use to give myself some minutes to relax.
Interviewer	And how do you make your own decisions on what to study when to study and where to study?
Learner	I use to study in a studying room where there are no noise and is always clean.
Interviewer	And when you are studying on your own do you use to understand what you are studying?
Learner	No I don't use to understand because I use to find some question are challenging and I have to ask somebody to help me.
Interviewer	Okay and how do you evaluate that you understand something?
Learner	I use to set test for myself so that I can answer those questions for me to know that I understand well.
Interviewer	Do you confirm your answers or you just answer but you did not confirm your answer if they are correct or not?
Learner	I use to confirm then by looking at the booklet and see where I make a mistake.
Interviewer	Alright. The distance learning have challenges the problems. Do you realise or experience some problems in your study.
Learner	Yes, I use to... I use to find some questions are challenging me and I don't have and I use to ask my tutor to help me out with those question
Interviewer	And do your tutor help you out with those question or you find yourself stuck with some questions
Learner	Yes, they use to help me out when I ask them.
Interviewer	And other challenges you experienced in distance?
Learner	There are nothing no challenge. I think then... those are the only challenges that I have.
Interviewer	How do you come to your centre?
Learner	I use to travel and sometime I use to take a taxi so that I can reach here
Interviewer	Why do you take a taxi?
Learner	Sometime I use to be late.
Interviewer	Okay, how do your friends influence your study?
Learner	Sometimes my friends use to come up with telling stories which to... are not part of the education.
Interviewer	And how do they affect you?
Learner	Mhh... sometimes I don't use to get time to study because they are telling stories that are not part of education.
Interviewer	And you are paying attention to the stories?
Learner	I am paying attention to them.
Interviewer	how do you manage your time?
Learner	I use to.... I have a time table where I write my time to start studying and time to relax and a for doing other things at home those .. for....
Interviewer	Or you also have other work at home to do?
Learner	Yes
Interviewer	For instance?
Learner	Like cooking and other things
Interviewer	Alright, how do you complete your assignment that you are given?

Learner	I complete them well. But some question are challenges and I use ask my tutors and other learners to help me out, where I have... don't understand
Interviewer	And during the examination or before the examination you need to prepare yourself, how do you prepare yourself for examination?
Learner	I use to read the.... over and over to make sure that I know everything in my summary and everything in my, in my modules and I use to set test for myself so that I can, I can answer those test and make sure that I answer all the question in correct if I find a topic which is difficult I use to go approach my tutor for them to help me.
Interviewer	Thank you and how do you describe your learning environment?
Learner	My learning environment I use to study in a studying room where its clean and there is no noise
Interviewer	As you said earlier?
Learner	Yes
Interviewer	If you find yourself distracted or disturbed how you do solve that problem?
Learner	I use to move away from that place and find another place for me to study where there are no disturbances.
Interviewer	Do you have a nearby library?
Learner	No we don't have a library.
Interviewer	So you are living far from the library
Learner	Yes
Interviewer	Have you ever heard of library somewhere?
Learner	No
Interviewer	Apart from the study material you are given where else do you get information that you cannot find in your booklets or modules?
Learner	I use to, use to get from my family
Interviewer	Is your family more educated to help you with your study?
Learner	Yes
Interviewer	Okay. And some materials require you to get information from internet. Have you ever used internet?
Learner	We use some we have given some CD and we put them in our rad.... in ra..... in our tutor's laptop then we listen the information which we need...
Interviewer	Okay, and those you have used the form of technology that you got
Learner	Yes
Interviewer	And about internet, where you are access to internet have you ever go to internet to search for information on?
Learner	No.
Interviewer	Why maybe it is the problem that you cannot get access to internet?
Learner	Maybe there is no internet and our school but I know there is but they did not give us.
Interviewer	The chance to go there?
Learner	Yes
Interviewer	Do you require some information from internet to complete you assignment?
Learner	No
Interviewer	So you only follow your materials you are given?
Learner	Yes
Interviewer	And how do you manage to handle the responsibility of the family at home, friends and your study?
Learner	I use to get.... I use to set some.. I use to make my time table to make sure that some minutes I give attention to my book studying and....
Interviewer	Comparing to all these responsibilities which one do you give a lot of time?
Learner	Is my book.
Interviewer	Do you materialise that? Or it may not work because of some other things taking up much time?
Learner	No
Interviewer	Okay. When you find some topics difficult or question, what do you do understand them?
Learner	I use to approach my tutor and ask and help me
Interviewer	And do you understand the materials you are given?
Learner	Yes understand because they just teach us.
Interviewer	And how do you family you in your study?
Learner	They use to give me some sources to studying
Interviewer	For instance?
Learner	They just give me some sources that's all.
Interviewer	Like which sources do they provide you with?
Learner	Like those book for that they used for a long time when they was schooling
Interviewer	Okay. That means you use the previous knowledge your parents have used in their study?
Learner	Yes
Interviewer	How do you describe your relationship with your tutor?

Learner	The relationship with my tutor is good because if I ask him to help with the topic which I don't understand he can do so.
Interviewer	Apart from your tutor and from your family where else do you get support?
Learner	From my from other students
Interviewer	Do you study in groups in peers or how do you study?
Learner	I use to study in group and if I find an, difficult que... any difficult topic I can ask my other learners who am I studying with to help me out in the topic
Interviewer	Which one do you prefer most, to study alone or with peers.
Learner	With peers
Interviewer	Do you think peer group or peer learning benefits you?
Learner	I can get some knowledge from them where some knowledge from them that they know and me I don't know them
Interviewer	When you find yourself stressed due to some problem. Especially challenges that you just mentioned. How do you handle that stress?
Learner	I use to tell them to family and friends and sometimes I give myself a time to relax can and I use to tell my friend about my problem so that they can give me some ideas and give myself a time to relax
Interviewer	And that helped you still having that stress inside you?
Learner	The help that they give me it make me to.... to have more power and study my book as if I don't have any problem.
Interviewer	Okay. Do you want to tell me anything concerning your study? Apart from what I was asking you here
Learner	No i have nothing
Interviewer	Okay that the end of our interview. Thank you for your time and have a nice day.
Learner	Have a nice day too Mrs.

ADDENDUM K: ANALYSIS OF QUALITATIVE DATA WITH CODES

TUTORS PARTICIPANTS ANALYSIS

TUTOR 1 CENTRE 1

	TRANSCRIPTIONS	CODES	SUB THEME	THEME
Interviewer	Good afternoon sir.			
Tutor	Afternoon, how are you?			
Interviewer	I am fine As we scheduled our interview to take place today let me just ask you if you have ever heard about the concept of self regulated learning?			
Tutor	Alright thank you, yes I have heard about it.			
Interviewer	Can you just brief me how you understand the concept,			
Tutor	Thank you the word self regulated learning, it is refer to the learning in which the learner or student have this, self control, self monitoring, self planning, self motivation and others.	has a clear knowledge on SRL	knowledge on SRL	SRL
Interviewer	What are the qualities the learner in distance or Namcol should have to be successful in ODL?			
Tutor	Thank you for the question, the learner should possess the characteristics of self regulated learner, one of it, one of this characteristic can be self monitoring, ash... self assessing, self preparing, self motivation self efficacy and to short this self encouragement ...	self monitoring, self assessing, self preparing, self motivation self efficacy self encouragement ...	Ability to stay motivated	SRL
Interviewer	How would you describe the motivation level for ODL learners?			
Tutor	Very less, their level of motivation is very less, hopefully this one is a result of the poor motivational background from home, so they only have what we, or what I give them. So is like we are, we are always starting at scratch, it seems they don't have motivation from home, thus why I am describing it as they have very less motivation.	Motivation is very less. motivational background from home	Lack of intrinsic motivation due to Home background influence	SRL
Interviewer	What strategies do you use to assist them to be more motivated in their own learning?			
Tutor	Because these learners are not ambitious, now due to that factor now in most cases when I am starting my lesson I have to use 15 minutes just to do motivation so to give them examples of people who make it through education mostly those went through NAMCOL or distances learning, because we have many of them we have teachers who went through that process, we have people who are serving in different offices, some of them can be ministers and so on I give that example. I may not be there but they are required to study so sometimes if they only depend on me is the problem because if I am not there they will not make it	15 Min motivational speech Successful people through ODL Depend on tutor afraid they will not make it if he is not there	Lack of extrinsic Motivation to assist with goal setting Irresponsible for their learning	SRL SRL
Interviewer	Do you think these learners are self regulated enough to study on their own or they depend too much on tutors? Why are saying that?			
Tutor	They are too much on tutors. Because if let me say, you give them something to do, an activity of 5 questions you know, many of them can come back to class without doing anything telling you they	Tutors dependency Lack of understand	Unable to take responsibility of their own learning Weak cognitive skills	SRL SRL

	don't understand, they say the questions are difficult although you rephrase them so I have to restart again to re – rephrase the questions and then on top I continue with the motivation this is the indication that they are too much depending on the tutor	questions are difficult	Lack of help seeking ability	SRL
Interviewer	Do you think these learners have interest in their studies?	interested in their studies	Lack motivation	SRL
Tutor	They are, but with the low self motivation although.			
Interviewer	What do you think you as a tutor can do to help them to be in charge of their own learning?			
Tutor	we are trying to speak to them.			
Interviewer	What do you think are the challenges of ODL for learners and for tutors?			
Tutor	The first challenge is this students they do not have enough learning materials so they have modules but modules they do not really you know cover the syllabus only some few information, thus why we end up telling them to go and buy you know the other relevant materials, but (laughs) as we know this kind of finance we have in our country, we have financial constraint they will tell you we don't have money. And the other challenge is, you know we tutors, we are teachers from different schools, we are just helping them after hours when we come without energy so we mostly do less while if they were having ODL tutor it could be better because the person have to start fresh with the learners not like us who we you know teach from morning at school, teach up to 3 and then after 3 you come to ODL learners so sometimes we do not do much. Those are the challenges.	no enough learning materials financial constraint sometimes we do not do much	Resources finance poor Support from tutors due too much capacity/dedication to handle full time and ODL	ODL ODL ODL
Interviewer	As tutor how do you assist learners to cope with those mentioned challenges?			
Tutor	We just use to tell motivate them to get use is how it is			
Interviewer	According to your observation and experience as a tutor did you experience some drop outs these learners?			
Tutor	Yes, yes that drop outs of these students is very higher, which means they don't come, then we told them then parents also make follow ups until certain numbers of learners come back. And there those who drop out because they are working some here as you know we are living in the poverty situation.	Higher drop outs parents also make follow ups Until certain numbers of learners come back. employed poverty	Irresponsibility Support Other responsibilities to manage time finance	SRL ODL ODL
Interviewer	What steps do you think should be taken to minimise drop out among ODL learners?			
Tutor	I personally different follow up which help one get some of them to come back, we communicate with parents, for those we have the numbers we communicate with them and some of them they told us that no those students they use to tell us they come to the centre,			
Interviewer	Do these learners manage to submit their assignment on time?			
Tutor	Well, most of them they really try to complete their assignment according to	Complete assignment on a due date	Not committed Irresponsible	ODL

	the due date but there are certain students who until the due date you find the learner or the student is trying to finish the assignment on the due date . Some end up submitting their assignments although there some questions unattended	Incomplete assignment	Poor time management Lack of motivation to value assignment	SRL SRL & ODL
Interviewer	Do you think the ODL learners have favourable learning environments for their studies?			
Tutor	No, not at all , because even the class we use, in this secondary is not really meant for ODL learners is for the learners who are in full time the school. Outside we have the library but I think the procedures in the library is not really supporting the ODL learners in all cases. Because they may tell you there the time is limited , you are only allowed to sit the for certain hours	Share centre with full time learners Library available time is limited	No favourable learning environments Resources Support due to Lack of time	ODL ODL ODL
Interviewer	How crucial is the use of technology and libraries to the learners' studies?			
Tutor	Nowadays we are living in the world technology for you to get inform... relevant information; we have to go through technology. Like from internet, magazines, newspapers or different sources like books, so is very important, technology and use of library including the internet is really a supportive to the ODL.			
Interviewer	Do you think the study materials given provide learners with adequate information and necessary skills to complete their assignments or study for examination?elaborate			
Tutor	coming to the materials the you know, most of the learners of ODL fail because there is no materials the materials given to these learners are very much poor and do not have quality information .	materials given to these learners are very much poor do not have quality information .	Lack of resources	ODL
Interviewer	Do you think they have required technology skills to search for the information from the internet?			
Tutor	Yes, some of them, some of them. Learners who are from the rich families sometimes they get, you know quality answers to different questions . If you ask how you get the answer, no we use internet at home during night but those who are from poor families they are struggling like that end up getting lower marks .	Some have technological skills some do not internet Learner's rich family's quality answers to different questions. learners from poor family they are struggling like that end up getting low marks	Technology Help seeking ability finance	ODL SRL ODL
Interviewer	How accessible is the internet apart from the library?			
Tutor	So internet is very much narrow and is limited, very much limited. As I told you we have the library nearby those who have background of using computers and other technologies they use to run to libraries ,and use many more printed materials there, but the problem is the time limited the person cannot really get sufficient information.	internet is very much narrow	Technology	ODL
Interviewer	Do you know about other responsibilities that might affect learners' studies?			

Tutor	These learners who are raised from age of 18 up to 25, they are not serious and they tend to have many responsibilities, some are important some are not. Many of them I received the report that they engage them self in using alcohol at bars, which means they spend most of their time at the bars drinking. sportees, the sportsmen they spend their time on soccer netball and so on, so the person can come from home and him or she will not attend school will just go to the soccer field and play	Young age are not serious Negative influences many responsibilities important some are not Sport	Irresponsible Unable to handle study with other responsibilities Commitment Lack of motivation Poor time management to balance leisure time with study	SRL ODL SRL SRL & ODL
Interviewer	How can they handle such responsibilities?			
Tutor	They just need to divide their time well			
Interviewer	From whom can ODL learners get necessary support if they needed it in order to achieve academic success?			
Tutor	I can only tell you that they get valuable support from tutors, from different tutors. And those who are lucky some of the learners are from teachers' houses those ones are better because they can come with, you know something in mind. You can say they know what they are doing because of that background they have somebody at home to guide. But (laughs) for the learners who are from different houses whereby they do not have anybody to guide, is a problem. So they mostly get it from the tutors there are those because we have the programme on Oshiwambo radio and on TV so the Namcol officials, they use to organise speeches on radio or through TV the luckiest learners who use to watch TV and attend radios they sometime get the information from television.	different tutors teachers' houses Do not have anybody to guide, is a problem. Resources radio and on TV	Support seeking Resources Lack of motivation Irresponsible for their learning. Technology	SRL ODL SRL SRL ODL
Interviewer	How does groups and peer learning benefit learners in ODL?			
Tutor	Not really group work but in most cases they are pairing I see them pairing discussing the questions and many other things. I think peer learning or group works is very much important in study because learners are expected to learning from one another as we know there are some who are intelligent, there are those who are brilliant, who really do well even in their assignment and also in their examination and there are those who are struggling, the strugglers one can learn easily from the brilliant one, therefore I am supporting the group works	most cases they are pairing discussing learning from one another	Help seeking Support	SRL ODL
Interviewer	Do you think stress and anxiety affects learners' performance? Why do you think it affects their studies?			
Tutor	There is, the stress is too much in these learners. You know most of the learners who are in NAMCOL are the learners who could not make it when they were in schools and most of them they are always thinking about, no I waste the time, waste a time, Regretting, now some learners of they even reported to me that my parents that my parents are always saying bad words to me, wasted our money, you wasted our resources. Now you got 21 point and so on and so on. And you see like the other one told me, no they are saying I wasted their money when I ask them something, like transport, since most of them they are from far, some can even travel 10km, 15 km from homes to here. They tell me. The kid is always	stress is too much bad words to me 21 point transport money am expecting good result from them	Inability to handle stress and anxiety Good and poor support from parents Low self efficacy Support Positive outcome expectations	ODL ODL SRL ODL SRL

	crying. So I call the kid I comfort the kid , now I observed them they are happy which means I am expecting good result from them	tutors perceive capability in learners		
Interviewer	What should learners do to handle stress and anxiety?			
Tutor	They just need to study hard.			
Interviewer	What do you do as a tutor to help learners handle stress and anxiety during their studies?			
Tutor	I explain how they have to handle the situation in which the learner is now some they change, some they did no but we are still trying.	to handle the situation	Support	ODL
Interviewer	Anything you want to share with me about ODL learners?			
Tutor	NAMCOL themselves, so they suppose to recruit full time tutors so that students can be attended sufficiently and they must also have their own classes so that you know..... work will be done effectively. And to add, these learners need the outside motivators, people from outside who are not the tutors so to come and motivate these people mostly those who went through the same process can be good motivators.			
Interviewer	Thank you very much for your time.			
Tutor	Welcome.			
Interviewer	Have a nice day.			
Tutor	You too.			

TUTOR 2 CENTRE 1

Welcome to the interview between Mrs Selma tutors 2 at centre 1

	Transcriptions	Codes	Sub themes	Theme
Interviewer	Good afternoon madam?			
Tutor	Good afternoon madam?			
Interviewer	How are you today?			
Tutor	I am doing super cool and yourself?			
Interviewer	And to start with our interview, have you ever heard of a concept of self-regulated learning?			
Tutor	No it is a new concept to me.	No it is a new concept to me?	No Knowledge on SRL	SRL
Interviewer	What are the qualities should a learner have to be successful in ODL (NAMCOL)?			
Tutor	Thank you for the question, first of all.... The need to have self-esteem, it's very important and believe in themselves feel always that I can make it then that's good. The 2 nd thing I think they must try to be free whenever they don't understand they must not hide the questions, they must ask the question openly and discuss the questions with other learners or either with teachers.	self-esteem, Believe in them. ask the question	Ability to have Self esteem Self-efficacy belief and capability of success Ability to seek for help	SRL SRL SRL
Interviewer	How would you describe the motivation level for ODL learners?			
Tutor	My learners are very low when it comes to motivation itself. I can this because normally sometimes when you talk with them they can tell you... no Mrs.... but I ...I..... don't think I can make it. Now that tells that person is not self-motivated and does not believe even in himself and most of the time, they can fell like they don't have that desire to come to sessions and fell like what is the use, that's the question behind them, then can tells this person does not know what is going on they don't have that....	very low motivation not believe even in himself don't have that desire to come to sessions	Lack motivation low self esteem Low self-efficacy Lack of interest	SRL
Interviewer	What strategies do you use to help them to be more motivated in their learning?			
Tutor	Thank you for the question, I like it very much, this is my hobby. with my learners I normally set-up test, my own test, every time I have to tell them "the best learner have to get a price", then I come up with different types of prices	set-up test have to get a price	tutor support with strategies to motivate extrinsic motivation	SRL

	and fold them in a piece of a paper and pick in the box, then we let, we pick one person to pick then that is the price giving for the best person each and every test. Then after that I see lots of improvements in them, because everybody was trying and fighting hard to get the present I teach English and English is a concern worldwide . It is challenging subject . I told them no let's have this agreement on A- is 1000, abs is 800, act- is 500, ad because he tried a lot is 350 and let's ignore Es. And now I can see lots improvements	English is challenging subject worldwide Award symbols with money	problem with English language proficiency	ODL ODL & SRL
		most of them they did better	motivation positive outcomes	SRL
Interviewer	Do you think these learners are self-regulated enough to study on their own without depending too much on tutors? Why are you saying that?			
Tutor	They are moderate, I can say they are moderate because there are those who are more motivated then willing to learn , and there are those who are just coming to centre for the sake , coming to the centre just because other are because other are and most of these learners have child, are mothers because you can see today the person is coming tomorrow the person is absent the you can ask what is going or what is wrong with your problem	Some are motivated and responsible Lack of interest Some are parents the person is absent	lack of motivation to be responsible for own learning Dependency Family responsibility that may lead to poor time management Poor commitment ability to attend sessions	SRL & ODL ODL OLD SRL
	Do you think these learners have interest in their studies? Explain.			
Tutor	I can say they do have interest in their studies, I can see that on the other hand, I think because you find a person come up with own essay and straight to you "Miss can you poke out my problems, can you make my essay? But you did not give them even homework to come up with an assay.	they do have interest in their studies own essay	Motivation but on a low level Plan strategies to learn responsible Able to seek help	SRL SRL SRL SRL
Interviewer	What do you think you tutors can do to help learners to be in charge of their own learning,			
Tutor	Just encourage them to put more effort not to depend on us.			
Interviewer	What do you think are the challenges of ODL for learners and for tutors?			
Tutor	I have experienced four of them and.... because I am also working as a full time, full time learners I have experience working with learners, so I decided we have a councillor, teacher councillor at school,. Then she speaks to them I think they understand. I remember one of my Namcol learners; you can see the person is from the poor family just the sake of poverty the clothes are old . Tutoring hours itself they are just less imagine these kids, learners, we only met them two or three times a week. And the..... Person fails because he does not yet. The hours are just little. And like this time is summer time too hot , and they are coming after school. The teacher already was already he was having some lesson with full time learners and now after that and they are coming especially to me we knock off at 2 and you did not rest , their first class Monday is ten minutes past two. I And the ... from the class the moment I have the office the minutes already gone. So I still have to go there... the teacher herself or himself is already tired that's another challenge. But apart from that, the learning materials are a challenge too.	teacher councillor poverty as financial constraints Tutoring hours time is summer time too hot, Work load on tutor side of full time and ODL learners did not rest learning materials	support Financial problem Support (Insufficient time) Inability to cope with challenges Less skills given during tutoring sessions Handling of other duties Lack of support	ODL ODL
Interviewer	As a tutor how did you assist learners to cope with those mentioned challenges?			
Tutor	Then I told them, stop using the modules, so I sacrifice myself, I do make copies whenever activity that I am doing	make copies	Able to assist with Support	ODL

	with full time, I have also have to give them. Make copies I do sacrifice I just write summaries on the board and give some handouts that are our summary .	handouts that are our summary	resources	
Interviewer	According to your observation did you experience some drop outs these learners?			
Tutor	Not really a drop out is kind of absenteeism so far I did not received drop-out but when it comes to absenteeism its very high . Sometimes you feel like you want to quit, tutoring these kids. You... let me say, you give the homework for the certain group, can I have my homework back, and then they say no miss we do not have the homework because the group that you are asking is not the group that was at school yesterday.	Absenteeism it's very high.	Poor time management to attend sessions and lack of commitment Irresponsibility in their study	ODL
Interviewer	What steps did you take to overcome this challenge of absenteeism?			
Tutor	Because they are missing a lot, when they come like especially the first day from the holiday we have this orientation, then we have to start from every term. So we normally meet with them and discuss with them. So is when I have that good chance to talk to them about their absenteeism that most of the time I like advising them that, is your own life that you cheating and so you have to take it seriously if you make yourself as an absenteeism somebody at the end of the term you will not get that, because you are missing lot from the teacher and you don't have time to go back and sometimes people they have revision at the end.	Advising Take their study seriously I	support	ODL
Interviewer	Do these learners manage to submit their assignment on time?			
Tutor	The assignments they only take almost a month to complete one assignment. The assignment is not a problem but the problem is the time, because they have a month to complete one assignment just for one subject but you cannot expect them to do , some of them they have 3 or 4 subjects but the due date for the assignment just in the same month. And these learners you cannot just give them four assignments like somebody at UNAM (University of Namibia) the work itself, the quality and the quantity it does not fit . At least if you want them to do better give them 2 assignments per month, because the same times they are learners and not everybody is matured enough that thing for 4 assignments for five suppose to be somewhere grade 12 or UNAM. Now is having 3 assignments doing the same time so they end up with incomplete assignments .	insufficient time to complete not everybody is matured enough assignment The quality and the quantity it does not fit. incomplete assignments	Less time for completing assignments unable to work on their own Too much content Poor time management	ODL ODL ODL &SRL
Interviewer	Do you think the ODL learners have favourable learning environments for their studies?			
Tutor	Yes! That one I can see because like me they like when studying at school. But sometimes they are ... some they can tell you at home there is a lot of work . While you some activities u is studying your mother is calling or giving you some activities to do that cannot refuse to. That is one thing that they like when they are studying at school. But they also have favours teachers and favourite subjects. You find one when is Geography lesson, then they say NO I am not going there, you cannot ask why, sometimes they are willing to study a certain subject , but most of the time they think if you fail English you fail all the subjects that's why they are willing to attend the lesson because if you score A ^o and you get a U in English everything is regarded as zero.	Favourable at centre Not conducive at home due to work Importance of English	Able to see which subjects are more important than the others.	SRL ODL
Interviewer	How crucial is the use of technology and libraries to the learners' studies?			
Tutor	We are lucky we have a school library is very big at the same time we are very close to the community library which is the one the Ohangwena one. Everybody can go there. They go to the library but sometimes but sometimes they can also use ours. But what I like them doing me ... then when using our computer lab, we have a computer lab and we have more than 40 computers and they are 30. they sit there and get some information from internet , and using their, training them to use the power point . These things, technologies wise. Now they prefer coming there.	school library community library computer lab use internet	Available resources Technology	ODL ODL

Interviewer	Do you think the learners have the required information technological skills to study through ODL? elaborate			
Tutor	Yes! They do have that.	have technology skills	Technology	ODL
Interviewer	How accessible is the internet apart from the library?			
Tutor	They do have access, they have access to internet because we have wires at school and it is for free.	they have access to internet	Technology	ODL
Interviewer	Do you know about other responsibilities that might affect learners' studies and how can they handle such responsibilities?			
Tutor	In their houses are lack of ... it is not really lack but the level of education it matters some of the parents don't understand. You find the child there using the child too much, do what, does A do B and the child does not have time. Okay they do collect food and fetch water. They also have to do some household activities but just too much to them. They do not have enough time and some of them like the boys they like soccer. Girls they like visiting, they like making friends and payless attention to their study There are those that have job but not that good job, like in my class I have 7 of them are baby sweater surrounding and that's another one also some concern. Nobody to pay, their parents are unemployed. And the family that family of today the person does not mind. So they are trying to get the bread for them.	collect food and fetch water play soccer Girls like vesting friends job parents are unemployed	Unable to balance their leisure time activities with their time to study unable to balance other responsibilities with study financial constraints commitment reasonability of their study	ODL ODL ODL ODL SRL
Interviewer	What do you think learners can do to manage the handling of other responsibilities while they are studying?			
Tutor	Design time tables to manage their responsibilities	Design time tables to manage their responsibilities	Support	ODL
Interviewer	From whom can ODL learners get necessary support if they needed it in order to achieve academic success?			
Tutor	50% not really 100% I can say 50% because you can find one these one parents they mind they can even call you, nine there you can see the parents does not even know either the child ... the learner is doing NAMCOL. The person is just on his own, they do not mind. They got it from other colleagues, my colleagues, different teachers. Because sometimes you can give them homework then you ask the learners who do that because you can see the person is not the one who does it, they say it's a teacher from other school.	Some parents do not mind, other colleagues, my colleagues, different teachers Teacher from other school.	Ability to seek help from different source Lack of parental support but some irresponsible	SRL ODL SRL
Interviewer	How does groups and peer learning benefit learners in ODL?			
Tutor	I like group work, it benefits them a lot because through group work they are, they share ideas, what you know is not what I know. Now the moment they come together they are even making friendship more. The moment they are with friends, the moment they will prepare class to be a conducive it very good when working with them, because everybody is trying to participate, they know and they are learning from each other is not like individual ones.	it benefits them a lot making friendship more will prepare class to be conducive environment learning from each other	Ability to seek help Help with choosing their learning strategies	SRL SRL ODL
Interviewer	Do you think stress and anxiety affects learners' performance? Why do you think if affects their studies?	.		
Tutor	Stress use to be there when they fail the subject or they don't understand and it affects learners in a negative way.	Negative outcomes from stress negative way	Negative outcomes from stress Low motivation of incapable	SRL
Interviewer	What should learners do to handle stress and anxiety?			
Tutor	Try to keep busy. The moment the person is doing nothing end up thinking a lot and the stress will be more.	Try to keep busy	Ability to handle stress and anxiety	ODL
Interviewer	What do you do as a tutor to help learners handle stress and anxiety during their studies?			
Tutor	We just tell them, its your study just work hard.			
Interviewer	Anything you would like to share with me?			

Tutor	Yes, top people, should come up with their NAMCOL tutors specific just for NAMCOL. Because now this thing of a fulltime teacher is working morning time from 8 until 2 and expect the person start from 2 to 8 again at night.			
Interviewer	Okay That's good suggestion. let me than thank you for your time			
Interviewer	Thank you very much, has a nice day.			
Tutor	Alright			

LEARNER PARTICIPANTS ANALYSIS

Centre 1

LEARNER 1 CENTRE1

	Transcriptions	codes	Sub theme	theme
Interviewer	Good afternoon			
Learner	Yes afternoon Mrs.			
Interviewer	How are you?			
Learner	I am fine how are you Mrs?			
Interviewer	I am fine,			
Interviewer	How do you feel as a distance learner?			
Learner	I am feeling like I got a second chance to improve my subject over again and it's a chance that I plan not to waste.	second chance to improve my subject over plan not to waste	motivation Goal setting	ODL SRL
Interviewer	Can you tell me more about that second chance?			
Learner	I failed last year and then I got a chance to do my subject again in ODL			
Learner	How do you keep yourself motivated to study?			
Learner	I tell myself that my own children they hope that one day I will be able to make something out of my study to provide for them.	Make something out of my study to provide for them.	Distant goals setting motivation	SRL
Interviewer	What are the benefits of studying through distance learning?			
Learner	Just time management , studying through distance does not require you to come to school every day it makes easiest way to come and perform my other duties.	Just time management Daily attendance perform my other duties	Ability to manage time Flexible to handle other responsibilities with your own time.	ODL ODL ODL
Interviewer	How do your tutors motivate you to work on your own to succeed?			
Learner	The tutors keep us motivated by telling us motivational success stories to believe in ourselves and that we can achieve anything as long as we will focus on whatever we want to achieve.	Motivational success stories Focus on what to achieve	Extrinsic motivation Goal setting	SRL
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study?			
Learner	It requires a lot of commitments.			
Interviewer	Were you ever taught by someone how to set goals for your study?			
Learner	Yes. Especially our Agriculture tutor use to tell us all those things.	knowledge on how to set own goals	Prior knowledge support	SRL ODL
Interviewer	What do you do to evaluate whether you understand the work you are doing?			
Learner	I evaluate myself by answering question form booklets.	answering question form booklets Booklets	Planning of learning strategies Monitoring of understanding of self evaluation strategies to test the cognitive ability Resources	SRL SRL SRL ODL

Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			
Learner	Yes I have challenges when it to ODL, sometimes we only have two classes per subject each week , also challenging when it comes to time, because not so much emphasising is put on a topic like the way it has done on full time.	Contact session hours insufficient Less emphasis on topics during sessions	support Dependency	ODL ODL
Interviewer	Do you have a problem to you manage time?			
Learner	No I don't have a problem to manage my time because I will just draw up a time table to study and that time to go to school again.	don't have a problem to manage my time table	Time management Planning committed	ODL SRL ODL
Interviewer	How do your friends influence your studying?			
Learner	In a positive way, because I have many friends Sometimes they benefit me and sometimes they did not benefit like sometimes they are just making lots of noise and if you were like put more efforts on your study no way you can just read your books	Positive and negative influence (peer influence) Make noise no way you can just read your books	Support Ability to cope with peer pressure Ability to cope with distractions	ODL ODL ODL
Interviewer	How do you go about to complete your assignments and prepare for exams?			
Learner	I complete my assignments with the help of my study groups and sometimes with the help of internet. I prepare for examination by drawing a time table.	study groups Internet. time table	Help seeking Dependency Technology Planning on learning strategies	SRL ODL ODL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	I use the nearby library near our house and it is very unusual for the library not to be conducive and in the library there are resources that are helpful. There are kids in the house and I use to send them away to their grandmother	Nearby Library Kids in the house send them away to their grandmother	Resources Planning Ability to create favourable learning environment	ODL SRL ODL
interviewer	Do you have technology skills to search for information on internet?			
Learner	Yes. I am skilled, because I just got a certificate. At the library there are computers there I will just make use of the computers to search for information.	technological skill to search for information Computers	Technology Resources Motivation (extrinsic)	ODL ODL SRL & ODL
Interviewer	How do you get access to internet?			
Learner	So like me I have a phone that has access to the internet so, I just take all my information that I want from there. It is only when you do not have enough credit then there is no way you can go to internet if you don't have credit.	Phone take information from internet lack of airtime	Technology Help seeking finance	ODL SRL ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	All those people they give me space, they just they understand about my study, they don't give you a lot of pressure? I am also employed as a volunteer in Red cross society but I manage because , I only go there when they call me.	they give me space, I manage because I only go when they call me They don't give you a lot of pressure? employed as a volunteer in	Support Time management s with studies Conducive learning environment Ability to balance and handle responsibilities	ODL ODL ODL ODL
Interviewer	If you find some difficult topics or the questions, what do you do?			
Learner	When I find such a topic that I don't understand and I am at school, I will just go to the tutors and make use of the internet	Consult tutors and internet to assist in understanding	Help seeking for understanding Responsible	SRL

				SRL
Interviewer	Do you understand the materials you are studying?			
Learner	Yes I understand all my material just because I did the subject before; I have the idea of what the subject is all about. Is more like a revising and learning what I did not get in full time...?	Ability to comprehend the material content	Cognitive ability to comprehend the content Prior knowledge	SRL SRL
Interviewer	How does your family support you in your study?			
Learner	They are very supportive just because if I need something that it requires with my study they will just give it to me . I will just give simple example, like pens, if I want a pen they will buy a pen for me	Supportive will buy a pen for me	Family Support	ODL
Interviewer	How is the relationship between you and your tutors?			
Learner	I have good relationship between me and my tutors, does much in a little time as allocated	good relationship	Institutional support	ODL
Interviewer	Apart from the tutors where else do you get support?			
Learner	I got support from my friends, colleagues and the library .	support from friends, colleagues and the library	External Support	ODL
Interviewer	Do you study in groups or with peers or you prefer to study alone?			
Learner	So we study in groups where we meet every Saturday somewhere in the village. We are in a group of 5 people and that benefits me by knowing what I never knew before Some people are far from others and only some who will just arrive there , as continue, if we are 3 we are just okay, 2 people who understand will help .	Study groups knowing what I never knew before Meet Saturday far from each others some who will just arrive 2 people who understand will help	Support Help seeking Responsibility Planning of learning strategies Manage to cope with a challenge of isolation Time management to adapt strategies Commitment Able to create favourable environment.	ODL SRL SRL SRL ODL SRL ODL ODL
Interviewer	When you find yourself stressed due to some challenges you mentioned earlier, how do you handle such stress and anxiety?			
Learner	I sometimes just keep quiet or listen to music or just sometimes start to relax just because of that stress.	keep quiet listen to music	Ability to handle stress and anxiety strategies	ODL SRL
Interviewer	What else can you share with me concerning your study in ODL?			
Learner	So I just feel good, when I am here in ODL just because I failed my grade 10 last year and I got a chance to come here again and enrol for ODL and that's good just because some people didn't get this chance I am getting here.			
Interviewer	Thank you for your time. Have a nice day.			

LEARNER 2 CENTRE1

		code	Sub theme	Theme
Interviewer	Good afternoon?			
learner	Afternoon Mrs.			
Interviewer	How are you?			
Learner	I am good, how are you Mrs.?			
Interviewer	I am fine; we scheduled our interview to take place.			
Interviewer	How do you feel as a distance learner?			
Learner	I feel good as I am given a second chance.	feel good	self-motivation	ODL
Interviewer	How do you keep yourself motivated to study?			
Learner	Study during my leisure time ... realizes what I have learned before.	Use Leisure time to study and to	Committed Time management	ODL

		keep him motivated Use Prior knowledge to keep motivated	Panning Responsible Motivation	SRL &ODL SRL SRL SRL &ODL
Interviewer	What are the benefits of studying through distance learning?			
Learner	I experience, especially on the lesson that I use to get, sometime a teachers can provide us with additional materials and I think it's very good	provide us with materials Independent work	Dependence on tutors Motivation	ODL SRL &ODL
Interviewer	How do your tutors motivate you to work on your own to succeed?			
Learner	Yes they motivate like, like they said we must once the, the ... lesson are over, when you arrive home, you must at least revised on what you have just covered, so that you can reveal your mind.	Yes they motivate like, like they said we must revise	Support	ODL
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study?			
Learner	I at least try to have, to behave well among elder's teachers and colleagues. So that I can succeed in my study and to have good attitudes in life, so that I can achieve what I want to achieve.	So that I can succeed in my study I can achieve what I want to achieve.	Self discipline Positive outcome and goal setting distant goals	SRL; SRL SRL
Interviewer	How do you make your own decisions regarding on what, where or when to study?			Respon sibility for own learning
Learner	Mhhh ... as i am a student I need to have my time table, my subject and a list of my subjects, which I set up what to study and the rime so that I can guide myself like at the time, at 10 o'clock I will study this but I normally use to find a safe place where there is, where there are no noise.	my time table I set up what to study a at 10 o'clock I will study this Safe place where there are no noise.	planning commitment responsibility favorable learning environment time management resource	SRL ODL SRL ODL ODL ODL
Interviewer	Were you ever taught to set goals for your study?			
Learner	Yes. Like I can set up my own timetable in my time table , I have 3 subjects , I write which time should I study before classes in the afternoon .	Study before classes in the afternoon	Planning Time management Responsible	SRL ODL &SRL SRL
Interviewer	What do you do to evaluate whether you understand the work you are doing?			
Learner	I use too... especially when I came across something that is troubling me, do not understand it . I can at least, relax so that I can just when I come back maybe I can be able to understand it and I put more concentration on it I can either translate to understand it better . I revised on what I have just study. I close my book and reveal what I was just studying	Lack of comprehension skills. Relax and come back Concentration translate to understand it better revise	Monitoring of own understanding self-evaluation Attention focusing strategies Cognitive strategies	SRL SRL SRL SRL SRL
Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			
Learner	Sometimes, I suggest going study, maybe there can be someone disturbing me, discourage me on ... you, you cannot make it . You are just like that, or even say just leave that, you will just come back, once you, you have done something that he or she wants you to go do.	disturbing discouragement doing home chores	Lack of favorable learning environment Support	ODL ODL ODL

			Ability to cope with challenge of discouragements Motivation Managing time to handle other responsibilities with your study.	ODL & SRL ODL
Interviewer	Do you have a problem to manage your time?			
Learner	Yes, sometimes if I happen I mean if I have, was having some work then after then, after than I forgot or even I didn't not just manage my time, I can come late I can come before the time as I have planned.	I didn't not just manage my time	Time management to balance other responsibilities	ODL
Interviewer	How do your friends influence your study?			
Learner	Some of them, they just influence me in good way. Encourage me to study, motivate me on how to study and how to, to ... and they give me lifestyles on how I can study well.	influence me in good Encourage me give me lifestyles on how I can study	Support Positive peer influence Motivational friends Study or learning strategies given by friends	ODL ODL SRL
Interviewer	How do you go about to complete your assignments and prepare for exams?			
Learner	Before I complete the assignment I take a rough paper, answering some questions on my own, without looking in the book or somewhere, where there is information, regarding to that assignment I am completing then later I will see if my answers were right or wrong I will correct it in order to make sure that, once I am going to complete the assignment there are no mistakes or? For exam I use to study before the starting date, I mean once the examination everything, I have, everything Then when examination is closer, I will just revise and study.	answering some questions on my own, without looking in the book will see if my answers were right or wrong I will correct it in order to make sure study before the starting date, revise	Responsible for Independent study monitors his understanding self evaluating Planning of learning strategies Motivation Attention focusing Revision Manage time to prepare early. Revision	ODL SRL SRL SRL ODL & SRL SRL ODL SRL
Interviewer	Where do you get those right answers?			
Learner	Sometimes I get it from, from my study materials that I provide with, sometimes I can conduct the library which we have here, so that I can at least find some information in those books that in the library	Study materials Visit library to get information	Resources Responsible help seeking	ODL SRL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	I just use to study in the house And it can be some disturbances, because there are kids use to make noise even though I am at the safe place I think is a safe place it is not, I just stop studying and when disturbance is not there, and then I can go back to study.	study in the house be some disturbances there are kids use to make noise think is a safe place it is no just stop studying t Go back to study.	Lack of favorable learning environment motivation Ability to cope with challenges Responsible	ODL SRL & ODL ODL SRL
Interviewer	Do you have a nearby library?			
Learner	Is not closer by our house, I use to walk a long distance even to come here...	Library far from their house Long distance	Resources ability to cope with isolation	ODL ODL

Interviewer	Do you have technology skills to search for information on the internet?			
Learner	Yes, once I visit the library, I will also be able to use computer to look for information on internet.	able to use computer Look for information on internet.	Technology	ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I use to complete my work at home so then I can go study.	complete my work at home then I can go study	Manage time to balance home responsibility with the study Responsible	ODL SRL
Interviewer	What do you do when you find some topics difficult or a question difficult to understand?			
Learner	I normally use to ... to ... write it down, once I came closer to my tutor, that she can assist me.	Write question down Consult tutor to help with understanding	Strategies Motivation Help seeking	SRL SRL &ODL SRL
Interviewer	Do you understand the materials you are studying?			
Learner	Some of them, I don't use to understand because some information are not clear and, there are difficult words, that I cannot try to explain for myself. I use to consult my dictionary	Lack of understanding Unclear information Difficult words Unable to interpret content Use of Dictionary	Lack of cognitive skills And poor comprehension skills Motivation Low self efficacy and esteem Help seeking Strategies resources	SRL SRL SRL SRL SRL ODL
Interviewer	How does your family support you in your study?			
Learner	I think they do not care about me because the school is far and I use to walk a long distance they could not provide me with any amount of money even to take a taxi but they use to provide me with study materials like when I am going to write exams, I need some materials like pens, pencils erasers.	do not care about me long distance taxi money provide me with pens, pencils erasers	support Finance Motivation	ODL ODL SRL &ODL
Interviewer	How is the relationship between you and your tutors?			
Learner	I have said, he...like my history tutor he use to provide us with some additional materials.	History tutor he use to provide us with some additional materials.	Support Tendency	ODL
interviewer	Do you study in groups or with peers or you prefer to study alone?			
Learner	No I just study alone the problem is like some peers are very far; there is long distance between our houses.	study alone peers are very far	Lack of support Isolation motivation	ODL ODL ODL & SRL

Interviewer	When you find yourself stressed due to some challenges you mentioned earlier, how do you handle such stress and anxiety?			
Learner	I just want to give up . But I encourage myself that life is just like that I can just even; I can just make it like even I use to work along distance.	Want to give up. encourage myself	Motivation Ability to cope with stress and anxiety persistence	SRL & ODL ODL ODL ODL
Interviewer	What else can you share with me concerning your study in ODL?			
Learner	Nothing else.			
Interviewer	Thank you very much for your time. Have a nice day.			

LEARNER 3 CENTRE1

	TRANSCRIPTIONS	CODES	Sub themes	themes
Interviewer	Good afternoon			
Learner	Good afternoon Mrs			
Interviewer	How are you?			
Learner	I am fine how are you Mrs?			
Interviewer	I am fine I learnt that you are in ODL. How do you feel as a distance learner?			
Learner	I feel like I am proud of it because it is so good to be a distance learner because you manage your time you don't wake up early in the morning you keep yourself so busy to make your assignment on time .	Feel good to be a distance learner you manage your time keep yourself so busy Make your assignment on time.	Motivation commitment Time management	SRL ODL SRL & ODL
Interviewer	What do you do to keep yourself motivated to study?			
Learner	I just look at the type of life how people are living in nowadays and I use to study very hard if when I did not make it last year so I have to make it this year, this year... to be someone in future	how people are living in nowadays have to make it this year, study harder distant goal to be someone in future	Positive outcome expectations Commitment, Goal setting	SRL ODL SRL
Interviewer	Studying through distance has benefits what are those benefits that you experience being a distance learner?			
Learner	Sometimes you can... if you don't that ability to study; you can get some information through other community members and also the friends that are in part time and other tutors .	Community support Friends and tutor support	Motivation Support	ODL & SRL ODL
Interviewer	How do your tutors motivate you to work hard on your own to succeed?			
Learner	They motivate me to be... whenever if I don't understand a question I have to repeat it and I am also to ask them the question through the assignments and if I don't understand and I have also to ask some of the community member or friends , even though I did not get time to study , to ask the tutors	understand a question repeat ask them the question community member	Monitoring of understanding Planning of learning strategies (Repetition) help seeking support	SRL SRL SRL ODL ODL

		no time to study	time management	SRL
Interviewer	In distance learning you need to be self disciplined, how do you discipline yourself to study?			
Learner	Like if I.... when I come from home going to school every day I have to if I get someone in the way I have to greet him, not like go to the bars drinking alcohol and forgetting my books I have just to be self motivated that I have to study very hard to make it , I cannot go to the bars and I forget my books I don't care of Namcol but I have to be strong through those even at our house, are nearby bars I have to be very strong to that.	being self motivated and self disciplined and committed study hard to make it nearby bars	Ability to cope with challenges Commitment Motivational belief Goal setting Manage learning environment	ODL SRL SRL ODL

Interviewer	How do you make your own decisions on where, when and what to study?			
Learner	I just write a list by just to write ... at least to make myself stronger to study very hard just to look checking in the morning that have to do this and this before I go to school or before I am school. I also set up my timetable . For a day that if it like Tuesday I have to study this subject starting where I have ended and going through the subject and checking some old question paper even though they are not NAMCOI.	Write a list of what to do Ability to be stronger to study Home responsibilities Time table studying where I have ended past question papers	Planning of learning strategies cope with other responsibilities Time management Commitment Attention focusing resources	SRL ODL ODL ODL SRL ODL
Interviewer	Were you ever taught how to set goals for you study?			
Learner	Yes I was taught first on how to set up my own to study . They just taught us how to make your own time table regarding to the class timetable they must not be same they must, yours must be your own this time I am free I have to study this time and that time that's all.	Knowledge on how to set goals	support	ODL
Interviewer	Okay how do you learn, how do you go about your subject that you are studying in ODL?			
Learner	First before I took my books I have to some drink water and then pray after praying I took my books and study and if I did not look the summary book I take the question paper to revise what I have read through the evening I have to revise it in the morning in a question paper without the summary the tutor have gave us	Drink water and pray before studying Study in summary book and question paper	Planning of learning strategies Resources Revision Time management Support	SRL ODL SRL ODL

		Revision in the morning Tutors gave the summary	Dependency	ODL SRL
Interviewer	How do you evaluate yourself that you understand what you are studying and are making progress?			
Learner	If I want to see that I understand I use to close my books take a question paper I go out, go out of the studying room, night recall what I have read during the night or day just recalling.	Close the book and recall what has read	Planning of learning strategies Monitoring of understanding Imagery	SRL SRL SRL
Interviewer	Do you experience problem in your study?			
Learner	Yes sometimes when I am ever studying I use to be sometimes use to be tired and sometimes I don't want to touch some the books there even though I eat or not I am just like that whenever I went to the class I feel like that whenever I went to class I feel like I don't want to be taught even teacher is explaining in front of me, I do not know what he/she is talking about.	use to be tired I feel like I don't want to be taught Poor concentration	Motivation to study Ability to cope with challenges Lack of interest in lessons Attention focusing	ODL & SRL ODL SRL SRL
Interviewer	What are the challenges you experienced studying on a distance?			
Learner	It is like this, alcohol abuse and also like if now am on my own, I can use cell phone to ... I can't manage myself to say cellophane can switch it off and study, it is also a challenge of that and also if somebody say "come let us go" I can go if I don't self motivation ... make myself that I have to, study very hard so sometimes is like that.	Use of cell phone Peer pressure	Commitment Responsible for own learning Ability to cope with challenges Strategies Self discipline	ODL ODL ODL SRL SRL
Interviewer	How do you travel to your centre?			
Learner	I walk because it is not far	Centre is near		
Interviewer	Did you experience any problem to manage your time?			
Learner	Especially when I am at home, not at school, at home sometimes if I did not wake up early in the morning, usually I use to wake up at 4 am and study, but if I am not, 6 o'clock you have to do household work before you go to school so it makes me that I did not manage my time anymore for studying, I did not get time to study I just get on the house work instead of studying	Wake up to study Home chores Poor time management due to other responsibilities	Commitment Coping with other responsibilities Ability to manage and balance time with other responsibilities	ODL ODL SRL & ODL

Interviewer	Do you have friends?			
Learner	Yes I do			
Interviewer	How do your friends influence your study?			
Learner	Sometimes friends of mine some are good and some are bad , some good of them they use to come to my house whenever I am at home but at school I do not have friends only at home they come and we study in a group, we are just two of us. I just use to study with one friend and we only study in pairs so, when I don't understand a question I ask my friend and if she do not understand she also ask me it use to improve so good.	Positive and negative influence of peers Study in pairs to help with understanding with the content	Support Help seeking	ODL SRL
Interviewer	How do you go about to complete your assignments and prepare for examination?			
Learner	Whenever I am doing the assignment, I use to check the question first before I answer it and understand it. ... I use to study some months before exam so I ... have to revise even though I study I have to revise again and when the examination comes I have to be ready for it, everything on its place	Check the question first before I answer it and understand it. to study throughout the months Revise	Monitoring of understanding Attention focusing planning Responsible	SRL SRL SRL ODL
Interviewer	Do you have enough information to complete your assignments?			
Learner	No I do not, some questions are difficult. I use to go to the library and get some information from the books or some questions and words in the questions are been ... if I don't understand it I went ... like me I don't have a dictionary myself so I use to go to the library and get information from the library.	Library Books and dictionary to help with the understanding of questions	Support and responsible Help seeking Resources Panning on learning strategies	ODL SRL ODL SRL
Interviewer	Do you think the library is helpful to you?			
Learner	Yes, it's very helpful if ... like the ... library have a lot of books and some I did not get the information from booked I can go to the computer and get some information from the computer going through the internet			
Interviewer	Do you have technology skills to search for information on the internet?			
Learner	Technology things. Yes.	Have technology skills	technology	ODL
Interviewer	Describe your learning environment where you prepare for examination and do your assignments?			
Leaner	Like my home is nearby bars , whenever like I use to study in the night and the bars are just quarrelling I use to sleep at 4 o'clock, the bars are closed then. I study through from 4 o'clock to 6 o'clock then I don't disturbed anymore. I continue to other work.	Noise from nearby bars Study through from 4 o'clock to 6 o'clock	Lack favourable environment Able to manage time to adapt learning strategies	

		then I don't disturb anymore.	Ability to cope with challenge	
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	In the house just before I go to school I have to help our my parents that at school all my friends I have to keep them aside , first so I keep on in regarding of my study I have just to be serious on my study , I keep aside my friends and concentrate on my studies .	help our my parents friends I have to keep them aside concentrate on my studies	Balance time with other responsibilities and friends attention Motivation responsible	ODL ODL SRL
Interviewer	What do you do when you find some topics or some questions difficult to understand?			
Learner	If I don't understand the question I use to repeat it even for three time, If I did not again understand it I go to the tutor and explain to me very well so that I can understand the question.	Repeat the question for understanding go to the tutor	Repetition Learning strategies Help seeking support	SRL SRL ODL
Interviewer	Do you understand the materials that you are given in your study?			
Learner	Yes, they are not much difficult because the thing that am doing this year are the same things I have done last year they are not that much difficult and when they become difficult I will find a way to make myself understand them .	Not difficult when they become difficult find a way to understand	Motivation Ability to comprehend the content Strategies	ODL & SRL ODL SRL
Interviewer	How supportive is your family in your study?			
Learner	Actually some of them they ... if I don't have time they use to say go and study they make a meeting for me, motivate me a bit on how to study and if alone I take my question papers to them just if they can understand and I can also get some understanding from them also ...	Tell her to go study Motivate me a bit on how to study Help to understand the question paper	Support Help seeking	ODL SRL
Interviewer	What other support does your family give you?			
Learner	They support they use to give me is just if I ask them, I don't have a pen , I don't have this I don't have that, they use to give me just like they did it all those years when I was a full time student.	I don't have a pen	Support resources	ODL ODL
Interviewer	Describe your relationship between you and your tutor?			
Learner	The relationship between me and my tutors is good, they are friendly they are very helpful and if you ask them a question, they just answer as they understand it too, they	Tutors are friendly, helpful	Support	ODL SRL

	can explain it to me very well and so that I can also understand it too. They are very friendly.	explain it to me very well	Help seeking to understand the question	
Interviewer	Apart from your tutors, where else do you get support for your study?			
Learner	Nowhere, I just get it from my parents.			
Interviewer	You already indicated that you study in pairs, how that helped you?			
Learner	It helped me like to more to understand question and my friend use to motivate me so that I can study very hard or finish my assignment on time like this friend of mine is just a full time not part time but full time use to motivate me that you must study hard, if you don't understand the question you come to me, if I don't, I come to you just like that.	to understand question to motivate me so that I can study very hard or finish my assignment on time	Help seeking support	SRL ODL
Interviewer	How do you study with full time learner if you are on distance?			
Learner	Actually we use to do this in weekends in weekends we get time to come together but through because I use to go 3 days in a week.	Study together in weekends we get time to come together	Planning Time management Commitment	SRL ODL &SRL ODL
Interviewer	When your friend is not around do you also prefer to study alone?			
Learner	Yes I do.	Also prefer to study alone	Ability to work alone	ODL
Interviewer	In ODL you may find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	I handle it like; if I am much stressed I use to realize it myself. I use to have headache. I just drink a lot of water even 1 litre then I sleep; from there when I wake up I will be fine.	Drink a lot of water Sleep and when I wake up I will be fine	Ability to handle stress and anxiety. Strategies	ODL
Interviewer	Okay that you for your time have a nice day.			
Learner	Thank you have a nice day too Mrs.			
Interviewer	Okay.			

LEARNER 4 CENTRE1

	Transcriptions	Codes	Sub themes	themes
Interviewer	Good afternoon			
Learner	Yes afternoon Mrs			
Interviewer	How are you?			
Learner	I am good how are you Mrs?			
Interviewer	I am fine thank you Eee... you are a distance learner at this centre?			
Interviewer	How do you feel as a distance learner?			
Learner	I am feeling good, because if it was not this program I am just staying home,	Feeling good	Intrinsic Motivation	SRL

	because I fail last year and I would like to say thanks to our government to , to (looking up) for introducing this program, because it even decrease us from.. To be street guys.			
Interviewer	What do you do you to keep yourself motivated?			
Learner	I use to tell myself that even I fail last year is not the end of the world and it's not mean I will never pass. I even know some of our village mates they were failed but now they are working in the offices , that mean it is also give me good example that if you fail you can make it again .	even I fail last year is not the end of the world village mates they were failed but now they are working in the offices You can make it again.	Motivational beliefs Positive outcome expectations	ODL & SRL SRL
Interviewer	What are the benefits of studying through ODL?			
Learner	We have enough time , we will not attend classes all the days And we have enough time to study and we are given enough books even.	have enough time to study Enough books	Time management Motivation resources	ODL ODL & SRL ODL
Interviewer	How do your tutors motivate you to work on your own to succeed?			
Learner	They use to motivate us that are yourself confident and we must avoid bad friends , you cannot repeat what you have done last year.	Self confident Avoid bad friends(negative influence)	Support to be motivated Ability to cope with challenges	SRL ODL
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study?			
Learner	I need to be home always and read my books or at least even sometimes if I get stuck I have to find a way to contact my tutor so that he/she can assist me .	Stay home study contact the tutor for help	Commitment Self discipline Responsible Help seeking to assist with understanding	ODL SRL SRL SRL
Interviewer	How do you make your own decisions regarding on what, where or when to study?			
Learner	I use to make my own decision by arranging my time go to the library, I even have my study time table , my study time table is always reminding me that this time you we suppose to be at the library studying or suppose to make your revision .	arranging my time library time table revision	Time management Commitment Responsible Planning of learning strategies	ODL & SRL ODL SRL SRL SRL
Interviewer	Were you ever taught to set goals for your study?			
Learner	I was taught the time I was in grade 8 there from I take it and always I use to make sure I have it .	Knowledge on how to set goal	support	ODL
Interviewer	What do you do to evaluate whether you understand the work you are doing?			
Learner	I use to make, to make my own exam to set up my question and a day a time just to read questions and answer without looking in my book to... for me to make sure that yes I can understand this question if I find this question in exam I can able to answer it and if question that I will not be able to answer is the question I am going to attack .	Make own exam Answer questions	Plan learning strategies Monitoring of understanding Motivation Self efficacy belief	SRL SRL ODL & SRL SRL
Interviewer	Attack it how?			
Learner	By finding the answer and making simple how to answer it.	finding the answer	Help seeking	SRL
Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			

Learner	I use to experience challenges as long as, my study time table, sometimes can met with some work and I have to tell my parents... No, this time just allows me according to my study time table , I have to be busy with my books , so those are the challenges I use to face.	met with some work permission to go study	Ability to cope with other responsibilities planning support commitment ability to cope with challenges	ODL SRL ODL ODL ODL
Interviewer	How do you manage your time to study?			
Learner	I use to manage my time by considering my hour, to the timetable I given, that this time you need to be at school and this time you need to prepare yourself to going to the centre I use to manage to arrive on time always, I never be late to come to the school	considering my hour time to be at centre manage to arrive on time always I never be late to come to the school ways,	Time management motivation commitment	ODL& SRL ODL &SRL ODL
Interviewer	How your friends do influence your studying?			
Learner	My friends always encourage me to be self confidence and you must believe in yourself that yes whatever it cost I can make it, and iyaa...I even to ask them and tell them that don't throw me away my friends I still need you. Your motivations where I get stuck drive me from bad way to the right way.	Positive influence from peers	Support Ability to manage peer influence	ODL ODL
Interviewer	How do you go about to complete your assignments?			
Learner	I complete my assignments just by going to the library, searching for information where I get stuck but I would like to say thanks because ,as I was in full time last year I never get stuck from assignment 1 to 3, I manage to answer it on time and by myself even.	library search for information manage to answer it on time and by myself	Planning Commitment Help seeking time management	SRL SRL SRL ODL &SRL
Interviewer	How do you prepare for examination?			
Learner	I prepare for my examination by being always busy with my books , and make sure that enough of my time I spend it with book and telling self like now my best friend is just my books	Busy with busy Enough time with books Book as a best friend	Planning Time management Committed Motivation Attention focusing	SRL ODL & SRL ODL SRL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	My learning environment is very good , we even have a regional library even like this time is too hot to be home and some noises from bars are coming , I use to go to the library where there is a studying room. Like near our houses there, there is even a church that use to make noise	Good learning environment library disturbances from bars and church	Manage learning environment Resource Ability to cope with challenges	ODL ODL ODL
Interviewer	How helpful is the library to your study?			
Learner	There is enough information there.	Enough information	resources	ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	Yes	Have technology skills	Technology	ODL
Interviewer	How do you get access to internet?			
Learner	In the library if you need something from internet they can give you a computer to	Computers internet	resources	ODL

	search for that information, you can get and download it from there you are going ahead with your studying.	search for that information downloads	ability to search for own information (help seeking) Ability to use technology	SRL ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I use to divide my time, like I use to take my nephew from the kindergarten before I go to school and I am just doing it according to the time just if I say 30 min to go take that child to home and come to go take that child home and come go to school that's just what I use to do and. least I use to make sure always that, that I will not waste any of a second.	divide my time take the child to kinder Will not waste any of a second.	Ability to balance time Handle other responsibilities motivation	ODL ODL SRL&ODL
Interviewer	If you find some topics or the question difficult, what do you do?			
Learner	I go to ask to the tutors, to, so that they assist me in that question especially in assignment 3 I were get stuck with one question I remember then our tutor help me	ask to the tutors	Support help seeking	ODL SRL
Interviewer	How does your family support you in your study?			
Learner	They support me, there I would like to say thanks to them because they support me wherever I need a help at least they try. Even they never satisfy my need that's how things they are. There are some of my sister and cousin who finish school already. I use to get some information and some new information that I never heard, I can get it from them. They use to tell me that if you want to do this, you must be like this	Family Support Needs satisfaction Get information	Support	ODL
Interviewer	Do you study in groups or with peers or you prefer to study alone?			
Learner	I like to study in pairs, because by studying in pairs you can, learn to summarise answers in short so that we can make it easy for use to remember be in pairs is very good, because when you are studying in pairs everyone give what he know. We can learn more from them.	study in pairs summarise answers Can learn more from them.	Help seeking strategies	SRL SRL
Interviewer	When you find yourself stressed due to some challenges you mentioned earlier, how do you handle such stress and anxiety?			
Leaner	I use to get stress sometimes even by my family, this time you have to be too with your books but you have to do that, it can cause me stress sometimes you need a help but the tutor did not help, it cause me to be stressed but what I keep myself just to say "No problem then I continue with what I know because one question cannot prevent you from passing.	No problem then I continue with what I know	Ability to handle stress and anxiety	ODL
Interviewer	What else can you share with me concerning your study in ODL			
Interviewer	Anything you want to say with me concerning your study?			
Learner	As a distance learner at least no-one want to be a distance but just come automatically but I ignore. I am sure enough this year I will make it, just what			

	I wanted to share with you this listen that I get this last opportunity to make it and I will try			
Interviewer	Thank you very much for your time, have a nice day.			
Learner	You are welcome Mrs.			

LEARNER 5 CENTRE1

	Transcriptions	Codes	Sub theme	Themes
Interviewer	Good afternoon			
Learner	Yes, good afternoon miss,			
Interviewer	How are you?			
Learner	Good, How are you Miss?			
Interviewer	Am fine, thank you. As you are an ODL learner at this centre, how do you feel?			
Learner	Well, as a distance learner, I feel happier, I got no problems because, and I am improving my subjects everything is going well.	I feel more happy, Everything is going well.	Self esteem motivation	SRL SRL
Interviewer	You are enjoying it to be in?			
Learner	Yes, I am enjoying it.			
Interviewer	How do you keep yourself motivated to study?			
Learner	I motivate myself by studying very hard, I have... I have role models who motivate me to study, so I always look at them, and look at my fellow learners, who are doing very well in their examinations, so those motivate me allot.	studying very hard role models	Responsibility motivation	SRL SRL & ODL
Interviewer	What are the benefits of studying through distance learning?			
Learner	I think there are allot of benefits here. Like Namcol provide us lots of resources, we have modules, we have examination booklets, so I make use of them and its cheap like to register your subjects and examinations fees it is not really much.	lots of resources, modules, examination booklets, it's cheap like to register	resources finance	ODL ODL
Interviewer	How do your tutors motivate you to work on your own to succeed?			
Learner	Our tutors use to motivate us by saying where there is a will, there is always a way. So I get something from him. I like what he said. Study hard; like we need to be serious with our study, to shape up	Motivated to study hard Be serious	support positive outcome expectations	ODL SRL

	our future, we are still young, so it's very good, I like it.	Shape up future		
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study?			
Learner	I have a timetable, like to manage my time. I discipline myself by just not being around streets, at bars, I am always home, making my revision, looking at my time, what time am I having classes and yes..Is all what I do normally, to discipline myself to be good...student.	Time table Managing of time revision looking at my time	Planning Time management Commitment Revision strategies	SRL ODL &SRL SRL SRL SRL
Interviewer	Were you ever taught to set goals for your study?			
Learner	Yes... like last year when I was in school, our life skills teacher taught us that.	like last year in school previous teacher	Prior knowledge Adapt strategies	SRL SRL
Interviewer	What do you do to evaluate whether you understand the work you are doing?			
Learner	We have examination booklets, we provided by NAMCOL I like to reading those past question papers, those examination question papers and their answers are there behind the book I go through the questions first and later on I go check the answers in the book to compare my answer with the one that are provided at the end of the book.	examination booklets to reading those past question papers go through the questions check the answers	Plan to use learning strategies resources Monitoring of understanding Self assessing	SRL ODL SRL SRL
Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			
Learner	There are a lot of challenges like here as we are home, our parents do not really put too much effort on us because some they think now we lost last year in a final exam, this year and many people like to say, "you did poorly while you are in school how can you just now improve while you are a NAMCOL learner. There are also lots of friends in a street there, lots of friends who like, some influence you like, let us go at this bar, and have this alcohol and stuffs, so those are the challenges again, because being home just for the whole year is something very difficult" there are a lot of challenges there, what you need to do, you just have to be strong unlike those learners who are in full time, some are hostel likes, some they everyday Monday to Friday they go to school, but we go to school as from Monday to Wednesday and those days again you are just home studying, it's not easy.	Lack of parents effort Doubt on performance by family and peers Negative influence from friends Contact session from Monday to Wednesday it's not easy to be home	Support Motivation ability to cope with challenges of discouragement Ability to cope with challenges of peer pressure Support Motivation	ODL SRL SRL ODL ODL ODL ODL &SRL

Interviewer	How do your friends influence your studying?			
Learner	I choose friends who accept me as I am, I have friends who understand where I came from , friends who understand what are my problems are and also friends who like advising me.	Positive influences	support	ODL
Interviewer	Describe your learning environment.			
Learner	I am from a village , so there my studying place is very cool . I normally took a chair and table ; I go sit under the tree . That is my place to study is very cool for studying . I really appreciate about that my environment is very good	Village setting Cool study environment	Manage learning environment Planning Adapt strategies	ODL SRL SRL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	I complete my assignment normally before the due date , I like doing my things earlier, studying earlier before exam, because I learn a lesson , and I complete my assignment with time . For instance you assignments' due is tomorrow you are starting doing a lot of mistakes in there, so it's when lead to know your performance.	Complete assignment before the due date with time Study earlier before exam	Ability to manage time Goal seating Commitment Planning Responsible	ODL & SRL SRL SRL SRL SRL
Interviewer	Do you have a nearby library?			
Learner	Yes and that library is fully equipped . You can borrow a book, you can just go ask for a permission to use a computer , you use internet to get your information. It's very good. I like it too much .	Library computers I like it too much.	Resources learning environment help seeking	ODL ODL SRL
Interviewer	Do you have technology skills to search for information on the internet?			
Learner	Yes, at the beginning it was so difficult but our library there, it offers computer classes. If you want to get some skills in computer, how to use a computer, we are given computer classes , you register your name just go along with your ID, you register that you want computer classes, you be taught how to use a computer .	Have technological skills Difficult at beginning computer classes	Technology skills motivation Resources support	ODL SRL ODL ODL
Interviewer	Is the training for free or you have to pay?			
Learner	Those classes are just for free as long as you just go with your ID you get trained just for free...	Training	Support Resources	ODL ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			

Learner	I am a sport man, I play soccer, I play league at a second division here at Ohangwena, I really like it and I think I manage my time very well. It's going well. Before I go to sport I make sure I study first cause and like if am having classes, so I will not go to sport that is how it works.	Soccer player Routine hobby (leisure time) Manage time Study before sport Attend class instead of sport	Balance time to handle other responsibilities Commitment Goal setting Self discipline to manage time	ODL SRL SRL SRL
Interviewer	What do you do when you find some topics difficult or a question difficult to understand?			
Learner	If I am struggling I will approach my fellow learners first, if we are still struggling, as I said earlier there we approach the tutor to ask the question that we don't understand but first I make sure I approach my fellow learners to ask.	approach my fellow learners and tutors question that we don't understand	Help seeking for understanding Task analysis	SRL SRL SRL
Interviewer	Do you understand the materials you are studying?			
Learner	Yes I understand those materials, those materials are just the modules, like you been provide with two modules of the subject and an excellent book, like those the resources only that we. I think they are not enough, they are not enough... Sometimes if you have money. Like me I did not buy anything I only use my old summary book and plus modules, plus those modules and excellent books and those test, past test question papers.	understand materials' content modules excellent books if you have money use of past books	Language proficiency Ability to comprehend the content Inadequate of resource finance ability to cope with challenges strategies	ODL SRL ODL ODL ODL SRL
Interviewer	How does your family support you in your study?			
Interviewer	I like my family they support me in my studies like, when I registered at beginning of the year, when I registered NAMCOL, they give me money to register, pay money for the examination fee, and they also provide me food. Yeah, they give me transport money when I am coming at school, so they always make sure that they provide me something...	family they support me Registration fees examination fee, Provide me food. transport money	support finance resources Ability to cope with challenges	ODL ODL ODL ODL
Learner	Do you come with the transport to school and why?	Support just from family and friends.	Support help seeking	ODL SRL
Interviewer	Yes every time I am getting a taxi to the centre, because I live far, very far, I am from Omafo and the centre is here at Ohangwena. It's a long distance.	every time I am getting a taxi to centre Long distance	Ability to cope with challenges Finance	ODL

			commitment	ODL SRL
Interviewer	How is the relationship between you and your tutors?			
Learner	We really appreciate our tutors, we don't have complains about the tutors , they are trying their best , but sometimes we can just see that the tutor today, the tutor is tired, but they try their best.	Tutors trying their best	support	ODL
Interviewer	Where else do you get support apart from the tutor?			
Learner	Well, NAMCOL centre have we have a nearest community library there. It's very big there are a lot of resources there. There are computers, there are excellent books, there modules . There are... so everything is just there, there I got lot of information or resources about my subjects.	Nearest community library there. It's very big a lot of resources	Resources	ODL
Interviewer	Do you study in groups or with peers or you prefer to study alone?			
Learner	Yes alone, first I like studying on my own from there like at this moment first I just have to study my book alone, from there, if I am struggling with some topics now, is there , is where we are going to form groups , asking our fellow learner topics that we are struggling with. We share ideas .	first I like studying on my own going to form groups later Sharing of ideas.	Ability to study independent Help seeking Planning strategies	ODL SRL SRL SRL
Interviewer:	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	As I told you earlier that I am a sport man, I sometimes go for sport and also like listening to music that's my hobby , sometimes if you don't have sport today than I listen to my music, I sleep, I read my magazines or I read my newspapers , that's how I normally beat my stress away . And life goes on .	go for sport sleep listening to music read magazines and newspaper beat stress away life goes on	Ability to cope and handle stress and anxiety Strategies Motivation persistence	ODL SRL SRL &ODL SRL
Interviewer	Do you want to share with me something concerning your study?			
Learner	Yes the materials that have been provided by NAMCOL, are not enough, being honest materials are not enough. At least NAMCOL should provide us again, not us but my fellow students, also maybe those that maybe are not going to do well, because I am sure I will make it this year next year am not in NAMCOL.	Insufficient materials I will make it this year	resources Self efficacy belief Positive outcome expectations. Distant goal setting	ODL SRL SRL SRL

Interviewer	Thank you for your time. Have a nice day.			
Learner:	Thank you Mrs Thank you.			

LEARNER PARTICIPANTS

CENTRE 2

LEARNER 1 CENTRE 2

	Transcription	Codes	Sub theme	Theme
Interviewer	Good afternoon.			
Learner	Afternoon mam.			
Interviewer	How are you?			
Learner	I am fine. How are you mam?			
Interviewer	I am fine thank you How do you feel as a distance learner?			
Learner	I feel so bad because I fail my grade 10 but I will concentrate on my study to make it	feel so bad due to underperformance I will concentrate on my study to make it	Low self esteem lack of intrinsic motivation Distant goal setting with self-esteem of being capable again Positive outcome expectations	SRL SRL
Interviewer	How do you keep yourself motivated to study?			
Learner	Sometimes I use to study , or to choose place where to read my books	Look for a place to study	Ability to create favourable learning environment	ODL
Interviewer	What are the benefits of studying through open distance learning?			
Learner	My benefits are I suggest is to focus on my study I pass and go to another grade and I can choose my time to go to school	Focus in study to pass Free time to attend sessions	Attention focussing Goal setting Intrinsic motivation commitment	SRL ODL
Interviewer	How do your tutors motivate you to work on your own to succeed?			
Learner	Our teachers always told us to work and read hard,	work and read hard	Institutional support	ODL
Interviewer	Being a distance learner you are required to be self-disciplined. How do you discipline, control yourself and to make your own decisions on where, when and what to study?			
Learner	I started to respect my tutors and to respect other, other learners I control myself not to influence by those bad people.	Have respect Not to be influenced	Self-motivation to self-discipline Ability to manage peer pressure	SRL ODL
Interviewer	Were you ever taught to set your own goals how to plan, how to use different learning strategies, do you plan in your own different learning strategies?			
Learner	Yes. My tutor taught me. To use my strategies, when I finish my summary I start... when I finish I started to answer myself a question or to write in a note	Tutor support to teach goal setting Read summary and answer own questions and write notes	Institutional support to set goals	SRL SRL

			Plan to use learning strategies Self-monitoring of understanding	SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	I close my book and then I start to think of what I have study... what I have read in my book.	Close the book and start to think of what have been studied.	Planning strategies Monitoring of understanding	SRL SRL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	Sometimes, I did not get time to read. Because there are some works in the house to be done. Sometimes I am late to the centre, I walk or sometimes I go with a taxi sometimes.	did not get time to read due to work at home and get late to centre walk to the centre or take a taxi	Time management to cope with other responsibilities Finance	ODL SRL ODL
Interviewer	How do your friends influence your studying?			
Learner	They take up my time to study by laughing and telling stories	Negative influence from peers	Poor support from peers	ODL
Interviewer	How do you go about to complete your assignments and prepare for examinations?			
Learner	I take my own time and complete my assignments and read my exam before it comes. Sometimes if I have some question that I don't understand I go to my friends or to the neighbours to help me, those people who already completed their grade 12?	Take time to complete assignments Get help from friends and neighbours	Ability to manage time Help seeking with understanding	ODL SRL
Interviewer	Describe your learning environment where you prepare for examination and do your assignments?			
Learner	My learning environment is a safe place there is no noise.	safe place there is no noise	Good learning environment	ODL
Interviewer	Do you have nearby library where you can access information			
Learner	No.	No library	Lack of resources	ODL
Interviewer	If you were having a library helpful is the library resources to your study?			
Learner	It is important because you can find things that you never see, like tough things that we learn in life science and Geography	Difficult things	Low cognitive skills	SRL
Interviewer	Do you have access to internet?			
Learner	No. My parents they don't have internet, we don't have internet at the centre.	Not access to internet.	Lack of resources	ODL
Interviewer	Do you have technological skills to search for information?			
Learner	No, I do not know computer.	I do not know computer,	Lack of Technology skills	ODL
Interviewer	How do you manage to handle other responsibilities at home and your friends amidst your study?			
Learner	I have to finish work in the house and then after I go and read	Try to finish work first and read later	Ability to handle other responsibly Planning Time management	ODL SRL ODL & ODL
Interviewer	What do you do when you find some topics or questions difficult to understand?			
Learner	That question that I don't understand I have to go ask my tutor at the centre. Sometimes they give me the answer sometimes they just give me a way to get the answer	Ask tutors to help with understanding	Help seeking to understand questions	SRL

		They just give me a way to get the answer	Institutional Support	ODL
Interviewer	Do you understand the materials that you are given?			
Learner	Some I understand but some I don't understand I go with my booklet to the tutor to help me.	Some materials are understandable but some are not Go to tutors with the booklet for help	Low cognitive skills to understand materials Help seeking ability resources	SRL SRL ODL
Interviewer	How supportive is your family in your study?			
Learner	Sometimes like my parent and my cousin they like always blaming me,	Blame from the family	Lack of family support,	ODL
Interviewer	Describe your relationship between you and your tutor?			
Learner	My tutors help me where I need help.	tutors help me where I need help	Institutional support	ODL
interviewer	Do you study in groups or with peers?			
Learner	Study alone because in our house is only me in grade 10, and my classmates, their houses are far	Study alone due to isolation of peers	Able to work alone Isolation	ODL ODL
Interviewer	When you find yourself stressed because of the challenges that you have, how do you handle such stress and anxiety?			
Learner	I practice how to relax	Relax when stressed	Able to handle stress and anxiety	ODL
Interviewer	Do you have anything you want to share with me?			
Learner	No.			
Interviewer	Thank you for your time have a nice day			
Learner	Okay Mrs...			

LEARNER 2 CENTRE 2

	Transcriptions	Codes	Sub themes	Themes
Interviewer	Good afternoon.			
Learner	Afternoon Mrs.			
Interviewer	How are you?			
Learner	I am fine, how are you mam?			
Interviewer	I am fine.			
Interviewer	As you are a distance learner at this centre, how do you feel as a distance learner?			
Learner	I feel left out. I lost a lot, when I am doing this distance learning it is not really a good thing to do. My fellow learner, have moved on with their studies and I am like back, is still a long journey to go, so I can reach them, so I feel very bad.	Feel left out ,bad to be in NAMCOL Fellow learners have moved on. Still a long journey to go	Low self esteem	SRL
Interviewer	How do you keep yourself motivated to study?			
Learner	I look on life itself and people that are moving on that, that keep me motivated because, when I look at my fellow like some of my fellow student or learners, they are already in grade 11 they are about to go in grade 12 next year, while I am still in grade..... repeating grade 10 so, that motivates me to say that, at least I have to go, to move on, I don't have to back out I have to move on, so that I can go again in grade 11. Where my student were once again	look on life itself and people that are moving on I have to go, to move on, I don't have to back out I have to move on, so that I can go again in grade 11.	Positive outcome expectations Distant setting Intrinsic motivation Goal	SRL SRL SRL

Interviewer	What are the benefits of studying in open distance learning?			
Learner	The benefits of studying in distance are that you have your free time to study, you choose anytime, anywhere any place to study , and it's not like in full time. You have your own schedule. You are on your own you have to study your own.	have your own schedule of time and place to study	Planning Time management	SRL ODL &SRL
Interviewer	How do you tutors motivate you to work on your own to succeed?			
Learner	My tutors give motivation , you know. They lead you to study, they give you options to decide on, and it's either you study one 1 hour per day, whole day or study 2 hours per..... You choose, which, which, which, life is good, so they give you that, that confident of saying, you see when I am standing I also went through this and this. So they motivate you.	tutors give motivation to study options to decide on studying style	Extrinsic motivation Tutors guidance on planning	SRL SRL
Interviewer	Being a distance learner you are required to be self disciplined. How do you discipline, control yourself and make your own decisions on where, when and what to study?			
Learner	Being self discipline and self.... control yourself it's something that you have to gain your own by your own, nobody have to do it for you , nobody has to push you in it, so its, its only judging bad and good in life. When you have discipline it's start on your attitude on your behaviour and on the lifestyle that you grow up in... so.... and to control yourself is something that you have to put in your mind all time that when you are doing this is right when you are doing that is wrong so it's really someone's ability to do. It's not someone to.... it's like someone who comes at your door and knock and say do this, and do that because you are... I am an adult I don't need anyone to do that for me so , it is up to me. I control myself that I have to study, no matter what, even though I am not in the mood to study.	gain your own by your own, nobody have to do it for you, judging bad and good your attitude on your behaviour and on the lifestyle that you grow up Study even not in the mood of studying	Intrinsic motivation Goal settings Ability to work independent Self judgement Commitment Goal setting Intrinsic motivation	SRL SRL ODL SRL SRL SRL SRL
Interviewer	Were you ever taught to set your own goals how to plan, how to use different learning strategies, do you plan in your own different learning strategies?			
Learner	Yes by setting goals it is something that we were taught like in primaries, from grade 5 to grade 10. You are taught how to manage your time, how to set your time, you do thing in some subject like management of time in some subjects, so you gain those experience and you put it in reality and see if will work out.	Taught how to set goals in previous grades	Prior knowledge skill To adapt strategies	SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	I accompany some question papers and try to answer them without using a booklet or just testing my own knowledge my own intelligence using my own words , and the same time the things that are in the book that's how I see if I am moving on or not if I have to go back to another certain topic or certain section and see if I can re-do it . My learning strategies is that I learn writing through strategies is that I learn through writing when I am reading I am writing also and when I am reading I read out loud not in silent that's how I learn. I am explaining to myself and I am also summering my own work .	Question paper to check own understanding	Help seeking with understanding Self monitoring of understanding	SRL SRL SRL

		Learn through summarising, reading aloud to comprehend what is read	planning Adapted learning strategies	SRL
Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			
Learner	The top challenge in life let me not say in open learning, in life, friends when you have a lot of friends some are good some are bad . So if you turn to turn to do what you think are good but are bad then you are failing. So friends are the big challenge . They can influence you by saying, no today man, we are tired we are not going to school , man if you are not going to school you are going to be left out then many things , so I think friends are the things that the ... is big challenge, that's why to be friend labour not doing what they want I do what I want, so it's just friend. And sometimes it's it's..... a ... let me put alcohol in when you alcohol drink too much you may turn forgetting even the days, you were drunk last night instead of being studying you were drunk and today you are writing an examination, last night, you just receive a call from your friend like today we are writing, but you did not read, anything so alcohol is a problem. Another challenge is that NAMCOL is very expensive; you have to spend money when registering.	friends are the big challenge Some are good some are bad. we are tired we are not going to school Use of alcohol Unable to attend sessions due to alcohol influence	Ability to handle peer pressure Poor support from friends with Negative influences Poor time management	ODL ODL
Interviewer	Are you close to you centre?			
Learner	I am very close; my house is just metres away. I do not spend transport	Centre near	Resources closer	ODL
Interviewer	How do you go about to complete your assignments or to prepare for examination?			
Learner	Completing my assignments I do my own my assignment on my own because that's a way we have to study. when I am doing my own assignment I do it in my own room with my own intelligent with looking through the book, if I didn't get the answer then I have to apply my own understanding I don't use to copy. I don't compare my things with anyone. I try to do my own things and see if what I did is correct . Preparing myself for exam, I give time to myself like this time around I am already studying. I just have a time table , this time around I am just studying for the sake of studying, studying at least even I am not catching all the things I study and when the examination come, when we are talking about examination days is when I have to revise and revise and keep everything in my head.	I do my own my assignment on my own and see if what I did is correct Personal time table for study Revise when exam comes	Ability to work alone self monitoring of understanding Planning Learning strategies	SRL SRL SRL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	Our learning environment is poor it's surrounded by a lot of challenges, there is a main road near the school there are sheens and bars , so at least when learners are studying and truck accidently drove along the road, it is disturbing or when we are studying people are having good times in bars and sheeben with loud music... so it's hard for you to study .	Our learning environment is poor main road near the school sheebens and bars it's hard for you to study	Poor learning environment	ODL
Interviewer	And what do you do when the learning environment when the learning environment become so distracting like that?			

Learner	To myself no matter what a challenges , it is not a big excuse, you just to stay focus at least then you study at least what you catch, it's what you are going to write, what you know is what you are going to write even though it was disturbing at least you are trying so I force myself into action of studying that I just have to study no matter what is going to happen or what is happening , because there is no other way, there is other solution to do.	Stay focused during challenges. Force myself to study no matter what.	Attention focusing Committed to own learning Intrinsic motivation	SRL SRL SRL
Interviewer	Do you have a near library where you can get access to information?			
Learner	No , at our centre they say there is a library but it is not, open for Namcol learners	No library	Lack of resources	ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	I did IT at secondary school so we were having access to internet and now getting access to internet is a problem, personally now me when I am talking; I am not access to internet. I am not having any computer or cell phone or anything.	Prior knowledge on technology I am not access to internet. I am not having any computer or cell phone	Prior knowledge on Technological skills Lack of resources such as internet	ODL ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I am not having any work to do. I am a homeboy , What I do is that when I am having friends, no matter what urgent story there what urgent thing is there, I just have to read first before I attend my friends or my other work things . Normally I put myself first in a schedule I normally read 1 hour per day per subject 1 hour per subject, and the other free hours I do what I do so it is an easy thing. because you just study put a stop watch on your study , study, when one hour is over then it's just over and just have to go do something else. Its, its.... beneficial because I am not putting pressure on myself. I feel more relaxed. I just know this my hour of studying it came, and then I just have to study put my whole focus on study . I don't give special treatment to any personal life issue because listen all useful because if you are not having friends you are not a life, if you are not having books or if you are nor reading if you are not doing something in life and you are not having a life	Not employed Study first before other things Use a stop watch Focus on study	Committed Able to cope with other responsibilities Time management Attention focusing	SRL ODL ODL &SRL SRL
Interviewer	If you find some topics or the question difficult, what do you do?			
Learner	I am doing a subject where there is no tutor , but I don't have to be idle and waiting for a tutor from nowhere I have just to move on. I put more focus on it because I am afraid of losing ; Normally I do not study with one resource or with one book or with one module . I study with like old summary, excellent book and modules, and some handouts that were given. So if I am stuck to because things are different in writing, so if something is written here is difficult I see to it another and see. I may ask for help from tutors of that particular subject to see if she can help me . I just have to put it in my head in case if it is asked in the question paper, I just have to apply it as it is in the book because I don't know what it mean what I don't know I says but I know how to write	No tutor in one subject Have courage to move on Study with various materials like handouts,old summary, excellent books Ask for help from tutors	Lack of institutional support Self efficacy Help seeking ability Resources to help with understanding	ODL SRL SRL ODL
Interviewer	Do you understand the materials you are given?			
Learner	Some materials I don't understand them because sometime I did a subject but some of the information you drop them out. So they are no more in you, even you try to remember what they meant what you were taught in full time but you can't remember so you just have to move on, you just have to study, it does not mean I should be idle and waiting for someone to rescue me I just have to rescue myself because it is open learning . I normally just memorise them	Some materials are not understandable No prior knowledge	Lack of cognitive skills	SRL SRL

		Memorise	Adaptive learning strategies	
Interviewer	How does your family support you in your study?			
Learner	They support me a lot because they also want good from me. They don't want bad from me so they do at least they understand what.... when I am saying I am going to do, I am going to study, they understand, Okay if you are going to study then we do it for you or do it late.	Family support a lot They understand	Family Support	ODL
Interviewer	Describe your relationship between you and your tutor?			
Learner	Normally on myself, I am, I am an easy going person. We chat like close friends, close people, I am too familiar to everyone open to everyone so we go in a relationship that we have to... when I am having a problem I have to ask him when he say he doesn't have time I have to respect it because I understand him.	Relationship good Tutor help when problem experienced	Institutional support Help seeking	ODL ODL
Interviewer	Do you study with peers or you just prefer to be alone?			
Learner	I prefer to study alone because I am not a quiet person because I study talking, talking too much. I preach on my own so, studying with someone it's like I am disturbing that person so, I find my own room and study.	Prefer to study alone Study preaching to himself Find the study room	Ability to work alone Manage learning environment	ODL ODL
Interviewer	How could peer learning benefits you?			
Learner	It benefits you a lot, you get to know new information new strategies on answering questions, like if another student is having a new handout that you never seen in your life so it having more short answers and brief answers. So you get to meet that student and ask her for assistance so you can look in that question paper or something like an handout so it's very beneficial.	get to know new information new strategies on answering questions, ask her for assistance	Help seeking Support from peers	SRL ODL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	No, I don't really get stressed, I just take things easy as they are, if you put yourself in tress then another problem, you just have to be a stress free person even though everyone get stress. If you are not having a tutor then is not a big deal you just have to take it as it is you understand other people's concern So being stressed is not a big solution to me, so I just get along with everything which is there.	Not get stressed but take things easy	Able to handle stress and anxiety	ODL
Interviewer	What else do you want to share with me concerning your study in distance?			
Learner	NAMCOL maybe should build a school for NAMCOL only and teachers for NAMCOL or... just suspend, as they do in private occasion although you find people there register at NAMCOL but they are going to private where there are only teachers who that are there full time. They should make it free as in other school. If they are paying, if they want finance Namcol then they have to pay like they only have to pay for examination not for some subject when they are registering	NAMCOL suggested to build a school Free tertiary education	Suggestions on more resources Financial assistance	ODL ODL
Interviewer	Let me thank you for your time.			
Learner	Welcome.			
Interviewer	Thank you.			

LEARNER 3 CENTRE 2

	Transcriptions	Codes	Sub theme	Theme
Interviewer	Good afternoon			
Learner	Good afternoon Mrs.			
Interviewer	How are you?			
Learner	I am fine and you Mrs			
Interviewer	I am fine thank you. As you are a distance learner at this centre, how do you feel as a distance learner?			

Learner	I feel bad, since a distance learner you do not get much information like full time learners. Not always tutors attend this lesson that's why I am a failure.	felt bad they get less information unlike full time learners. Not always tutors attend lesson Felt as a failure.	Lack of self esteem Poor support Lack of intrinsic motivation Low self efficacy	SRL ODL SRL
Interviewer	How do you keep yourself motivated to study?			
Learner	I study hard, getting more different materials for example past papers and borrow books from library.	study hard, getting more different materials like past papers and borrow books from library.	Goal setting Help seeking from various resources Intrinsic motivation	SRL SRL SRL
Interviewer	What are the benefits of studying through open distance learning?			
Learner	Get more time to study, have time to research learn to do thing by own.	more time to study, have time to research learn to do thing by own	Time management	ODL
Interviewer	How do your tutors motivate you to work on your own to succeed?			
Learner	Give us task to do, give us clues where we do not understand.	Tutors motivate with tasks and give clues	Institutional support with tasks	ODL
Interviewer	Being a distance learner you are required to be self disciplined. How do you discipline, control yourself and to make your own decisions on where, when and what to study?			
Learner	To avoid clubs and not drink alcohol.	avoid clubs and alcohol	Self discipline	SRL
Interviewer	Were you ever taught to set goals to your study or using different learning strategies?			
Learner	No.	No knowledge on setting goals	Poor goal setting skills	SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	I consult my tutors example they give me some question to do by myself and if don't understand they come to me.	consult my tutors and if don't understand they come to me.	Help seeking to help with comprehension Tutor dependency	SRL ODL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	Some are drink alcohol, some are start to crimes some don't want to hear what the parent says.	Negative influence	Poor support	ODL
Interviewer	How do your friends influence your studying?			
Learner	They told..... they told me to study in that you will be someone in life.	Positive advices from friends	Extrinsic motivation from friends	SRL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	When I complete those assignments I focus to study hard and get work done. Sometimes I visited the library or stay home studying.	I focus to study hard visited the library stay home studying	Committed and responsible Help seeking Resources	SRL SRL ODL
Interviewer	Describe your learning environment where you prepare for examination and do you assignments.			
Learner	I just study at home and sometimes go the library at Ohangwena.	Study at home and sometimes go to the library	Ability to manage learning environment Responsible for own learning	ODL SRL
Interviewer	How do you go to the library?			
Learner	When I get taxi money I go because is far.	Go with a taxi due to the distance	Finance	ODL
Interviewer	Do you have technology skills to search for information on the internet?			
Learner	No. I do not even have a cell phone with internet.	No technological skills	Technology	ODL

Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	Some days I am busy with my business of selling fish, prepare breads and ice. I wake up early to cook my fish and bake breads, and around 10 I came to school to sell. Around 2 I travel to the centre and after school I prepare dinner and go to study. I come up with my time table, that tell me that this time I am doing this. 2 hours is enough for each	Prepare dinner Study time table 2 hours is enough	Manage time to handle other responsibilities Planning for learning strategies	ODL SRL
Interviewer	What do you do when you find some topics difficult or a question difficult to understand?			
Learner	I will make notes of question that are difficult to me and come to school to ask tutors to help me	Note down difficult questions Ask tutors for help	Planning Learning strategies Support seeking	SRL SRL SRL
Interviewer	Do you understand the materials you are studying?			
Learner	Not really even I read hard to understand better. I ask tutors some question and they say if we don't understand some question ask me	Lack of cognitive skills to comprehend the materials I read hard to understand better Ask tutors for help	Low cognitive skills Intrinsic motivation Help seeking	SRL SRL SRL
Interviewer	How do your family support you in your study?			
Learner	They support me very excellent, because sometimes my cousin helps me in study to understand what I am studying and questions I do not understand.	Have family support Cousin help with understanding	Family support Help seeking	ODL SRL
Interviewer	How would you describe your relationship between you and your tutor regarding your studies?			
Learner	Tutors tell us to study all time, to do the... revision.	Tutors advices to study always	Institutional support	ODL
Interviewer	Apart from the tutors where else do you get support in your study?			
Learner	From my friend and family.	friend and family support	Family support	ODL
Interviewer	Do you study in groups or with peers or you prefer to studying alone?			
Learner	I study with peers I am having a question that I don't understand I ask them.	Peer learning Ask for understanding	Help seeking ability Learning strategies	SRL SRL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	If I stress I will take my bible, go in my room and read my bible, if there is a person who is disturbing me to move away. The stress will change because the things that I read will be attracting me, to believe.	Read the bible to revive from stress	Ability to handle stress and anxiety	ODL
Interviewer	Do you have anything you want to tell me about your study.			
Learner	Nothing really.			
Interviewer	Okay, and then let me thank you for your time. Have a nice day.			
Learner	Thank you Mrs.			

LEARNER 4 CENTRE 2

	Transcripts	Codes	Sub theme	Theme
Interviewer	Good afternoon.			
Learner	Good afternoon Mrs Selma.			

Interviewer	How are you ?			
Learner	I am fine and how are you Mrs?			
Interviewer	I am fine thank you. As you are a distance learner in NAMCOL at this centre how do you feel?			
Learner	Me as a distance learner I am not feel good or bad am feel somehow because when I am travelling to the centre I face many challenges.	Feel somehow Face many challenges	Low motivation Challenges fear	SRL ODL
Interviewer	How do you keep yourself motivated to study?			
Learner	I keep myself busy everyday reading and do my own activity.	Keep reading always Do activities	Intrinsic motivation Committed and responsible	SRL SRL
Interviewer	What are the benefits of studying through ODL?			
Learner	I am reading with my own time and doing my things on time.	Read with own time	Time management	ODL
Interviewer	How do your tutor motivate you to work on your own to succeed?			
Learner	My tutor tell me many things, good things to follow and they tell me that my future is my choice I need to choose good things to follow.	Tutors motivate to follow good things in future	Institutional support	
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study?			
Learner	I am controlling myself not doing things that can make myself be far from books or stop my study like disturbance by friends but to keep myself busy with my study	Not be far from books Avoid friends disturbances Keep busy with studying	Responsible Manage learning environment Intrinsic motivation	SRL ODL SRL
Interviewer	Were you ever taught to set goals for your study?			
Learner	Yes I was taught by my tutors.	Prior knowledge on goal setting Tutor guidance on setting goals	Goal setting skills Institutional support	SRL ODL
Interviewer	What do you do to evaluate whether you understand the work you are doing?			
Learner	I make my own summary and I do, I answer some questions in our module. In the modules there are some correct answers I check if I am correct	Make own summary Answer questions Check if the answers are correct using modules	Ability to work independent Planning on learning strategies Self monitoring of understanding Self evaluation resources	ODL SRL SRL SRL
Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			
Learner	The centre is far from our village and I do not come always to contact sessions in our village there are no cars or main road to get a taxi.	Long distance to the centre Absent to contact sessions No transports around	Lack of resources Financial constraint	ODL ODL
Interviewer	How do your friends influence your study?			
Learner	They influence my study in bad situations. Sometimes they tell me can I stop to go to school, NAMCOL does not help me we have to go look for our job. I do not follow them because if I am following my study I will have a better future.	Bad influence from friends they tell me can I stop to go to school, NAMCOL does not help me we have to go look for our job if I am following my study I will have a better future.	Negative influences Ability to handle peer pressure Self esteem Distant goal setting	SRL ODL SRL SRL
Interviewer	How do you go about to complete your assignments and prepare for examination?			
Learner	I complete them with my own time and after we collect them and start reading before examinations come by doing small notes and doing my activities	Compete assignment and prepare for exam with time Doing notes and activities	Time management Responsible Planning for leaning strategies	
Interviewer	How do you describe your learning environment where you study?			
Learner	I am just studying in my bedrooms, there is no noise. But there are disturbances and noise from bars and sheebens	Use bedroom as a studying room Quiet with no noise Bars and sheebens around	Ability to create learning environment Poor learning environment	ODL ODL

Interviewer	What did you do to overcome that problem?			
Learner	I just go far away from such noise and look for a good place	Move away from noise Look for a good place	Ability to manage learning environment Planning	ODL SRL
Interviewer	Do you have a library nearby here?			
Learner	No, there's no library here	No library	Lack of resources	ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	I am not	No technological skills	Lack of Technological skills	ODL
Interviewer	Where do you get access to internet?			
Learner	I have never come in contact with internet. I do not even have a phone that support internet.	No internet access before Not in possession of phone with internet	Lack of resources Financial constraints	ODL ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I divide my time in two ways, time for study and time for doing home activities	divide my time in two ways, time for study and time for doing home activities	Able to balance time of study with other responsibilities	ODL
Interviewer	If you find some topics or the question difficult, what do you do?			
Learner	I go and ask my tutors, my brother and someone I trust in our environment.	Ask tutors, brother someone in environment for help	Help seeking ability	SRL
Interviewer	Do you understand the materials you are studying?			
Learner	some I understand but some I am not understand them	Some materials are not understandable	Poor cognitive skills to comprehend materials	SRL
Interviewer	How does your family support you in your study?			
Learner	They do not support me, they insult me with bad languages like you fail grade 10 and now you are going to Namcol, that not help me in my life. I am self- confident I do no listen to them.	They do not support me, they insult me with bad languages like you fail grade 10 I am self- confident I do no listen to them.	Poor family support Self confidence with intrinsic motivated	ODL SRL
Interviewer	How is the relationship between you and your tutors?			
Learner	They tell me good things that I know, I know they help me with many things and I know that our relationship is so good.	Tutor help with many things Good relationship	Good institutional support	ODL
Interviewer	Do you study in groups or with peers or you prefer to studying alone?			
Learner	I study alone. Some people are noise makers, they have many story telling that can disturb me.	Study alone to avoid noise ,stories and disturbances	Ability to work alone	ODL
Interviewer	When you find yourself stressed due to some challenges you mentioned earlier, how do you handle such stress and anxiety?			
Learner	Am going to someone, who I trust and I tell all my problems I have, I, and he/she tell me good things and that's to overcome that stress	Tell my problems to someone I trust to help	Help seeking Ability to handle stress and anxiety	SRL ODL
Interviewer	What else do you want to tell me about your study in ODL?			
Learner	Am just telling you that, I want to try to pass, I have the dream of good things, to be someone in my life. I want to help my family and my brothers, people in our community and building our country.	I have the dream of good things, to be someone in my life. I want to help my family and my brothers, people in our community and building our country.	Self efficacy Distant goal setting Intrinsic motivation	SRL SRL SRL
Interviewer	Thank you very much for your time, have a nice day			

LEARNER 5 CENTRE 2

	Transcripts	Codes	Sub theme	Theme
Interviewer	Good afternoon?			
Learner	Afternoon Mrs?			
Interviewer	How are you?			
Learner	I am good. How are you Mrs?			
Interviewer	How do you feel as a distance learner?			
Learner	Sometimes I feel so bad because every time you are coming to school you may be late or you will be made late because of some work at home or else may be some problems.	Sometimes I feel so bad you are coming to school you may be late due to some work at home	Low intrinsic motivation Poor time management Unable to handle other responsibility with their studies	SRL ODL SRL ODL
Interviewer	How do you keep yourself motivated to study?			
Learner	I look at others, those who passed and I take example to some of my teachers and those who works, that I want my life just want to be someone who use to do this and I want to do that too.	I look at others, those who passed	Extrinsic motivation	SRL
Interviewer	What are the benefits of studying through ODL?			
Learner	You are studying on your own and you can do your things on your own at your own time	Study on your own and do your things on your own	Ability to work alone	ODL
Interviewer	How do your tutor motivate you to work on your own to succeed?			
Learner	They motivate us through giving us good examples and motivates us not to fail have to pass so that we can reach our success and they are good motivators.	Good examples Motivate to pass not to fail	Institutional support Extrinsic motivation	ODL SRL
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study?			
Learner	I keep myself away from alcohol to concentrate to my books.	Keep away from alcohol Concentrate on books	Manage negative influence Responsible	ODL SRL
Interviewer	Were you ever taught to set goals for your study?			
Learner	Maybe, I am not really sure I can't remember.	Not sure	irresponsible	SRL
Interviewer	What do you do to evaluate whether you understand the work you are doing?			
Learner	I close my book, to see if I can recognise what I read.	Close the book and try to remember what is read	Learning strategies Self monitoring of understanding. Self evaluation	SRL SRL
Interviewer	ODL has challenges. What are the challenges have you experienced in your study?			
learner	Some friends may text to go out and have fun and you leave your studying. Once you leave the books you will not continue or you won't concentrate to the books. I also walk to the centre and the distance it is long. I am from far. The place where I come from, we don't have taxi.	Negative influence from peer Leave the study to go have fun The place where I come from, we don't have taxi	Poor support from peers Poor time management Lack of intrinsic motivation Financial constraint	ODL ODL & SRL SRL ODL
Interviewer	How do your friends influence your study?			
Learner	Some of them they can motivate me to study hard like those who passed grade 10 last year, they told me that please try your level best you can make it. And by that I think so much I can, this one told me that I can make it and why can't I make it if people are saying I can make it ?	Motivated by successful learners why can't I make it if people are saying I can make it	Support Extrinsic motivation Self esteem	ODL SRL SRL
Interviewer	How do you go about completing your assignments and prepare for examination?			

Learner	I come with my assignments to the centres during contact sessions and when the tutor is presenting I can check in my assignment if there is some question belongs to that to the chapters and if there. I can copy it down in my assignment. Before exams, I always trying to read , to study to look in old question paper try get some books like those textbooks from full time.	Complete the assignments during contact sessions Copy down the answer in the assignments Study by using old question paper Use full time learners 'books	Learning strategy Self monitoring of understanding Help seeking ability	SRL; SRL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	I think is bad, so weird , there are some bars near our house and they can make noise though music, sometimes you are no more concentrating on the books. Once you heard the music that you love you drop the book and go dance about that. It distracts the mood of studying.	Bad learning environment Bars with loud music no more concentrating on the books. you drop the book and dance over the music	Unable to manage poor learning environment Poor support Lack of motivation Poor time management	ODL ODL SRL ODL & SRL
Interviewer	What did you do to overcome that problem?			
Learner	Sometimes you won't do anything ,. Even you try to read you can't get anything ,better for you to sleep Some people calling you at that bar come drink , once you go there, you go drink alcohol and once you come you are so drunk you won't continue to your chapter anymore.	Nothing can be done to solve the matter Negative influence	Poor support PEER INFLUENCE	ODL
Interviewer	Do you have a near library where you can get access to information?			
Learner	We have a library there at Ohangwena but is far I have to get the taxi to go there sometimes.	Library is far Sometimes I go with a taxi	resources Finance	ODL ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	Yes. I learn computer at the library. I search for my information on internet and ask the librarian to help me. At home I am having a smartphone using data .	Use computers and smartphone to search for information ask the librarian to assist	Technological skills Help seeking ability resources	ODL SRL ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I divide my time like early morning I concentrate on my books , because during the day it might be hot you can't study, I can do other work. I have to go visit my friends after , or call my friends to come visit me. In the evening again came to my books	Divide the time Concentrate on books Visit friends Do other work	Cope with other responsibilities Able Balance other responsibility with studies Committed Planning on learning strategies	ODL ODL SRL SRL
Interviewer	If you find some topics or the question difficult, what do you do?			
Learner	I can come to my tutor and I have to ask until he give me that answer. Sometimes she/he cannot give me the key, give me the answer like that he/ she have to give me that you must do this so that you can get the answer. I can get those text books from full time learners and I can help myself. So like sometimes I go to the library and search for that question somewhere.	Ask tutors Demand the answers Borrow textbooks from full time learners Go to the library	Help seeking ability dependency resources	SRL ODL ODL
Interviewer	Do you understand the materials you are studying?			
Learner	Some of the modules are well explained and so by that I understand them well. And some words I don't understand are explained well and can understand their meanings at the end of the module.	modules are well explained I understand them well.	Cognitive skills to comprehend the materials	SRL ODL

		Some words I don't understand are explained at the end.	Support on the resources	
Interviewer	How does your family support you in your study?			
Learner	They use to give me transport money to go to the library, to go get my assignment from the centre., to go do something else as long as is about school or other stuffs, they also use to assist me.	give me transport money to go to the library,	Family support with finance	ODL
Interviewer	Describe your relationship between you and your tutor?			
Learner	They are good, they won't treat you in a bad manner and they always trying to keep you well and understandable,	They are good and understandable	Institutional support	ODL
Interviewer	Do you study with peers or you just prefer to be alone?			
Learner	Sometimes in groups but at home I use to study alone sometime my group members assist me if I don't understand .	Study in groups and alone Ask peers to assist with understanding	Help seeking to assist with understanding Able to work alone	SRL ODL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	Through, I just use to overcome it through motivating myself this will not be the end of the day, and this whole life is in life there are challenges and benefits and no benefits without challenges and so by that I just I am always motivating myself not to look down and have to go on like that.	motivating myself this will not be the end of the day and believe that in life there are challenges and not to look down	Intrinsic motivation Self efficacy Ability to handle stress and anxiety	SRL SRL ODL
Interviewer	What do you want to share with me concerning your study?			
Learner	We need a school, and we need tutors for NAMCOL only.	Need school and tutors	Support needed	ODL
Interviewer	Thank you for taking part in this interview. Have a nice day.			
Learner	Welcome			

LEARNER PARTICIPANTS

CENTRE 3

LEARNER 1 CENTRE 3

	Transcriptions	Code	Sub theme	Theme
Interviewer	Good afternoon			
Learner	Good afternoon Mrs			
Interviewer	How are you?			
Learner	I am okay and you?			
Interviewer	I am fine. As you are in distance, NAMCOL to say how do you feel?			
Learner	I am feeling good because I have time to study my book compare to when I was in full time I use to have less time to study	Feel good Have time to study	Intrinsic Motivation Time management	SRL ODL & SRL
Interviewer	What do you do to keep yourself motivated to study?			
Learner	I use to motivate myself I use to speak with those people who are already educated, I use to ask many questions from my brothers and my elders.	Contact other resources Ask questions	External support Help seeking	ODL SRL
Interviewer	Studying through distance has benefits what are those benefits that you experience being a distance learner?			
Learner	I use to go to the library, like now I am able to go to the library when I want and search for the information. If I don't understand like in assignment I use to go search for my answer.	Go to library Search for answers	Resource Help seeking ability	ODL SRL
Interviewer	How do your tutors motivate you to work hard on your own to succeed?			
Learner	They use to tell us the good thing in life, what we have to follow and what we have not to be followed like we must stay with good friends not the bad friends .	tell us the good thing in life and stay with good friends	Extrinsic motivation	SRL ODL

			Institutional support	
Interviewer	Being a distance learner you are required to be self disciplined. How do you discipline, control yourself and to make your own decisions on where, when and what to study?			
Learner	I have to obey my parents rules then follow by my teachers and my colleagues. I have to respect my colleagues, my teachers . I only use to control myself not to go to bars , not to listen to what the people saying. I only depended on myself I do not depend on others to be disciplined.	Obey parents, respect colleague and tutors No bars attending Depend on her own	Responsible	SRL
Interviewer	Were you ever taught to set goals to your study or using different learning strategies?			
Learner	Yes.	Knowledge on how to set goal	Support	SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	It only depend, if we happen to write like a test, if I manage to pass like that I can able to say, I am understanding , if I manage to fail, it's looks like I am not benefiting anything in the school. I use to go ask my tutor if I did not understand.	After performance she will see that she understand Ask tutors for help	Self reflection Help seeking	SRL SRL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	Sometimes you walk long hours from home to school because of a long distance. when you arrive at school you get tired already You can no more concentrate	Long distance to the centre Will not concentrate	Finance Lack of Support	ODL
Interviewer	How do your friends influence your studying?			
Learner	Some friends of mine they are like, they are not good, some of them they are good. The good friends, they use to tell me that we must study very hard , so that we can manage to pass	positive and negative peer influence	Support Ability to manage peer influence	ODL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	I use to complete my assignment with assistance of my colleagues. We do not use to ask our tutor .They are not allowed to tell us the answers. Sometime I have to ask either my elder brother. I use to study early. And when is the time, when the time for examination I already study. I have to study hard so that I can pass my examination I use to borrow some of books from my previous school because NAMCOL's books are not summarised.	Complete with assistance of my colleagues Ask brother for help Study early before exam Study hard to pass Borrow books from previous school	Unable to work independent Help seeking ability Time management Intrinsic motivation	ODL SRL ODL & SRL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	We are having bars, because my house is nearby cuca-shops or sometimes they use to make noise from the jukebox you cannot concentrate well. I just close my door when they close at 12. I set an alarm to wake up on around one when they close. I use to force myself just to study because I want to achieve my goals.	Bars nearby Noise from jukebox Set alarm to wake up and study I want to achieve my goals.	Poor learning environment Responsible Commitment Goal setting Intrinsic motivation	ODL SRL SRL SRL SRL
Interviewer	Do you have a nearby library where you can access the information?			
Learner	No, it's far it only Eenhana library or Ohangwena because you have to pay N\$40-00 to go to Eenhana, N\$40-00 to Ohangwena. It is a long distance.	Libraries are far because you have to pay N\$40-00 to go to the library	Lack of resources Financial constraint	ODL ODL
Interviewer	How do you get access to internet?			
Learner	Only If I manage to go to Ohangwena library there are computers if you don't get your answer you can search from the computer. I also have a smart phone The problem is credit .	Search for answers from the computers Have a smart phone	Technology Help seeking ability	ODL SRL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	Yes I have.	Have technological skills	Technological skills	ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			

Learner	I make a time table by myself, but if something came up I don't use to follow it. Sometimes you just feel tired you cannot study I do not study with a phone, because friends can text you. If you don't have a phone there is no way to text you or I just use to switch off my phone	Make time table Do not follow time table if something came up or tired Do not study with the phone or switch it off.	Adapts learning strategies Lack of motivation responsible	SRL ODL & SRL SRL
Interviewer	What do you do when you find some topics difficult or a question difficult to understand?			
Learner	I use to go to my previous school and ask any teacher. There at previous you can just ask them, they give you answers.	to go to my previous school and ask any teacher	Help seeking ability Intrinsic motivation External support	SRL SRL ODL
Interviewer	Do you understand the materials you are studying?			
Learner	Sometimes but not always. Sometimes they can give you a question, you did not,.... our tutors did not begin with the topics which we use to start with but sometimes you can find a question in our assignment which we did not even do it. You can just go search for a answer if you did not get it, I use just give, to leave a blank space because things are difficult	Minimum understanding of materials Tutors jumps topics Search for answers Leave the blank space if the question is difficult	Lack of cognitive skills to comprehend the resources Lack of institutional support	SRL ODL
Interviewer	How do your family support you in your study?			
Learner	My family use to motivate me to study we have we are having electricity in a house They use to buy for me pens, so that I can write calculators and many materials. They advice me in my study.	to motivate and advice me to study Buy pens and calculator	Parental support	ODL
Interviewer	How would you describe your relationship between you and your tutor regarding your studies?			
Learner	Sometimes our tutors ,I don't know if they are tired or they don't want us to learn Sometimes when you went to ask them question they cannot answer you in a good way., they just complain go we are tired, we use to came early and we knock off around 5 but is their work, is their job sometimes they	Tutors answer in bad way And complain of being tired	Poor institutional support	ODL
Interviewer	Apart from the tutors where else do you get support in your study?			
Learner	I just get support from my elder sister.	get support from my elder sister.	Family Support	ODL
Interviewer	Do you study in groups or with peers or you prefer to studying alone?			
Learner	No I don't use to study in groups. I don't like to study with too many people. because sometimes you can have a study group but you cannot study well, you will just make stories	Study alone Hate studying with groups	Learning strategies	SRL
Interviewer	What do you think is the benefit of study group?			
Learner	Form study groups or you can learn what you don't know and share ideas,	you can learn what you don't know and share ideas,	Learning strategies	SRL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	I use to go to my friend to help me, to limit my stress. If I am stress like life problems sometimes I will just tell my parents. I just use to take as it is, like you find yourself writing like the final exam you find yourself writing in the 12 th and again on the 13 th you still write, you don't have enough time to study. You cannot change the time table .You take it as that you cannot study 2 subject at the same time, you end up confuse.	use to go to my friend to help me just use to take as it you cannot study 2 subject at the same time, you end up confuse.	Help seeking ability Able to handle stress and anxiety Lack of time	SRL ODL ODL & SRL
Interviewer	Okay. Thank you for your time That was the end of our interview. Have a nice day.			
Learner	Thank you.			
Interviewer	Okay.			

LEARNER 2 CENTRE 3

	Transcripts	Code	Sub theme	Theme
Interviewer	Good afternoon.			
Learner	Good afternoon Mrs			
Interviewer	How are you?			
Learner	I am good and how are you Mrs?			
Interviewer	I am fine. you are a distance learner?			
Learner	Yes			
Interviewer	How do you feel to be a distance learner?			
Learner	So I feel somehow. I am not really feel good, Because in distance, when you are at home you are able to do everything any work belongs to you, the time for study will not be enough	Feel some, how not really good everything any work belongs to you, the time for study will not be enough	Lack of intrinsic motivation Unable to cope with other responsibilities along their study	SRL ODL
Interviewer	How do you keep yourself motivated to study?			
Learner	I motivate myself by studying very well and hard so that I pass at the end of the day to help my mom and my cousin.	Study well to pass	Intrinsic motivation Goal setting	SRL SRL
Interviewer	What are the benefits of studying through ODL?			
Learner	you have to learn how to struggle with study on your own and how life is harder to succeed.	to struggle with study on your own how life is harder to succeed	Ability to work alone Ability to cope with challenges	ODL ODL
Interviewer	How do your tutor motivate you to work on your own to succeed?			
Learner	They motivate us to study in groups with fellow learner and with learners who in full time so that we can share more information	They motivate us to study in groups to share more information	Institutional support Extrinsic motivation	ODL SRL
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study regarding what to study, when or where?			
Learner	I control myself to stay with good friends and doing right things so that I will pass the end of the day.	to stay with good friends doing right things so that I will pass	Ability to stay in control of their own study Intrinsic motivation	SRL SRL
Interviewer	Were you ever taught to set goals to your study or using different learning strategies?			
Learner	Yes. In school In Entrepreneur	skills in setting your goals	Prior knowledge on Goal setting skills	SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	I set my own exam, then I try to answer. Then I got it that I am okay. I verify with the summary book and booklet.	set own exam, then answer verify with the summary book	Planning on learning strategies Self monitoring of own understanding Self evaluation Ability to work independent resources	SRL SRL SRL ODL ODL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	Yes, sometimes you want to go to the centre but there is no tutor and sometimes you want to go to school the school is too far and you have to use taxi money by then you don't have money.	Tutors sometimes do not attend sessions the centre is too far and you have to use taxi money by then you don't have money.	Lack of institutional support Financial constraint	ODL ODL
Interviewer	How do you manage your time?			
Learner	Alright during the morning from the morning I use to work in the home. After the, from 2 o'clock it's my study time until I am tired. I am going to rest	Home responsibilities From 2 o'clock it's my study time until I am tired.	Unable to cope with other responsibilities Planning Time management	ODL ODL

			committed	SRL
Interviewer	How do your friends influence your studying?			
Learner	My friend is my fellow learner, by being friends, we use to study together, she affect me in a good way because we use to study together and correct each other where we wrong.	Positive influence from friends	Support from peers	ODL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	We complete together with my friend .First we study the module then we, then we answer the answer the assignment after complete it. With the exam we for exam early with my fellow learner. We study the modules together in booklets answering question with together with fellow learners.	Complete assignment with friends Study modules to prepare for exam early	Unable to work alone Learning strategies Help seeking ability Self monitoring of understanding Time management	ODL SRL SRL ODL
Interviewer	Describe your learning environment where you prepare for examination and do you assignments.			
Learner	It's better, because when we studying there is no, no disturb like bars or like we are not near road we are far. My friend is my neighbour by then we use to study at home	Better learning environment, no disturbances Study at home	Able to create better learning environment	ODL
Interviewer	Do you have a nearby library?			
Learner	Yes. There is Ohangwena library it is near by our home	Library near	Resources	ODL
Interviewer	Do you have access to internet?			
Learner	At the library there are computers with internet.	Internet available at library	technological resources	ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	Yes. I use to have a simple phone so that I use to Google for information I want	Have technological skills Have a phone to search for information	Technology Help seeking	ODL SRL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	We have a time table. Time table consist of work in home, study and time for relax.	time table	Ability to balance study with other responsibilities Planning on learning strategies	ODL SRL
Interviewer	When you find some topics or the question difficult what do you do?			
Interviewer	I ask the tutors, friends or my big cousins when I find something that I don't understand?	ask tutors, friends or big cousins to assist with understanding	Help seeking ability Poor cognitive skills	SRL SRL
Interviewer	Do you understand the materials you are given?			
Learner	On my own I do not well understand then our tutor use to explain us more so that we can understand it.	Do not understand the materials well Tutors explain more	Poor cognitive skills to comprehend the materials. Unable to work independent	SRL ODL
Interviewer	How does your family support you in your study?			
Learner	My family support me, because I use taxi money every day when I come to central. They give me taxi money. They support me by advising me to study hard and they prepare me for source of light so that I can study during the night.	My family support me Provide taxi money Advice on studying	Parental support Extrinsic motivation	ODL SRL
Interviewer	How would you describe the relationship with your tutor?			
Learner	Our relationship is good because our tutor, if you ask any question they just answer, then they just...., they use to advise us to study and to ask the question if we are not understand.	Our relationship is good if you ask any question they just answer	Institutional support Help seeking	ODL SRL

Interviewer	As you already said you study with peers, why do you think is important?			
Learner	Is very important, because if I don't understand one topic, someone will understand . And if all of us we are not understand, we go to our tutor.	if I don't understand one topic, someone will understand.	Help seeking	ODL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	Sometimes I want to go to the centre but tutor say that tomorrow we are going to do something very important and you don't have taxi money, I get stressed when I am studying and I don't understand and I don't use to go and ask tutor.	When there is no taxi money, I get stressed when I am studying and I don't understand	Unable to handle stress and anxiety Lack of cognitive skills Financial problem	ODL SRL ODL
Interviewer	I want you just to share with me anything about your experience in ODL in NAMCOL, anything that you want to share with me.			
Learner	Nothing.			
Interviewer	Okay. Thank you very much for your time. Have a nice day.			
Learner	Thank you.			

LEARNER 3 CENTRE 3

	Transcripts	Codes	Sub theme	Theme
Interviewer	Good afternoon.			
Learner	Yes good afternoon.			
Interviewer	How are you?			
Learner	I am fine, how are you madam			
Interviewer	I am fine, how do you feel as distance learner?			
Learner	As a distance learner I feel good because I got a chance to get there at the centre	I feel good Visit the centre	Intrinsic motivation Committed	SRL SRL
Interviewer	What do you do to keep yourself motivated to study?			
Learner	I motivate myself to study hard try doing my work on time, going to school on time even i am a distance learner..so i try to do everything at home.	to study hard doing work and go to contact session on time. Doing everything at home	Intrinsic motivation Time management Cope with other responsibilities	SRL ODL & SRL ODL
Interviewer	Studying through distance has benefits what are those benefits that you experience being a distance learner?			
learner	You learn how to set up your own time, and..how to do everything on your own.	Set up you own time Doing thing on your own	Time management skills Ability t o work independent	ODL ODL
Interviewer	How do your tutors motivate you to work hard on your own to succeed?			
Learner	They motivate us to study hard.. not to learn depend on others , they try to learn us how to stay on our own.	Motivated to study hard Be on their own	Extrinsic motivation Responsible to work on their own	SRL ODL
Interviewer	Being a distance learner you are required to be self disciplined. How do you discipline, control yourself and to make your own decisions on where, when and what to study?			
Learner	I just try to be on my own, doing everything alone and ask advice where it is needed from the right people as they try. Regarding what to study I can organise my own time table, doing my own summary and others.	try to be on my own, doing everything alone and ask advice where it is needed organise the time table	Intrinsically motivated to work independent Help seeking ability Planning on learning strategies Time management	SRL SRL SRL ODL &SRL

		doing own summary		
Interviewer	Were you ever taught to set goals to your study or using different learning strategies?			
Learner	Yes, I can remember. the time i was in grade 8 or grade 9 there in Life science and geography	Prior knowledge on how to set goals	Goal setting skills	SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	I go through things, when I studying have to write notes on paper then I go through it, go through it many times then when i memorise that I get up everything is try that now I get this on my mind. I do that to remember how to write words, for me to recognise the sentence and so on.	Make notes Read through to memorise Remember how to write words Recognise sentences	Planning on various learning strategies Intrinsic motivation	SRL SRL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	Sometime if you happen to prepare yourself late from home ,you will find the time you are going to reach at the centre you will find even people are coming out you did not attend anything. I have to walk a long distance to the centre. The time you are going home is too late again. you are just doing the all the work In the house The time you are going to bed you will not study anymore you just sleep. Then the time you are going to prepare yourself to school you can even late if you do not even taxi money	Long distance to the centre Miss out session when prepare late Doing house work Just sleep instead of studying Late to the centre if there is no taxi money	Financial constraint Unable to handle other responsibilities with study Lack intrinsic motivation Poor time management	ODL ODL SRL ODL &SRL
Interviewer	How do your friends influence your studying?			
Learner	Some friends are in school and some are not. Sometimes they can even invite me to go out then the time you are coming there is already late to study to do work on the house.	Some friends are learners some are not. Negative influence from peers Go out until late	Unable to handle peer pleasure Poor time management Lack of intrinsic and extrinsic motivation Irresponsible with own study	ODL ODL SRL SRL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	I like completing my assignment sitting alone. I like going through it before then I realize the things that I can do alone. If there is question, I don't understand I have to go and ask. To prepare for exam, I like studying early, every time I am going on bed I use to study because for me when the examination come it finds me to cover all the books.	completing my assignment sitting alone. don't understand I have to go and ask. studying early before exam cover all the books before exam.	Ability to work alone Help seeking ability Time management Committed Goal setting Intrinsic motivation	SRL SRL ODL &SRL SRL SRL SRL
Interviewer	How do you describe your learning environment where you study?			
Learner	I use to study at home look for the place where there is no kids playing like under trees where there is quiet, even though in the surrounding there is a lot of disturbances there, there is a lot of small cuca-shops and shebeens.	look for the place where there is no kids playing like under trees a lot of small cuca-shops and shebeens	Able to create favourable learning environment Poor leaning environment	ODL ODL

Interviewer	Do you have a nearby library where you can access the information?			
Learner	No	No library near by	Lack of resources	ODL
Interviewer	How do you get access to internet?			
Learner	No internet here I am living too far from the town?	No internet	Lack of technology	ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	No!	No technological skills	Technology	
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	Sometimes you only get time of 2 or 3 things you are not going to finish. You have to do the work at home and the study too. When the friends want us to go out, we go out and the study will be sometimes.	Do not manage to finish work at home to study we go out and the study will be sometimes.	Unable to balance study with home chores Time management Poor goal setting	ODL ODL SRL
Interviewer	What do you do when you find some topics difficult or a question difficult to understand?			
Learner	We discuss it with friends and later if there's no one having the answer, we take it to the tutors.	discuss it with friends we take it to the tutors if difficult.	Help seeking ability	SRL
Interviewer	Do you understand the materials you are studying?			
Learner	Yes, I understand but not very well is just a little bit..	better Understanding of materials	Poor Cognitive skills	SRL
Interviewer	How do your family support you in your study?			
Learner	Yes they support. They try to motivate us to study very hard	motivate to study very hard	Family support	ODL
Interviewer	How would you describe your relationship between you and your tutor regarding your studies?			
Learner	They are good.	Good tutors	Institutional support	ODL
Interviewer	Do you study in groups or with peers or you prefer to studying alone?			
Learner	Sometimes we study in group when it is going like we given ... like at assignments we use to study in groups.	study in group sometimes	Help seeking ability Learning strategies	SRL SRL
Interviewer	And why do you think group work or studying in groups is helpful?			
Learner	It helps me because you end up finding information which you were not having by discussing things together.	finding information which you were not having by discussing things together.	Help seeking ability	SRL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	You just ignore everything.	ignore everything	Ability to handle stress and anxiety	ODL
Interviewer	Anything you want to share with me being on distance?			
Interviewer	Let me thank you for your time. Have a nice day.			
Learner	Thank you .			

LEARNER 4 CENTRE 3

	Transcripts	Codes	Sub theme	Theme
Interviewer	Good afternoon.			
Learner	Afternoon Mrs.			
Interviewer	How are you?			
Learner	I am fine how are you Mrs?			
Interviewer	I am okay, as you are a distance learner at this centre, how do you feel			
Learner	I feel so bad because I am not a full candidate. It takes long for me to get what I want to get next year	I feel so bad I am not a full candidate	Lack of intrinsic motivation Irresponsible	SRL

		takes long for me to get what I want to get next year		
Interviewer	How do you keep yourself motivated to study?			
Learner	I form up my time table of study and I have hope that I can make it.	time table and I have hope that I can make it.	Planning on learning strategies Self esteem Positive outcome expectations	SRL SRL SRL
Interviewer	What are the benefits of studying through ODL?			
Learner	Learning by own and I am self directed.	Learning by own and I am self directed	Ability to work alone	ODL
Interviewer	How do your tutor motivate you to work on your own to succeed?			
Learner	My tutors motivate that I need to study when I feel so lazy and secondly motivate me that I could be working learner and be punctual on my study	motivate that I need to study and be punctual on my study	Institutional support Extrinsic motivation	ODL SRL
Interviewer	Being distance learner you are required to be self discipline, self controlled and make your own decisions regarding when where and what to study. How do you go about those?			
Learner	I discipline myself to leave wrong things come from different people and to put my effort in my study	Avoids negative influences from different people put my effort in my study	Support Committed	ODL SRL
Interviewer	Were you ever taught to set goals to your study or using different learning strategies?			
Learner	Yes I was taught by my last year life skill teacher when I was in full time. For example that this year 2016 I want to pass this Namcol so that next year I became a full candidate (learner)	Prior knowledge on setting goals I want to pass this Namcol so that next year I became a full candidate	Prior knowledge Positive outcome expectations Intrinsic motivation	SRL SRL SRL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	Firstly I have to study my, at my own after that I note down some questions that I do not understand well so that I can be able to ask someone to help.	Note down difficult questions Ask someone for help	Learning strategies Help seeking ability	SRL SRL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	Sometimes I am just feeling lazy because no one to tell me to do so as because sometimes to manage my time is not easy to me. There is a long distance about 10 km to the centre when I go for contact session. I cannot afford the taxi, I just go by feet.	am just feeling lazy no one to tell me to do so sometimes to manage my time is not easy to me. Long distance Cannot afford taxi	Low intrinsic motivation Irresponsible Lack of time management skills Financial constraints	SRL SRL ODL &SRL ODL
Interviewer	What makes it difficult to manage your time?			
Learner	Sometimes before you start read you have to do work for house.	to do work for house.	Cope with other responsibilities	ODL
Interviewer	How do your friends influence your study?			
Learner	By visiting or telling different story that far from my study	Negative influence from peer	Poor support from peers	ODL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	I complete it using my own opinion, or using a laptop to search for my questions that I do not understand well from the internet when I go at a place where there is Wi-Fi like at Ondobe town which is close to us without paying. By studying every day before examination	complete it using my own opinion using a laptop and internet to search for difficult question nearby Wi-Fi facilities for free study every day before exam	Resources Help seeking with understanding Commitment Time management Intrinsic motivation	ODL SRL SRL SRL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	Yes.	Technological skills	Technology	ODL
Interviewer	Describe your learning environment where you prepare for examination and do you assignments.			

Learner	My environment is very quiet and there is no lots of people around where I am came from.	Quiet environment	Favourable learning environment	ODL
Interviewer	Do you have a nearby library?			
Learner	No	No library near by	Lack of resources	ODL
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I form up a time table that, this 9 o'clock am reading this and this and this time I am calling some of my friends to come and visit me because I do not have anything to do.	a time table invite friends to come and visit during leisure time	Learning strategies Able to balance study time with leisure time Time management	SRL ODL ODL
Interviewer	When you find some topics or the question difficult what do you do?			
	I have to note down the question that is difficult to me and when I come to centre I have to ask my tutors to help me.	note down the question I have to ask my tutors	Planning of learning strategies Help seeking ability	SRL SRL
	Do you understand the materials you are given?			
Learner	No I don't understand them well	No I don't understand them well	Lack of cognitive ability to comprehend the materials	SRL
Interviewer	How does your family support you in your study?			
Learner	my family members by buying for me books and some materials.	family members by buying for me books and some materials.	Family support	ODL
Interviewer	How would you describe the relationship with your tutor			
Learner	Is good, asking questions them where I don't understand well and they give me answers.	Good relationship Provide answers to the questions	Institutional support Dependency	ODL ODL
Interviewer	Do you study in groups or with peers or you prefer to studying alone?			
Learner	Yes I have a study group, sometimes when you reading at home on your own, is not enough, I need to get information from other people so that you add those information with yours. What I understand someone does not understand it then we share ideas to each others.	Study groups Studying on your own, is not enough Share ideas in a group	Learning strategies Dependency Help seeking ability	SRL ODL SRL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	Eating balance diet and doing exercises. Sometimes I take some book for stories and start reading to let the stress go	Eating balance diet and doing exercises read story books	Ability to handle stress and anxiety	ODL
Learner	Sometimes, your most of tutors, sometimes you walk long distance but when you are coming at school there is no tutor, you came to school you are doing nothing and you go back at home.	Tutors sometimes do not attend	Lack of institutional support	ODL
Interviewer	Okay. Thank you for your time have a nice day.			
Learner	Thank you Mrs.			

LEARNER 5 CENTRE 3

	Transcripts	Codes	Sub theme	Theme
Interviewer	Good afternoon			
Learner	Good afternoon Mrs.			
Interviewer	How are you?			
Learner	I am fine how are you Mrs?			
Interviewer	I am very well thank you, As you are a distance learner at NAMCOL how do you feel?			
Learner	I feel bad because I use to travel long distance from home and I find other students already started with their classes.	I feel bad Long distance Late for contact sessions	Low intrinsic motivation Time management	SRL ODL
Interviewer	And how do you keep yourself motivated to study on your own?			
Learner	I use to have hope that I will pass at the end of the year and I use to study very hard,	Hoping to make it at the end of the year. Study very hard	Positive outcome expectation Goal setting Responsible	SRL SRL SRL
Interviewer	What are the benefits of studying through ODL?			
Learner	I use to give my own time to study and I have a lot of time to study in distance	give my own time to study	Time management planning	ODL &SRL

		and I have a lot of time to study		SRL
Interviewer	How does your tutor motivate you to work on your own to succeed?			
Learner	They use to tell us to study hard, and use to tell us to, how to teach us to set our targets and when you are studying you are studying according to your targets.	use to tell us to study hard how to set targets study according to set targets	Extrinsic motivation Institutional support	SRL ODL
Interviewer	Were you ever taught how to set your own goals?			
Learner	Yes we were taught by our tutor at the centre	Knowledge on goal setting	Prior knowledge on Goal setting skills	SRL
Interviewer	How do you discipline and control yourself to ensure that you are in control of your study regarding what to study, when or where?			
Learner	I use to like behaving good . control myself by giving myself a time to study. I use to give myself some minutes to relax. I use to study in a studying room where there is no noise and is always clean	giving myself a time to study and some minutes to relax. room where there is no noise and is always clean	Time management Planning Able to create Conducive learning environment	ODL SRL ODL
Interviewer	What do you do to evaluate whether you understand the work and making progress?			
Learner	I use to set test for myself so that I can answer those questions for me to know that I understand well. I use to confirm then by looking at the booklet and see where I made a mistake.	set test for myself answer those questions for me to know that I understand well	Planning on learning strategies Self Monitoring of understanding Self evaluation to test cognitive skill	SRL SRL SRL
Interviewer	Open distance have challenges, What are the challenges you experienced studying on a distance?			
Learner	I use to find some questions that are challenging me and I don't have answers to them and I use to ask my tutor to help me out with those questions. I use to travel and sometimes I use to take a taxi so that I can reach here. I use to be late sometimes.	Difficult questions to answer. Ask tutors for help I use to travel and sometime I use to take a taxi due to long distance I use to be late	Lack of cognitive skills to understand questions Help seeking abilities Financial constraints Poor time management	SRL SRL ODL ODL &SRL
Interviewer	How does your friends influence your study?			
Learner	Sometimes my friends use to come up with telling stories which are not part of the education. I don't use to get time to study because of that	Tell stories which does not relate to the study. No time to study due to stories	Negative peer influence Unable to cope with peer pressure Poor support from peers	ODL ODL ODL
Interviewer	Do you have problem to manage your time?			
Learner	No. I have a studying time table where I write my time to start studying and time to relax and for doing other things at home.	I have a studying time table time to relax and for doing other things at home.	Planning on learning strategies Time management Balance time with other responsibilities responsible	SRL ODL ODL SRL
Interviewer	How do you go about completing your assignments and prepare for examination?			
Learner	I complete them on my own. But some questions are challenging and I use ask my tutors and other learners to help me Before exam I make sure that I know everything in my summaries and everything in my modules and I use to set test for myself so that I can answer those test and makes sure that I answer all the questions correctly if I find a topic which is difficult I use to go approach my tutor for them to help me.	complete them on my own challenging questions Read summary Set tests and answer them Ask for help	Ability to work alone Low cognitive skills Learning strategies Self evaluation Self monitoring of understanding Help seeking ability	ODL SRL SRL SRL SRL SRL

Interviewer	Describe your learning environment where you prepare for examination and do you assignments.			
Learner	My learning environment I use to study in a studying room where its clean and there is no noise	Quiet learning environment	Manage learning environment	ODL
Interviewer	Do you have a nearby library?			
Learner	No we don't have a library.	No nearby library.	Lack of resources	ODL
Interviewer	Do you have access to internet?			
Learner	No	No internet access	Lack of resources	ODL
Interviewer	Do you have technology skills to search for information on internet?			
Learner	No	Lack of technological skills	Technology	ODL
Learner	I use to get from my family			
Interviewer	How do you manage to handle other responsibilities and attention of friends and family amidst your study?			
Learner	I use to make my time table to make sure that some minutes I give attention to my book studying and....	make my time table give attention to my book studying	Planning on learning strategies Commitment Intrinsic motivation Time management	SRL SRL SRL ODL
Interviewer	When you find some topics or the question difficult what do you do?			
Learner	I use to approach my tutor and ask to help me	Ask tutors for help	Help seeking abilities	SRL
Interviewer	Do you understand the materials you are given?			
Learner	Yes I understand because tutors just teach us.	tutors just teach us	Dependency Institutional support	ODL ODL
Interviewer	How does your family support you in your study?			
Learner	They use to give me some sources for studying .Like those book for that they used for a long time when they was schooling.	give me their previous books to studying	Family support	ODL
Interviewer	How would you describe the relationship with your tutor?			
Learner	The relationship with my tutor is good because if I ask him to help with the topic which I don't understand he can do so.	Good relationship Help in understanding	Institutional support Help seeking ability	ODL SRL
Interviewer	Do you study in groups or with peers or you prefer to study alone?			
Learner	I use to study in group and if I find a, difficult question... any difficult topic I can ask my fellow learners who I am studying with to help me out in the topic	use to study in group so that I can ask my fellow learners	Planning on learning strategies Peer support Help seeking abilities	SRL ODL SRL
Interviewer	When you find yourself stressed due to those challenges you just mentioned. How do you handle stress and anxiety?			
Learner	I use to talk to family and friends so that they can give me some ideas and sometimes I give myself a time to relax.	to talk to family and friends have time to relax	Able to handle stress and anxiety Time management	ODL ODL &SRL
Interviewer	Do you want to tell me anything concerning your study? Apart from what we discussed already?			
Learner	No I have nothing			
Interviewer	Okay this is the end of our interview. Thank you for your time and have a nice day.			
Learner	Have a nice day too Mrs.			

ADDENDUM L: CERTIFICATE OF PROOFREADING



CERTIFICATE OF LANGUAGE EDITING issued on 03 November 2017

I hereby declare that I have edited the language of the thesis
**Self-regulated learning skills of Grade 10 learners in
open distance learning: a Namibian case**

by

S liyambo

21284342

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*The responsibility to accept recommendations and effect changes remains with the
author*

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