

ASSESSMENT OF THE IMPLEMENTATION OF
INTER-UNIVERSITY COUNCIL FOR EAST AFRICA QUALITY
ASSURANCE GUIDELINES IN FACULTIES OF EDUCATION
OF CHARTERED UNIVERSITIES IN TANZANIA

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A Dissertation Submitted to the Department of Educational Administration and
Planning, Faculty of Education in Partial Fulfilment of the Requirements
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DECLARATION

I the undersigned declare that this Dissertation is my original work and has not been submitted to any other university for academic credit. All the information cited within the text have been acknowledged.

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DEDICATION

I dedicate this dissertation to my beloved mother Modesta Cosmas Shirima, Brothers and Sisters who laid profound foundation for my intellectual, social and spiritual development. I am proud of you all. Be blessed.

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Many people have provided a considerable and remarkable contribution towards the successful accomplishment of this work; however it is not possible to mention them all individually. Specific individuals, whose immense contributions deserve special appreciation, are mentioned here.

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ABSTRACT

The study examined the implementation of the Inter-University Council for East Africa quality assurance guidelines in the Faculties of Education of Chartered Universities in Tanzania. The reviewed literature indicated that there were some researches done on the quality assurance in higher education but there was no research on the implementation of IUCEA quality assurance guidelines in Faculties of Education. The study focused on five guidelines: teaching and learning process and assessment of student achievement, academic staff, students' advice and support services, teaching and learning infrastructures and monitoring system. The study also looked at the challenges faced by Faculties of education in the implementation process and their solutions. Survey and case study designs were employed. The study targeted all third year students, Deans, Heads of Departments and lecturers in the Faculties of Education of Chartered Universities in Tanzania. Random and non-random sampling procedures were used to obtain the actual population involved in the study. The sample was chosen from 5 faculties of education. The deans were purposively chosen while the other participants were chosen using stratified and simple random sampling procedures. The sample comprised of 5 Deans, 9 Heads of Departments, 40 lecturers and 200 students. Four instruments were used in data collection: questionnaires, in-depth interview guide, observation guide and document analysis guide. Quantitative data was analysed using descriptive statistics whereby frequencies and percentages were calculated. The qualitative data was summarised, coded and analysed in accordance with the research questions. The findings of the study revealed that there was no clear policy governing the number and type of continuous tasks given to students for their course work; majority of the lecturers are junior fellows, most of them with no long experience of teaching in university level; two kinds of student advice and support services were fully given to students that is consultation services and orientation services for new students while moral and spiritual services and guidance and counselling services are given partially. There were no structures to facilitate the process of gathering information from stakeholders on the quality of the products and services. It can be concluded that Faculties of education of chartered universities in Tanzania have adopted the IUCEA quality assurance guidelines and the implementation is in different stages. The quality of teaching staff, infrastructures, monitoring and students advice and support services have been taken care of only to some extent as they are still some inadequacies. The quality of the student assessment and teaching and learning process have to great extent taken care of. From the findings of the study, the researcher recommends that: there should be clear policy governing the student advice and support services in the faculties of education; some money should be set aside for scholarship of needy students; structural systems should be established to enable the faculties of education get reliable information on the quality of their products and services and a policy should be in place to govern the type and number continuous assessment tasks.

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ABBREVIATIONS AND ACRONYMS

AAU	Association of African Universities
AUN	Asian Universities Network
CHE	Commission for Higher Education
CUE	Commission for University Education
CUEA	Catholic University of Eastern Africa
ENQA	European Network for Quality Assurance
HEAC	Higher Education Accreditation Council
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
IUCEA	Inter-University Council for East Africa
MWUCE	Mwenge University College of Education
NCHE	National Commission for Higher Education
SEDEP	Secondary Education Development Programme
SPSS	Statistical Package for Social Sciences
SWOT	Strengths, Weaknesses, Opportunities and Threats
TCU	Tanzania Commission for Universities
UDOM	University of Dodoma
UGC	Universities Grant Commission
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

In developing countries, just as it is for the developed nations, education has been considered to be the cornerstone and pillar of social and economic development (Nguni, 2005). However, many nations maintain that to achieve and survive in the competitive global economy, quality is the key variable. Oyewole (2007) echoes this idea when he asserts that quality higher education is crucial to national development. The World Bank insists that higher education is a critical element of development on which developing countries must build in earnestly if they are to make progress in a world that feeds on knowledge and breeds on competition (World Bank, 1999). In this line of thought, the quality of knowledge generated by higher education institutions and its availability to the wider economy is vital to national competitiveness both in developed and developing countries. Mhlanga (2008) observes that for some time now, higher education institutions in both developed and developing countries have had various activities, involving various stakeholders with the intention of coming up with quality assurance systems and arrangements to improve the quality of their teaching, research and direct community service activities.

The use of quality assurance systems in various higher education institutions today can be traced back to the world of business. Quality assurance emerged as a principal business methodology in western world throughout the 1950's and in early 1960's focusing on the training of employees to prevent problems,

strengthening organisational systems and continually improving performance (Friend-Pereira, Lutz & Heerens, 2002). With time, this phenomenon penetrated to the public service areas; higher education included. The introduction of quality assurance systems in higher education by then was meant to maintain standards, weed out poor performers and solve problems (Friend-Pereira, Lutz & Heerens, 2002).

Formal implementation of quality assurance in higher education system started in Western countries in the mid-1980s (Jeziarska, 2009). In 1989 quality assurance in higher education was introduced in Central and Eastern Europe following the fall of communism. The signing of the Bologna Declaration in 1999 by 29 European countries paved way towards the development of the European standards and guidelines for quality assurance in higher education. The standards and guidelines were developed and published by European Association for Quality Assurance in Higher Education (ENQA) and adopted by the ministers of education in 2005 during the ministerial summit in Bergen (Jeziarska, 2009).

The ideas of establishing and implementing quality assurance systems were not only confined to the European boundaries. In recent years quality assurance has also gained favour in universities in developing countries. Research findings indicate that several steps have been taken by African countries to establish national and regional quality assurance systems in order to ensure international credibility of the programmes offered in their universities thus making their higher education systems competitive on the global market (Jonathan, 2000). The adoption of quality assurance mechanisms in Africa was originally based on the

history and the evolution of the higher education system in each country. However, in order to ensure that higher education institutions in Africa give equal weight to their services and products, the Association of African Universities (AAU) at its 9th general conference in 1997 recommended that quality assurance should be part of its 1997-2000 programmes of activities (Jonathan, 2000). Up to 2007, thirty percent (30%) of African countries had established and operationalized quality assurance agencies (Materu, 2007).

Among the first countries in Africa to respond positively to the call of establishing national and regional quality assurance authorities in order to safeguard the quality of education provided by higher education institutions are East African countries. The move began in Kenya with the establishment of Commission for Higher Education (CHE) in 1985 then followed by Higher Education Accreditation Council (HEAC) and National Commission for Higher Education (NCHE) in Tanzania and Uganda respectively (Materu, 2007 & Oyewole, 2007).

Higher Education Accreditation Council was established under the Education Act of 1995 as a government agency responsible for the promotion and quality assurance of higher education programmes, staff, students and awards (degrees and diplomas offered by Universities). On 1st July 2005 Tanzania Commission for Universities (TCU) was established under universities act number 7 of the parliament to substitute HEAC. TCU as quality regulatory body is mandated with two main tasks, first to recognize, approve, register and accredit universities operating in Tanzania and local or foreign university level programmes being

offered to non-TCU registered higher education institutions and second to coordinate the proper functioning of all university institutions in Tanzania so as to foster a harmonized higher education system in the country (United Republic of Tanzania, 2005).

The move to establish quality assurance system in higher education institutions in the world and in particular Tanzania was meant to address global, regional and national challenges experienced by higher education institutions. The main challenges are:-

First, a dramatic growth in student population in higher education all over the world. Students' enrolment in higher education institutions world-wide has doubled or trebled over the past decade and continues to increase (Mohamedbhai, 2006). The 21st century has begun with an explosion in the number of higher education students mainly because of an increase in social demand for higher education and an increase in the economic need for more highly educated human resources. Hallak and Poisson (2007) note that in 1970, the number of students in higher education in the world was 28.2 million. By 1990 it had grown up to 70.8 million and by 2004 to 132 million. Data from Tanzania Commission for Universities indicate that Tanzania has experienced tremendous increase in the number of students in the undergraduate programmes from 15,264 by 1999/2000 to 96,751 by 2009/2010 (Higher Education Accreditation Council, 2004 & Tanzania Commission for Universities, 2010). When one goes down to the faculty level specifically Faculties of Education the same scenario is clearly seen.

Table 1.1 shows the increase in the number of students in the Faculties of Education in Tanzania from 2006/2007 to 2009/2010.

Table 1.1 Number of students enrolled in the undergraduate program in the Faculties of Education from 2006/2007 to 2009/2010

Ownership status	2006/07	2007/08	2008/09	2009/10	Total	%
Public	5,652	6,918	9,115	9,833	31,518	62.2
Private	2,073	3,958	5,253	7,862	19,146	37.8
Total	7,725	10,876	14,368	17,695	50,664	100

Source: TCU, 2010

Data in Table 1.1 indicate that Faculties of Education in the public universities have large share with regards to the number of students joining the Faculties of Education (62.2%) compared to those in the private universities (37.8%). However, in as far as enrolment increase is concerned data indicate that the increase in the enrolment is more felt in the Faculties of Education of private universities than in the Faculties of Education of public universities. From 2006/07 to 2009/10 the enrolment has increased by 74 percent in the private universities while in the public universities the enrolment has increased by 42.5 percent.

With this increase there has been a concern that it might affect the quality of higher education provided especially in view of diminishing public funding. The diminishing public funding leads to reduction in per student expenditure and general spreading of available resources more thinly among various key processes like student support services, research, library facilities, laboratory equipment and

personnel (Mhlanga, 2008). Unplanned increase in the number of students in universities leads to poor conditions, shortage of faculty members; and a lack of infrastructure and equipment across university campuses and a decreasing quality of teaching in many institutions (Huang, 2004).

Second, internationalization and globalization which has led to increase in the mobility of students and academics across national frontiers and the movements of graduates to other countries other than theirs, looking for employment. Globalization has brought with it an increasing level of academic fraud, such as ‘diploma mills’, ‘fly-by-night providers’, ‘bogus institutions’ or fake credentials (Hallak & Poisson, 2007). This scenario increases the demand for trustworthy organizations that can establish confidence using quality assurance methods. According to Inter-University Council for East Africa (2007) with globalization a university not only has to compete inside the country, but also with other countries not only in East Africa but also with higher education in the United States and the European Union. The labour market, which may be perceived as the destination for graduates of tertiary education, is highly competitive, demanding quality assured qualifications from education and training institutions (Manyanga, 2008).

Third, the need for the education institutions to be accountable to their stakeholders namely: the state, the students and employers of the graduates. Pressure has been put on the education institutions to show that the money being invested is well spent and that the students are getting value for their money. Competition among the institutions, globalisation and commercialisation have

made it imperative for quality control measures to be introduced in order to protect students from poor quality education (Mohamedbhai, 2006). It is in view of this trend that the Tanzania development vision 2025 expresses its aim of building a nation with high level of education at all levels, a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels (United Republic of Tanzania, 1999). This statement calls for relevant and quality education and training in all educational institutions in the country, public and private alike.

Fourth, the increase in the number of providers. A heavy demand for higher education has given rise to a large number and a wide range of providers, local and foreign, public and private. The speed at which these institutions are coming up is forcing people to begin thinking of the fate of quality in these institutions (Sentenza-Kajubi, 2007 & Anandkrishnan, 2004). There is a strong feeling that quality may be sacrificed at the expense of profit making. Ishengoma (2007) observes that most of the private higher education institutions in Tanzania were established or are established because of profit motives albeit disguise. Inter-University Council for East Africa (2007) insists that our students and parents are spending a lot of time and money on their education; therefore they have the right to receive a quality education. The increase in the number of providers poses challenges for efficiency and quality delivery by higher education institutions thus leading to an emphasis in quality assurance.

Fifth, economic constraints and shift in priorities. The quality of public higher education institutions has suffered in many countries due to economic constraints and a shift in priorities from advanced levels to basic education. Inter-University Council for East Africa (2007) notes that as governments are striving to increase the numbers of students, there is a continuous decrease in investments a thing which forces the institutions to do more with less money. This situation has really made some scholars busy trying to look for some mechanisms that will ensure quality of education amidst these constraints. There are strong expectations that quality assurance mechanisms will ensure continuous quality control and improvement (Mohamedbhai, 2006).

A thorough analysis of the above five elements divulges that higher education in Tanzania is confronted with both external and internal pressures. In order to address these pressures fairly, there is a need to ensure that higher education institutions meet the standards set in a country and those which are regionally and internationally set. Manyanga (2008) maintains that as much as quality is context bound, universities must at least meet the basic standards that are applied to higher education institutions. In order to harmonise quality assurance practices in East Africa, the Inter-University Council for East Africa (IUCEA) in collaboration with higher education regulatory bodies in Tanzania (Tanzania Commission for Universities-TCU), Kenya (Commission for Higher Education-CHE currently Commission for University Education-CUE) and Uganda (National Council for Higher Education-NCHE) have introduced an East African quality assurance system that aims at harmonizing quality assurance practices in East Africa (TCU, 2010). The East African quality assurance system is expected

to ensure a well-coordinated university level higher education system and quality of its inputs, processes and outputs that enhance sustainable regional economic growth and development.

The IUCEA quality assurance guidelines consists of twelve aspects namely: policy and procedures for quality assurance guideline, a monitoring system guideline, periodic review of the core activities, quality assurance of the student assessment, quality assurance of teaching staff, quality assurance of facilities, quality assurance of student support, self-assessment, internal audit, information systems, public information and a quality handbook (IUCEA, 2007). The IUCEA quality assurance guidelines have been officially adopted by TCU for its quality assurance functions (TCU, 2010). Moreover TCU has directed all universities in Tanzania to adopt the guidelines in their quality assurance systems

The attempts to ensure provision of quality education in any type and level of education cannot be realised if those vested with the task of facilitating the acquisition of knowledge, skills, values and attitudes by learners and even supervising at different levels of educational institutions in a given country are not well prepared. Chacha and Ayoo (2001) note that one of the foremost goals of higher education is to train highly qualified graduates and responsible citizens who are able to meet the needs of all sectors of human activity by offering relevant qualifications including professional training, which combine high level knowledge and skills, using courses and content continually tailored to the present and future needs of society. At the university level, the division responsible for grooming and producing teachers is the Faculty of Education.

Faculty of Education is the engine of all other sectors in a country. Whoever gets into any sector must have gone through teachers. Faculty of Education in any university is very crucial not only in terms of producing teachers for secondary schools but also in preparing high level managerial professionals for technical jobs in Ministries of Education, schools, colleges, curriculum development centres (Ogula & Olanga, 2006). Teachers are often required to take up expanded roles and responsibilities as curriculum developers, action researchers, staff development facilitators and ICT instructors.

The centrality of teacher's training programmes calls for special attention if improvement is to be achieved in any other developmental sector in a country. In an era of new information and communication technologies, globalisation, and universalization of market economies, teachers and other educators have become crucial to supporting the rapid developments. Samoff and Carrol (2004) argue that deterioration in the role of universities in preparing teachers and teacher educators will put all education at risk. In order to avoid putting all education at risk it is good that quality assurance guidelines are properly put in place and adhered to in all higher institutions.

1.2 Statement of the Problem

In 1990s, the Government of Tanzania introduced the policy of education liberalization which opened the door for private investors to provide education at various levels including higher education. Recently, Tanzania has witnessed the establishment of Faculty of Education in various universities in the course of

joining hands with the government to alleviate the problem of shortage of teachers in secondary schools following the introduction of the Secondary Education Development Programme (SEDP) in 2004. In order to attract more students to join the teaching profession in August 2006, President Kikwete announced that all university Bachelor of Education students would get a full scholarship (Sumra & Rajan, 2006). This assurance by the government has made a shift in the admission of students in the Faculties of Education in many universities in Tanzania.

The speed at which this shift has been experienced has left a lot of questions in the minds of scholars vi-s-a-vi-s the quality of the products of these universities and faculties of education in particular. Osaki (2007) commenting on the haphazard expansion and admission in the Faculties of Education in Tanzania had this to say, “there is a very big challenge to improve the quality of teacher training in Universities and the Ministry of Education Teachers Training Colleges because class sizes are very large now and expansion is at critical level” (p.58).

In the context of the sustained growth and diversification of higher education systems civil society is increasingly concerned about the quality of education provided to students. Ismael (2010) appeals to Tanzania Commission for Universities to thoroughly verify the information submitted by the private universities for according to him they are mostly not true. In this article, Ismael maintains that private universities submit a long list of lecturers with false credentials and those with genuine credentials they are not in fact found in those universities. In other words, Ismael is raising an issue of

unqualified teachers teaching in private universities a thing which actually waters down quality of education provided by these institutions.

In his study on growth and expansion of private universities in Tanzania, Kuhanga (2006) notes that there are two quality assurance aspects that need to be considered seriously if quality is to be assured in private universities namely quality of teaching staff and quality of facilities. The findings in this study indicate that in Tanzania there are private higher education institutions with no PhD holders but with some first degree holders teaching degree programmes. Lack of qualified lecturers may lead to having universities which produce “half-cooked” teachers, a thing which render them incapable of executing their duties properly.

Ishengoma (2007) in his study on the quality of private universities in relation to students enrolment found out that the increase in the number of students does not tally with the increase in the number of highly academically qualified faculty, training at PhD level or the construction of new buildings. The study by Materu (2007) notes that the staffing and state of facilities in some public higher institutions raise major concerns about the quality of education offered. Manyaga (2008) carried out a study on standards to assure quality in tertiary education in Tanzania. The study provides information on development of standards in Tanzania which may help to train providers in other countries as they seek to improve the quality and standards of their provisions.

The studies by Kuhanga, (2006); Materu, (2007); Ishengoma (2007) and Manyaga (2008) highlight the concern of various stakeholders with regard to the quality of education provided by higher education in Tanzania. They have also given us the status

of some quality assurance aspects in higher education in Tanzania. However, the studies do not tell us the extent to which Faculties of Education of Chartered universities in Tanzania are implementing the ICUEA quality assurance guidelines in the course of addressing those dissatisfactions. This study therefore, assessed the implementation of the IUCEA quality guidelines in the Faculties of Education of chartered universities in Tanzania. The study sought to give an answer to the key question “to what extent are the IUCEA quality guidelines being implemented in the Faculties of Education of chartered universities in Tanzania?”

1.3 Research Questions

In order to analyse the implementation of the IUCEA quality assurance guidelines in the Faculties of education of chartered universities in Tanzania the following questions guided the study:

1. To what extent does the teaching and learning process in the Faculties of Education of chartered universities in Tanzania adhere to IUCEA quality assurance guidelines?
2. What are the procedures for ensuring the quality of the Academic staff in the faculties of education of the chartered universities?
3. What mechanisms are used to advise and support the students for the achievement of quality learning?
4. To what extent do the teaching and learning facilities and infrastructures in the Faculties of Education of chartered universities in Tanzania adhere to IUCEA quality assurance guidelines?
5. How do the Faculties of Education involve different stakeholders in the evaluation of the quality of their core activities?

6. What challenges do the faculties of education face in the process of implementing the IUCEA quality assurance guidelines?
7. What should be done to enhance the implementation process?

1.4 Significance of the Study

It is hoped that the findings of this study will help the management of the chartered universities to know the actual status of implementation of the IUCEA quality assurance guidelines in the Faculties of Education, the problems that are encountered in the process of implementing them and measures to take to enhance the implementation process. Kothari (2004) observes that research provides intellectual satisfaction of knowing a few things just for the sake of knowledge and also has particular utility for one to know for the sake of being able to do something better or in a more efficient manner.

The findings may be used by Tanzania Commission for Universities and ICUEA and policy makers to determine the extent to which the selected IUCEA quality assurance guidelines are implemented in chartered universities in Tanzania. Kothari (2004) unveils that decision-making may not be a part of research, but research certainly facilitates the decisions for the policy makers.

Moreover, the study is hoped to unveil to the different stakeholders the actual quality of the products and services given by the faculties of education and the efforts that are in place to enhance it. The findings of the study will help the stakeholders to stop relying on hear-say and have a fair judgement of our higher learning institutions. Mugenda and Mugenda (2003) insist that though there are

other sources of knowledge, research remains the most efficient and reliable source of knowledge.

Furthermore, the findings of this study are hoped to add information on the body of knowledge that is concerned with the same issue. Research may mean the outlet for new ideas and insights (Kothari, 2004). Borg and Gall (1983) insist that research builds a body of knowledge that informs the practice of education.

Lastly, although the present study will cover a case study of Faculties of Education of chartered universities of Tanzania, the study can act as a stimulus to other researchers to undertake similar work covering other faculties or even the whole university.

1.5 Scope and Delimitation of the Study

Delimitation of the study indicates the boundaries of the study in terms of content, target group and geographical spread. Basing on this argument this study has been limited to Faculties of Education of chartered universities in Tanzania. Attention in this study was put on the faculties of education simply because of their role to prepare people who go out to prepare others to fit in all sectors in a country. Deterioration in the preparation of teachers and teachers' educators will put all sectors in a country at risk.

Inter-university Council for Eastern Africa has given out twelve quality assurance guidelines to be implemented in the region. In this study five guidelines were point of focus namely, quality of teaching staff, quality of facilities, quality of

student assessment, quality assurance of student support and monitoring mechanisms. These are the aspects that bring together all the stakeholders of the university education and they capture the day to day activities of the university that are directly linked to the quality of teaching and learning. Vroeijenstijn (1995) argues that focusing on quality of teaching and learning may be justified by the fact that it raises more questions than does quality of research and community services.

The participants for this study were Deans, Faculty of Education, Heads of Departments, lecturers and students. The Deans, Heads of Departments and Lecturers are the implementers of the quality assurance guidelines at the Faculty level. The students on the other hand are the beneficiaries of the implementation process. However, among the students group participants came from the third year students because of their experience, having stayed in the university for a longer time than the rest. The Bachelor's programme lasts for a period of three years. Their inclusion in this study furnished the researcher with genuine information on the way quality assurance guidelines are implemented in Faculties of Education based on their three years experience.

1.6 Theoretical Framework

1.6.1 Systems Theory

This study was guided by the systems theory. Systems theory was developed by Ludwing von Bertalaffy in 1950s. Systems theory studies the structure and properties of systems in terms of the relationships from which new properties or

wholes emerge. A system is a composition of several components working together to accomplish a set of objectives (Kessel & Mink, 1971). According to Mishra (2006), the notion of system is a theoretical abstraction and can be defined as an organised unitary whole composed of a set of interdependent, interrelated and interacting synergetic elements or sub-systems and delineated by identifiable boundaries from its environmental supra system.

A system is characterized by an orderly way in which things work and operate; a number of goals or objectives to be accomplished; a way in which things are tied together; a way in which the components interact and a way in which the various components depend on each other (Kessel & Mink, 1971).

Systems theory provides a framework by which groups of elements and their properties may be studied jointly in order to understand outcomes. The systems theory is based on the basic assumption that the sum of those parts differs in significant respects from the parts taken separately and that the interaction of elements is crucial (Kessel & Mink, 1971).

There are two versions of systems theory namely open system and closed system. The open systems theory focuses on the interchange between a system and its environment while closed systems theory focuses only the internal aspects of the organisation. Educational institutions exhibit the behaviour of an open system which has an environment that input some form of energy to the system which undergoes transformation to give some outputs into environment (Mishra, 2006).

The systems approach to education comprises of inputs, processes and outputs, all encompassed in an arbitrary boundary and the environment (Ali & Sharti, 2010). In other words, the provision of quality of education is viewed in terms of the input, process and output. Quality of education takes into account external environment in which institutions operate; internal environment where teaching learning takes place and home environment of learners (Ali & Sharti, 2010).

Inputs consist of human resources, physical resources in terms of infrastructures and financial resources (Mishra, 2006, Ali & Sharti, 2010). Inputs from its environment cross the boundary into the system: these are acted on within the transformation or production process and finally released from the system back into the environment as outputs. Amanuel, (2009) observes that, inputs are acquired from the environment and the output goes back into the environment in a constant exchange. The direction of flow from the inputs, through transformation or production process to the output indicates the flow of energy and information.

Process involves a series of actions or operations concluding to an end (Ali & Sharti, 2010). Transformation process for an educational institution consists of activities performed to disseminate knowledge, to conduct research and to provide community service. In other words, educational process is a series of actions or operations leading to an educational end, learning, training, and or scholarly activity. A process transforms measurable inputs into measurable outputs under a value adding operation. Process in the education system includes teaching, learning, research, administrative activities and knowledge transformation (Ali & Sharti, 2010).

Outputs are tangible and intangible outcomes. According to Mishra (2006) and Ali and Sharti, (2010) the tangible outcomes consist of value addition through examination results, employment, earnings, educated people, research findings and service to community while the intangible ones consist of growth in knowledge and satisfaction. The quality of the end product/service can be known through the feedback obtained from the beneficiaries and from the progressive reports. Feedback helps the educational institutions to adapt better to their environment. It gives them an opportunity to modify the system while the process is in progress, thus making the system more responsive to the needs of the components in the environment. The output so released should satisfy the components in the environment in the form of customers/stakeholders: else the inputs would cease and further transformation /production ceases too (Ali & Sharti, 2010).

1.6.2 Strengths of the Systems Theory

Kessel and Mink (1971) assert that systems theory has special application to the decision-making process in that it attempts to describe all alternatives and evaluate their consequences, so that a decision which has the highest possibility of providing the most preferred outcomes may be made. Quality of anything is the outcome of proper decision-making process especially when one is confronted with a number of different alternatives. Kessel and Mink (1971) insist that the systems theory is desirable where a choice must be made between a number of different alternatives and under conditions of uncertainty.

Communication is a key concept in systems theory. Systems theory applied to higher education can explicate the conditions for healthy information exchange so that operations are improved and the path is cleared for the achievement of educational and institutional goals and objectives.

Systems theory provides people with the potential to make sense out of a number of problems with which the university must cope, including those in the greater society. According to the systems theory, the university is surrounded like any other open system, by certain constraints such as limited physical facilities and financial resources and externally imposed pressures and regulations. All these constraints greatly affect the quality of education offered by a given institution.

Feedback is at the centre of the systems theory. There are two types of feedback namely positive and negative feedback. Kessel and Mink (1971) noted that positive feedback encourages the system to continue along the same lines of functioning and make more of the kinds of changes it has been making while negative feedback disturbs the system and challenges it to adjust itself or its inputs. Feedback helps the organisation to become self-regulating and remain in tune with its environment. It increases interest, develops mutual understanding and improves the total communication process.

1.6.3 Weaknesses of the Systems Theory

The application of the systems theory in higher education institutions is not all smooth; rather it is accompanied by some limitations. Kessel and Mink (1971)

noted that fruitful application of the systems theory requires changes not only in behaviour but also in mode of thinking.

Moreover its application is constrained by the effects of power politics involved in making decisions about resources. The systems theory assumes that all decisions pertaining to the running of the organisation are carried out by professionals or experts. However, the reality is, there are a lot of interferences from politicians in terms of how the resources are to be allocated. In this situation most of the decisions do not reflect the reality in the field.

Furthermore, systems theory is limited by non-availability of data upon which decisions are to be based. Non-availability of data cripples the decision-making process. Okumbe (1998) insists that the educational manager should be aware of the various risks, uncertainties and costs involved before making any decision.

1.6.4 Justification of the Choice of the Theory

Systems theory is a very useful theory upon which assessment of the implementation of the quality assurance guidelines can be based due to the fact that it considers an educational institution as system where things are well linked together in such a way that the quality expected in the institution is the quality of each element. In other words, quality education is the function of the quality of what gets in (the inputs), activities carried in the institution (processes) and what gets out of the institution (outputs). The theory focuses on special control of what gets in (feed forward control), activities carried out (concurrent control) and what gets out (feedback control). The quality assurance guidelines revolve around these

three elements. Kessel and Mink (1971) insist that systems theory describes all alternatives and evaluates their consequences, so that a decision may be made which has the highest probability of providing the most preferred outcome. Moreover, the theory explicates the conditions for healthy information exchange that ensure operations in an educational institution are improved and the path is cleared for the achievement of educational goals and objectives.

Quality assurance is not a one day process; it demands continuous implementation of the agreed plans, evaluation, feedback and revision. Kessel and Mink (1971) note that systems theory places much emphasis on the problems of implementation, evaluation, feedback and revision; it forces decision-making to face to the problems at the implementation to the end. The feedback obtained from the alumni and employers helps an organisation to know how it is doing, things which need to be maintained and things that need adjustment. Feedback helps an organisation to become self-regulating and remain in tune with its environment (Kessel & Mink, 1971).

The study was based on the three elements of the systems theory which stand as hinges upon which the quality assurance guidelines find home.

1.7 Conceptual Framework

This study analysed the implementation of the IUCEA quality assurance guidelines in the faculties of education of chartered universities in Tanzania. In the course of accomplishing this task three areas derived from the systems theory were points of focus namely: input (feed forward), processes (concurrent) and

output (feedback). Figure 1.1 gives a diagrammatical presentation of these elements.

Figure 1.1 Conceptual Framework for analysing the Implementation of the IUCEA Quality Assurance guidelines in the Faculties of Education of Chartered Universities in Tanzania.

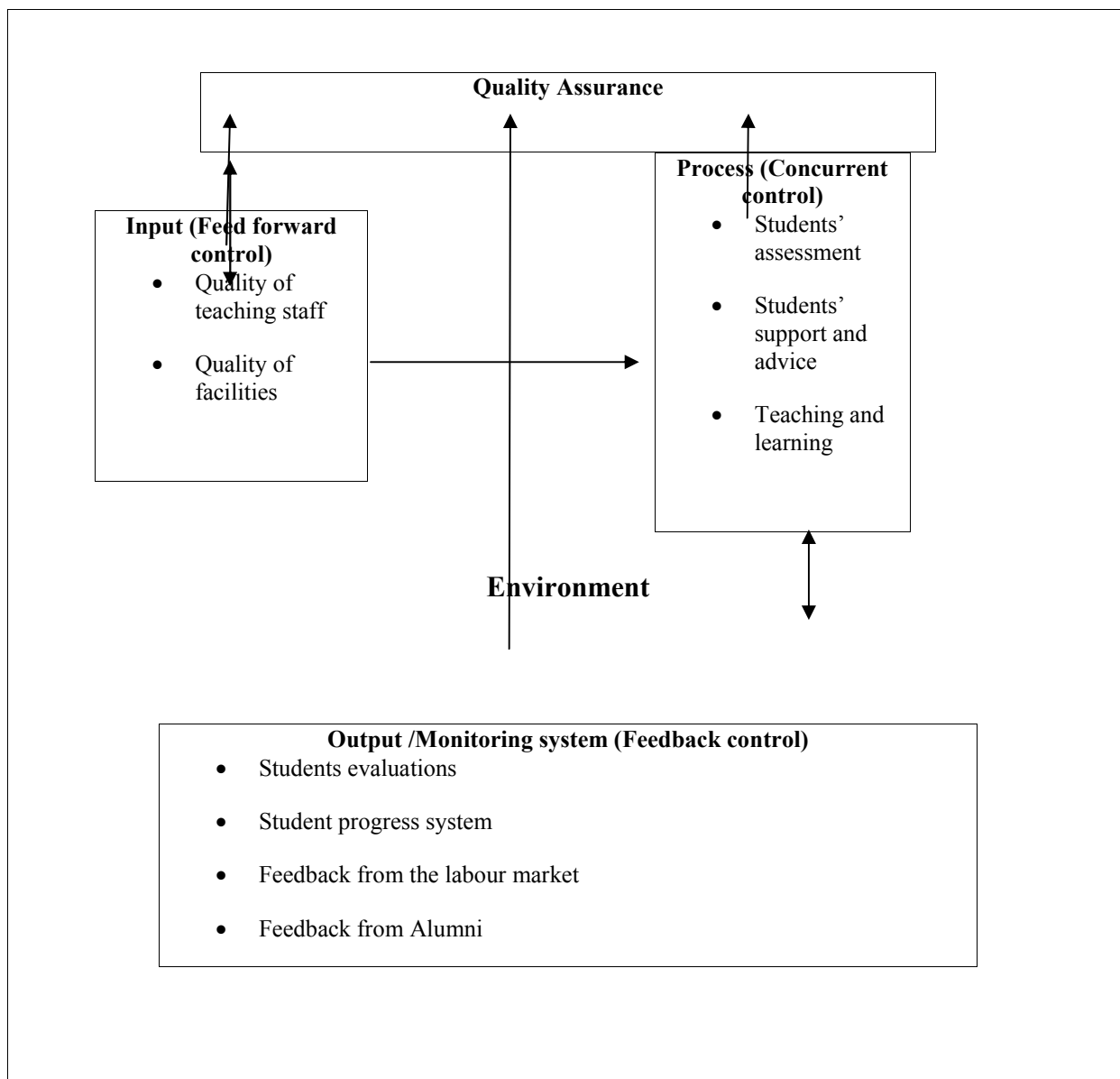


Figure 1:1 indicates that quality assurance in higher education is the product of inputs, processes and proper feedback mechanisms.

The input variable here focuses on two aspects: quality of teaching staff, quality of facilities and quality of students. Daft and Marcic (2006) note that input quality should always be high enough to prevent problems when the organisation performs its tasks. The main function of the lecturer in an academic institution is

to equip students with knowledge, skills and values that are necessary for and suitable in the current and emerging new age of science and technology (Ashraf, Ibrahim & Joarder, 2009). The accomplishment of this function calls for the employment and retaining of talented teachers. According to Hensel (1991) the well-being of the university depends on its ability to recruit and retain a talented faculty. According to Bowen and Schuster (1986), the excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties. In this case therefore faculties of education of chartered universities should ensure that their staff recruitment and appointment procedures include screening mechanisms that will ensure that new staff have at least the minimum necessary level of competence. In order to ensure continuous provision of up-to-date knowledge and skills, teaching staff should be given opportunities to develop and extend their teaching capacity through seminars, symposia, workshops and further studies.

Over and above these, in order to ensure quality of the teaching staff is maintained staff appraisal and feedback to the staff members is important.

Teaching and learning facilities here includes elements such as modern teaching resources, academically suitable building infrastructure, extensive library facilities, laboratories, dormitory facilities, canteen facility, sports and recreational facilities and computer laboratories with high speed internet access. A programme of high quality is presumed to have not only equipped laboratories but also library holding computers and all material things needed for the desired learning to take place (Conrad & Blackburn, 1985)

According to Carron and Chau, (1992) teaching and learning process involves the way teachers teach, the way they use their time, the extent to which they involve and support the learners and provide them with feedback and advice and the frequency with which they regularly assess the knowledge acquired. In this case therefore, processes with reference to the ICUEA quality assurance guidelines comprise of the actual teaching in the classroom, students support and advice services and student assessment mechanisms.

The quality of the teaching and learning depends on the ability of the lecturer to facilitate the process of acquiring knowledge and skills by the students. At this juncture, the use of different teaching methods is pertinent due to the fact that students differ greatly in aptitudes and inclination to learn. Research indicates that there is no single style of teaching that is most effective. The best lecturer is the one who combines different methods and vary them according to circumstances (Lockheed & Verspoor, 1991; Rugh, Malik & Farooq, 1991). The use of only one method might be monotonous and may not be effective with all students. Osaki (2000) unveils that the use of variety of teaching and learning methods assist all students to maximize their learning.

The extent to which the actual teaching achieves its goals is unveiled through the assessment process. The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on the students' future careers. Moreover if assessment is well done it gives valuable information for institutions about the effectiveness of teaching and

learners' support. In order to achieve a good end in the assessment process there should be clear and published criteria for marking, more than one examiner, clear regulations covering student absence, illness and appeals procedures. Furthermore, students should be informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them and criteria that will be applied to the assessment of their performance.

The success of the teaching and assessment processes depend very much on the support and advice services given to the students. In the university setting student support and advice services consist of tutoring system, consultation hours, academic advisory services, orientation for new students, student housing, sport facilities, information for students, financial assistances, course and examination registration and guidance and counselling services. Student support and advice services are meant to create conducive and learning environment. In this case therefore, they should be readily available to students, designed with their needs in mind responsive to feedback from those who use the services provided.

The quality of a given education does not only become a reality by having qualified teachers, students, quality academic programme, reliable teaching and learning facilities without putting in place mechanisms that will inform the organisation the quality of its end product or service. The control that focuses on the organisation's outputs is technically called post-action or output control or feedback control (Daft & Marcic, 2006). The feedback control can take different forms. However, in the higher education institutions the common forms are

student evaluations, a student progress system, structural feedback from the labour market and structural feedback from the alumni. Ogula and Onsongo (2009) maintain that each institution must develop its own means of gathering evidence of their achievement. It is assumed that if an institution has well established feedback mechanisms, it will be able to know its strong areas which need to be maintained and weak areas which need some improvements.

1.8 Operational Definition of Terms

Academic Quality

A way of describing how well the learning opportunities available to students help them to achieve their award. Usually, academic quality is judged on the basis of the results associated with teaching, learning, research, and service, within the framework of institutional and programme mission.

Accreditation

A process of recognising a university, its academic and professional programmes as well as governance and management structures for a level of performance, integrity, standards and quality which entitle the university to the confidence of the public it serves.

Audit

A process of review of faculty of education to determine if its curriculum, staff and infrastructure meet its stated aims and objectives.

Chartered university

A university or university college holder of certificate of accreditation whose governance instrument has been approved by the Tanzania Commission for Universities, signed and granted by the President of the United Republic of Tanzania.

Faculty of Education

A section in university that prepares teachers for secondary schools, tutors for teacher training colleges and people needed in high level managerial professional

and technical jobs in the ministries of education, schools, curriculum development centres and universities.

Quality of education in higher education

A multi-dimensional concept, which embraces all its functions and activities, teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment.

Higher education institutions

A university or college or campus or any other autonomous institution that offers a level of academic education and professional training that leads to full academic and/ or professional qualifications and competence.

Implementation

The act of putting into practice the quality assurance guidelines given by IUCEA for ensuring provision of quality education in higher education in the region.

Performance indicator

An item of information collected at regular intervals to track the performance of higher education system with the view of ensuring the quality of its products and services.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of literature related to the study. The chapter begins by conceptualising the terms quality and quality assurance, reviewing theories on quality, quality assurance guidelines in East Africa, quality assurance mechanisms in higher education, stumbling blocks in the course of implementing quality assurance in higher education and then goes to the empirical studies on quality assurance mechanisms in higher learning institutions and lastly research gap.

2.2 Conceptualisation of Quality and Quality Assurance

Whenever quality assurance is mentioned, it is always crucial to establish what is understood by the term quality and thereafter quality assurance because different professionals perceive these terms differently. The different conceptions are mainly due to different interests, values and expectations regarding quality of education (Mhlanga, 2008). Analysis of the implementation of the quality assurance guidelines in a given university should start by seeking to understand what it is that is to be assured.

The term quality is derived from the Latin word “qualitas” which means the degree of excellence of a thing (Oxford Dictionary, 2003). Basing on this etymology Harvey and Green (1993) and Kabouridis and Link (2001) noted that

the concept of quality in relation to higher education can be viewed from the following perspectives:

First, quality as exceptional or excellence. In this conceptualisation quality is perceived as something distinctive, something special, which cannot be attained by many (Mhlanga, 2008). In the higher education, quality in this view is operationalized as exceptionally high standards of academic achievements.

Second, quality as perfection. As perfection, quality relates closely to the notion of zero-defect commonly employed in industrial setting, where physical products of a production chain have to meet the exact pre-specifications of the desired product in its perfect form, without any defects (Harvey & Green, 1993). The direct use of this definition in higher education may be quite problematic due to the fact that the product of an educational process is multi-faceted, usually possessing some unforeseeable and unpredicted but desirable attributes. Moreover, it is not possible to define a perfect or zero defect graduate of an educational process for no knowledge is perfectly adequate, no matter how superior it may be (Mhlanga, 2008).

Third, quality as fitness for purpose. This conception judges the quality of a product or service in terms of the extent to which its stated purpose is met. This is generally the quality conception of stakeholders external to the university community who normally put a heavy premium on the instrumental function of higher education (Harvey & Green, 1993). The main focuses in this conception are the ability of the institutions to produce graduates who are immediately

functional in the world of work and graduates who fit into the workplace without compromising on efficiency and prejudicing the profit benefits of an enterprise. Mhlanga (2008) notes that this conception of quality is often linked to governments that are concerned with aligning the output of higher education institutions with broad national goals and for using universities as an apparatus to address broader social problems.

Fourth, quality as value for money. This conception assesses quality in terms of return on investment or expenditure and is related to the notion of accountability (Kabouridis & Link 2001). It involves the use of professional bodies and the employers of university graduates to specify their requirements and to accredit their programmes.

Fifth, quality as transformation. It sees quality as a process of change with emphasis on adding value to students through their learning experience. Quality in this case is defined in terms of the value added in the learner and learner assessment seeks to establish the amount of such value added. Though the amount of value added is not tangible and its quantification is problematic, this is what the academy uses to determine value (Mhlanga, 2008).

Though these various perceptions of quality are treated separately in the literature, it is important to note that in real practice several notions of the concept manifest themselves in the quality assurance guidelines given by IUCEA and adopted by TCU. The understanding of quality by TCU encompasses fitness for the purpose, value for money, excellence and individual and social transformation. This is

evident in TCU objectives that is; to ensure a well coordinated and regulated university level higher education system and quality of its inputs, processes and outputs for enhanced and sustainable national economic growth and development and enhance the quality and relevance of programmes and institution of higher education in Tanzania so that they meet the demands of the labour market, the economy and the society (Hongoke, 2006).

Going with what is actually happening in our higher institutions, the most appropriate definitions of quality would be fitness for purpose and transformation. This is mainly so because of the expectations of both providers of the education and the beneficiaries that is to meet already stipulated goals and change the recipient socially, economically, spiritually and intellectually.

Quality assurance on the other hand refers to the means by which an institution can guarantee with confidence and certainty that the standards and quality of its educational provision are being maintained and enhanced (Friend-Pereira, Lutz & Heerens, 2002). Quality assurance can be either an external or internal process.

External quality assurance refers to the review by an external agency for example a national quality assurance agency or professional body which evaluates the operations of a university or institution or its programmes to ascertain the level of compliance with set of minimum standards (Friend-Pereira, Lutz & Heerens, 2002). External quality assurance is mainly carried out through the instrumentality of accreditation and it involves a self-study, peer review and a reporting system.

Internal quality assurance on the other hand, refers to the internal policies and mechanisms of a university or programme ensuring that it is fulfilling its purposes as well as the standards that apply to higher education in general or to the profession or discipline in particular (International Institute for Educational Planning, 2006). Every university from its inception designs and implements various internal activities to ensure that agreed standards of performance are being met (IIEP, 2006). In this particular study attention was put on the internal quality assurance since the IUCEA quality assurance guidelines are supposed to be adopted and integrated into the quality assurance systems of individual universities.

2.3 Theories on Quality

Over the past couple of decades, quality assurance in higher education has become increasingly important. The conceptualisation of quality in education has given rise to various theories among them Total Quality Management theory, Value added theory, Performance indicator theory of educational quality and Systems Theory.

2.3.1 Total Quality Management Theory

Total Quality Management (TQM) can be defined as the process of integrating all activities and processes within an organisation in order to achieve continuous improvement in cost, quality, function and delivery of goods and services for customer satisfaction (Ali & Shastri, 2010). It is a management approach of an organisation centred on quality, based the participation of all its members and

aiming at long term success through customer satisfaction and benefits to all members of the organisation and to society (Kabouridis & Link, 2001).

According to Kabouridis and link (2001) Total Quality Management theory in education is centred on four main elements:-

- a) Customer focus where the idea of service to students is fostered through staff training and development which promotes students' choice and autonomy.
- b) Continuous improvement. Here improvement is a natural part of daily or routine work.
- c) Process oriented. Total quality management always aims at making the processes in an organisation work better.
- d) Societal learning. Learning occurs in two levels namely individual and team. This is because all learning has its origin in the individual and the team; it is the joint efforts of a number of specialists which create extra-ordinary results.

The use of TQM theory in educational sector and for that matter higher education improves reputation of the institution in the sense that faults and problems in the day to day provision of services can be spotted and sorted quickly. Moreover, the use of total quality theory leads to higher employee morale. Workers are motivated by extra responsibility, team work and involvement in decisions.

Though in the world today there is a trend to insist on the use of TQM theory, its application in higher education is surrounded by a number of stumbling blocks.

First, empirical supports for TQM successful applications are mainly found in non-academic activities such as registration, physical plant, bill paying and purchasing but not in core academic activities especially teaching and learning.

Second, TQM theory does not address the transformation and student-participative nature of education. Its emphasis on reduction in variation or consistency is desirable for mass-production of components or customer products but does not fit the exploratory nature of student learning.

Third, the use of TQM theory in education sector is problematic as the notion of customer in this sector is illusive. The concept of a customer fits very well in business but in education it sounds awkward. It is difficult for teachers to refer to their students or funding councils as customers. Moreover, one of the guiding principles of TQM theory is that the customer's view should be paramount a thing which is incompatible with the way our education systems are set.

Fourth, the application of TQM theory in higher education involves a clash of metaphors in the sense that TQM approach in its common practice is an instrument for enacting the machine metaphor of the organisation which has fundamental differences with the nature of academic culture that is underpinned by values such as academic freedom, collegiality and professionalism.

Fifth, TQM theory can be applied to higher education but it must be modified to fully recognize some unique aspects of education. Ali and Sharti (2010) observe

that, unlike other service industries, education is a service industry with no visible, tangible product.

The weaknesses of the TQM theory far outweigh its strengths. TQM seems to focus more on concurrent and feedback controls than in the feed forward control, a thing which makes higher institutions to go one mile more to ensure provision of quality education. Quality assurance guidelines demand that attention be put on the inputs before they get in to the institution, in the processing stage and in the reaction of the beneficiaries of the skills, knowledge, values and attitudes.

2.3.2 The Value-added Theory

The value-added theory of quality education directs attention to what the institution has contributed to a student's education (Astin, 1982). The theory assumes that the larger the improvement of internal process of teaching and learning, the larger the value-added to education quality (Cheng, 2001). The focus of the value-added theory is on what a student has learned while enrolled. In turn, programmes are judged on how much they add to a student's knowledge and personal development. The difficulty with this view of quality is how to isolate that contribution.

The application of value added theory in assessing the quality of education in higher education is not an easy thing. Assessing the value added in education is a complex process that requires a careful research design and understanding of the complex issues that affect how, when and in what manner students are influenced by the education they receive.

2.3.3 Performance Indicator Theory of Educational Quality

Performance indicators theory of educational quality is based on the ideas of empiricists such as W.E. Deming who assert that quality cannot be improved unless measured (Deming,1986) and the ideas of researchers such as C. T. Fitz-Gibbon who suggest that education is highly complex system and to get into it the best strategy lies in improving the information in the system particularly by defining and measuring the many outcomes that we care about and feeding back the measurements to the units of responsibility (Fitz-Gibbon, 1996). The use of performance indicators in education is to a great extent influenced by an increasing concern on two main aspects:- First accountability, mainly on the part of government agencies and ministerial officials who are responsible for ascertaining the appropriate delivery of educational service at an affordable cost and second, transparency of institutional performance. In the higher education arena, the indicators that mostly used are those related to widening participation (e.g. social class and parental education), student progression (e.g. indicators of students' non-continuum from first year and return after year out) and proxies of educational outcomes (e.g. indicators of graduates' employment and job quality) (Law, 2010).

Performance indicators approach of educational quality demands that institutions provide relevant information for public consumption, such as their student-staff ratios and percentage of their students being involved in employment and further studies immediately after graduation. Law (2010) observes that when sufficient

information about institutions performance is given it facilitates customers' efficient choice.

The use of performance indicators in the course of ensuring quality in education institutions is highly criticized for their lack of appropriate regard to the relevant aspects of educational process or outcomes especially those relating to student development which are arguably the most important measures of educational quality. Moreover, most indicators currently being used in higher education are only proxy measures of vital educational processes or outcomes and they do not exhibit the entire desirable characteristic. Proper quality assurance system has to capture all desirable aspects in input section, process and output sections. Over and above these, Knight (2002) argues that besides the problems inherited from the contestable and stakeholder-relative nature of educational quality; there are other theoretical and technical difficulties in the development of good indicators such as problems associated with appropriate outcome assessment and fair comparisons.

Despite the unavoidable inadequacies of performance indicators, it is believed that under suitable arrangements their employment in the quality endeavour can still be fruitful. Fruitful employment of performance indicators in the quality endeavour calls for improvement of the indicator data with respect to its surrounding theoretical, technical and socio-political issues; to balance the indicator purpose between external accountability and quality enhancement and to develop appropriate frameworks for indicator usage.

The use of performance indicators theory of educational quality in higher education institution, particularly in Tanzania needs to be contextualised and a balance sought out between accountability and enhancement. Control should be exercised in the input stage, process stage and output stage. The focus of performance indicators theory on the output stage than the other two stages makes it to lose ground as a basis upon which this study could be anchored.

Generally the three reviewed theories in this section focus on some aspects of quality in higher education. However, since this study delimited itself on the five IUCEA quality assurance guidelines which fall under input (feed-forward control), process (concurrent control), feedback and environment aspects, the systems theory (reviewed under theoretical framework section) was considered to be more appropriate.

2.4 Quality Assurance Guidelines in East Africa

Over the years, many individual universities in the East Africa region have evolved various quality monitoring and control mechanisms. In order to harmonise and ensure quality of education in all universities in East Africa, the Inter-University Council for East Africa has come up with elements that need to be included in the quality assurance system of any university (IUCEA, 2007).

The IUCEA quality assurance guidelines are the product of joint efforts by national quality assurance agencies namely Tanzania Commission for Universities (Tanzania), Commission for Higher Education (Kenya) and National Commission for Higher Education (Uganda). The three organs having considered

what has been stipulated on European Network for Quality Assurance (ENQA) and ASEAN Universities Network (AUN) and national quality assurance systems in the member countries, came up with quality assurance guidelines to be used in the region as it is discussed below (IUCEA, 2007).

1. Policy and procedures for quality assurance guidelines: Each institution should have a policy and associated procedures for the assurance of the quality and standards of its programmes awards. ENQA (2005) insists that the strategy, policy and procedures should have a formal status and be publicly available. They should include a role for students and other stakeholders. Commitment to ensure quality should be clearly stated in this document. Moreover, the institution should also demonstrate that there is full, timely and tangible recognition of the contribution to its work by those of its staff who demonstrate particular excellence, expertise and dedication (ENQA, 2005).
2. A monitoring system guideline: Each institution should have in place a structured monitoring system to collect information about the quality of its activities. The monitoring system should include student evaluations, a student progress system, structural feedback from the labour market and structural feedback from alumni.
3. Periodic review of the core activities: Each institution should have formal mechanisms for periodic review or evaluation of the core activities

namely: the programme and degree, the research activities and community services.

4. Quality assurance of the student assessment: Each institution should have clear procedures to assure the assessment of students. The assessment of students should be done using published criteria, regulations and procedures which are applied consistently (ENQA, 2005). The assessment procedures should be designed to measure the achievement of the learning outcomes and other programme objectives. Moreover they should have clear and published criteria for marking and regulations concerning student absence, illness and other mitigating circumstances. In order to ensure objectivity in the construction and marking of examinations, external examiners are to be involved.

5. Quality assurance of teaching staff: Each institution should have ways of satisfying itself that staff involved with teaching of students are qualified and competent to conduct the core activities of the institution namely: teaching, research and community service. They must have a full knowledge and understanding of the subject they are teaching, have necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts and can access feedback on their own performance (ENQA, 2005). It is important at this juncture that each institution has in place means of ensuring that all new staff have at least the minimum necessary level of competence.

6. Quality assurance of facilities: Each institution should have procedures to ensure that the qualities of facilities needed for student learning are adequate and appropriate for programme offered. The facilities here include things like libraries, classrooms and computing facilities to mention but few.
7. Quality assurance of student support: Each institution should have clear procedures to assure quality of student support and advice services for the achievement of quality student learning. University lecturers are required to do all their power to provide not only a physical and material environment which is supportive of learning and which is appropriate for the activities involved, but also a social or physical one.
8. Self-assessment: Each institution should conduct regularly, but at least every five years a self-assessment of its core activities and of the institution as a whole to learn about the strengths, weakness and opportunities.
9. Internal audit: If the self-assessment is not connected to the external quality assurance, the institution is expected to organise an audit, based on the self evaluation report.

10. Information systems: An institution should ensure that it collects, analyses and uses relevant information for the effective management of its core activities namely teaching, research and community services.
11. Public information: An institution should regularly publish up to date, impartial and objective information, both qualitative and quantitative, about the programmes and awards it is offering.
12. A quality Handbook: An institution should have a quality handbook, where all regulations, processes and procedures, concerning quality assurance are documented. Inter-University Council for East Africa insists that all stakeholders should publicly know the existence and contents of this handbook.

The twelve quality assurance guidelines have officially been adopted by TCU for its quality assurance functions (TCU, 2010). TCU being the overseer of quality of education offered in university institutions in Tanzania directed all university institutions get familiarized with them and adopt them into their quality assurance mechanisms. Since its official adoption no study has been carried out to examine the extent to which chartered universities in Tanzania have implemented them. Given the fact that researches are carried out amidst constraints of time and resources, and the need to come up with the actual situation vis-à-vis the involvement of different stakeholders in the implementation of the quality assurance guidelines focus was put on the aspects that touch the day to day activities of the Faculty of Education namely the recruitment, employment,

retention, appraisal and professional development of the academic staff; support and advice given to student; teaching and learning process; assessment of the students; quality and quantity of facilities and mechanisms for collecting information on the quality of the services/activities and products of the Faculty of Education.

2.5 Quality Assurance in Higher Education

The debate on the quality of education and its assessment in Higher Education has been the focus of a number of studies. Koslowski (2006) argues that in an age of increasing competitive pressure, finite individual and institutional resources and increased demand for universal access, assessing the quality of higher education has become a major public concern. It is on the basis of this scenario that institutions of higher education will continue to be scrutinized by external stakeholders until they provide evidence of improved institutional quality. Researchers have so far examined various aspects with regards to the quality of education provision in higher education and come up with some areas that need to be looked into if quality is to be ensured in higher education institutions. These elements formed the backbone of this study.

2.5.1 Quality of Students' Support and Advice

The main objective of Faculties of Education is to prepare teachers who would operate as professionals with responsibilities and commitment (Menon, Rama, Lakshari & Dhat, 2007). The extent to which these learners would learn and absorb the knowledge, skills, values, attitudes and beliefs depends considerably on the comfort they feel in the institution, hence the importance of students'

support and advice. In the university settings, students' support and advice services include academic advisory meetings, orientation for new students, tutorial classes, consultation hours, financial assistances, registration for courses and examinations, sport and recreation services, guidance and counselling services, accommodation services and medical services. The availability and proper provision of these services create conducive teaching and learning environment in the university. Research findings indicate that there is still much to be desired as far as the provision of these services in higher education institutions is concern. This study focused on the extent to which these services have been made reality in the faculties of education of chartered university in Tanzania.

2.5.2 A Monitoring System

The quality of the education provided by higher education institution can be enhanced if proper internal monitoring system is in place. The monitoring system in higher education institutions should include four main aspects namely, student evaluations, a student progress system, and structural feedback from the labour market and from the alumni. Mehralizadeh, Pakseresht, Baradaran and Shah (2007) note that internal evaluation processes are particularly valuable in universities. This value can be realized on a continuous basis particularly in the absence of external evaluation as an incentive. It needs to become an integral part of each department, university and nationally accepted framework of quality assurance and management. Though so important, the use of monitoring system in Faculties of Education is still a problem. Ogula and Olanga (2006) observe that there is no evidence of student evaluation of lecturers and tracer studies of

graduates in Faculties of Education in Kenya. In this situation it is difficult for the Faculties of Education to control the quality of what is being delivered by its lecturers and even its programmes. This finding has acted as a catalyst for the current researcher to study as to whether the same situation prevails in Faculties of Education of chartered universities in Tanzania or not.

The internal monitoring system should capture vital aspects on the teaching and learning such as adequacy of teaching and learning resources, the relevancy of the programme content and organisation or sequencing of courses. In order to make this exercise meaningful, its reports should be analysed and feedback given to all stakeholders. The survival of a given higher education institutions depends very much on the way it strives to improve its modes of delivering the services to the customers and modes of carrying out its activities. Aminuzzaman (2007) notes that quality education in universities will be achieved through changing the method of teaching and learning as well as assessment methods, renewing the curriculum continually, updating and upgrading professional knowledge and skills and improving the broader educational, administrative and resource environment. Moreover, Harman (as cited in Mehralizadeh et.al 2007) insists that the main issues in the process of assuring the quality of higher education in many countries are maintenance and improvement of levels of teaching, learning, research and scholarships; improvements in the quality and adaptability of graduates.

2.5.3 Quality Assurance of Teaching Staff.

The quality of teaching staff revolves around the academic background and teaching experience. The quality assurance of teaching staff in higher education

institutions is the product of proper recruitment, employment, retention and promotion procedures as well as staff professional development plans. Hensel (1991) argues that the well being of the university depends on its ability to recruit and retain a talented faculty. Similarly Bowen and Schuster (1986) observe that the excellence of higher education is the function of the kind of people it is able to enlist and retain of its faculties. By and large, the faculty's main function is to equip students with the pragmatic knowledge that is most necessary for and suitable in the current and emerging new age of science and technology. In fulfilling this function, educational entities must inevitably hire and retain talented teachers (Ashraf, Abraham & Joarder, 2009). One of the tasks of the current study is assess the extent to which Faculties of Education of chartered universities in Tanzania are hiring and retaining talented and competent teachers so as to assure the quality of their core functions of teaching, research and community services.

The recruitment and employment of lecturers in universities should always be guided by standards which are nationally and internationally acceptable. Tanzania Commission for Universities has stipulated clearly that only those who hold masters degrees and above in the specialised areas can be recruited and employed to teach in universities. Qualified lecturers are crucial if quality education is to be provided to the learners and this aspect cannot in any way be replaced by well built classroom, adequate furniture, teaching supplies or books. A good curriculum cannot be effective without an engaging lecturer who has been well trained, feels confident and interact well with the learners. Ishengoma (2007) insists that a tertiary institution is only as good as the quality of its teaching staff; they are the heart of the institution that produces its graduates, its research

products and its service to the institution, community and nation. Arubayi (2009) maintains that the strength of a good educational programme is not the beautiful buildings, adequate equipment or facilities, sound curriculum but the quality and quantity of the academic staff.

Fourie (2000) research on quality assurance in institutions of higher education in South Africa indicates that teaching staff is one of the most important elements in assuring quality in higher education. The study by Materu (2007) on higher education quality assurance in Sub-Saharan Africa points out clearly that one among several factors contributing to the decline in quality of higher education in Africa is insufficient number of qualified academic staff.

Woldetensae (2007) observes that the shortage of qualified staff in the tertiary institutions is one of the serious challenges in all countries of East Africa region. Ogula and Olanga (2006) note that though Faculties of Education in Kenyan Universities have adequate staff in different areas of specialization and that the academic staff are qualified and competent to teach, majority of them do not have doctoral degrees. Findings indicate that out of 64 lecturers in the Faculty of Education in Maseno University 30% had PhDs and 70% had masters degree.

In Tanzania higher institutions the situation seems to be worse in the private universities compared to the public ones. Findings show that of the total 499 academic staff employed in all Tanzania private universities and colleges in the academic year 2005/06 only 17.2% had doctorates, about 50% had master's degree while the rest had bachelor's degrees (Ishengoma, 2007). These findings

echo Kuhanga (2006) finding's which unveils that there are private higher education institutions in Tanzania with no PhD holders but with some first degree holders teaching degree programmes. Ismael (2010) notes that private universities submit a long list of lecturers with false credentials and those with genuine credentials are not in fact found in those universities. All these scenarios call for study that would look into the quality of teaching staff in terms of the recruitment procedures and criteria. The shortage of the qualified teaching staff in Tanzania higher institutions can be traced back to inadequate remuneration and relatively unsatisfactory working conditions including security of tenure (Ishengoma, 2007).

Security of tenure of academic staff is a minimal pre-requisite of academic freedom which is a basic tenet for provision of quality higher education (Mama, 2004). Insecurity of tenure as other consequences makes academic staff vulnerable to some kind of censorship by employers and some kind of self-censorship in their work, especially marking and grading students' papers in order to satisfy both students and employers to secure further employment contracts. Hoeller (as cited in Ishengoma 2007) observes that college professors cannot teach successfully if they are in constant fear of losing their jobs. They cannot enforce high standards, if doing so will cost them their livelihood.

The researches by Kuhanga (2006) and Ishengoma (2007) were library based. They involved document analysis and the conclusions are drawn based on what they got from the documents. The studies did not employ any design and there were no participants. Therefore, the findings of these studies can only be generalized with a lot of caution or by adding data. The current study used

scientific methods of research where target population included the deans, Heads of departments, students and lecturers to get to know the actual situation at ground in the Faculties of Education of chartered universities in Tanzania.

2.5.4 Quality of Facilities

Facilities in higher education include classrooms, dormitories, dining halls, high speed internet access, an extensive library and computer lab facilities (Ashraf, et al, 2009). Classroom facilities here include learning atmosphere, modern teaching aids, air-conditioned rooms, spacious rooms and neat and clean rooms. Ashraf, et.al (2009) observe that campus facilities are significant in explaining the quality of education at the university level. Ali and Sharti (2010) note that, a well-equipped classroom promotes better teaching-learning process whereas modern laboratory facilities pave the way for better skill acquisition. Limited and inadequate facilities influence the overall learning of the students hence negatively affecting the quality of education (Ashraf, et al, 2009).

Facilities like the library are the actual learning locations and so it is essential that they have adequate volume in terms of books, journals, other learning materials and facilities for technology aided learning which enable students to acquire information, knowledge and skills required for their studies (Mishra, 2006). In this case therefore, it is not only necessary that the computer facilities and other learning resources be available in the institution for its academic and administrative purposes but be also accessible to staff and students who are expert at using them.

Ogula and Olanga (2006) unveil that Faculties of Education in Kenya have not yet maximized the opportunities offered by new information and communication technologies. There is low use of ICTs for teaching and learning both by lecturers and students. This situation could be due to the fact that there are few computers for students and there are no computers specifically reserved for academic staff.

The status of physical infrastructure in the higher education is still wanting. Research findings indicate that the physical infrastructure is inadequate in terms of space for lecture rooms, laboratories and libraries. Ishengoma (2007) observes that the infrastructure and other resources in higher education institutions in Tanzania are inadequate and dilapidated to such an extent that they can no longer withstand the growing number of enrolments. Enrolment expansion without the concomitant expansion of educational facilities negatively impacts the quality of education.

Over and above these, the quality of facilities it is not merely limited to the availability of the space and infrastructure, but it extends to the way in which they are maintained and productively utilized. At this juncture, it is very crucial that an effective mechanism for maintenance of physical and instructional infrastructure such as buildings, ICT facilities, laboratories, learning resource centre and other allied of the institution is in place. This study looked at the extent to which faculties of education in chartered universities have been able to implement this guideline.

2.5.5 Quality Assurance of Students' Assessment

The quality of the products given by higher institutions depends to a great extent on the assessment mechanisms in place. Essentially assessment has to do with establishing the level of academic competency learners have achieved as a result of learning (Mhlanga, 2008). The assessment of the students should be done using published criteria, regulation and procedures. It is highly advised that the criteria, regulation and procedures be applied consistently.

Two forms of assessment are commonly used in universities namely: continuous (Formative) as well as end of semester (summative) assessment. Mhlanga (2008) observes that continuous assessment apart from showing student' performance in a particular area of study, it is also meant to constantly give feedback to both student and lecturers so that areas of weakness can be improved. The end of semester assessment can be in the form of sit-in examination or take home/term papers or examinational-equivalent papers. In order to know the professional status of teacher-trainee and points for improvement, micro-teaching, single lesson practices and Block teaching practice are used. The first two are continuous assessment while the later is end of semester assessment.

In order to ensure the rigour and objectivity of students' assessment; universities usually employ various checks and balances that are both internal and external. Internal checks include peer reviewing of examination items set and internal standardisation of examination answers. External checks include external examination of candidates' answers as well as examination items used in a course. Quality assurance of students' assessment through external peer reviews helps the

institution benchmark the performance of students according to international standards. The external examination process entails sending not only marked examinations scripts for external review but also the course outline with performance outcomes and course aims and objectives and the examination questions used for the assessment (Mhlanga, 2008). This system enables the external examiner to give feedback on many aspects related to the course examined thus ensuring gradual improvement of courses and methods of delivery. External examination gives an institution international legitimacy and accords graduates international repute.

2.6 Difficulties in Implementing Quality Assurance Systems in Higher Education Institutions

Implementation of quality assurance systems in higher education institutions is not an easy task. Research findings indicate that the implementation process is surrounded by three main obstacles:-

One, different interests and conceptions of quality between diverse stakeholders. Numerous studies seem to agree that there is some difference between the government and universities in their approach to quality assurance and even its end product (Kis, 2005). Government uses summative approach while the approach of the universities tends to be more formative. Government is interested both in accountability and improvement. On the other hand, the universities' main objective is quality improvement. Their concerns are whether it is possible to offer high quality education within the conditions set by the government and to convince the public that the quality of their educational provision is the best possible. For higher educational institutions, the most important function of

quality assurance is an analysis of strengths and weaknesses and the formulation of recommendations for further improvement (Kis, 2005). This difference in the conception of quality can make the successful implementation of quality assurance systems more difficult. To reduce if not to alleviate this problem, academics are urged to adopt a variety of behaviours when quality assurance guidelines are implemented (Watty, 2003).

Two, implementation gap. Implementation gap is the difference between planned outcomes of policy and the outcomes of the implementation process (Newton, 2001). It is argued that the views of front-line academic staff engaged in the implementation of policy are particularly important, since they are makers and shapers in the policy implementation process, not mere recipients (Kis, 2005). In this case, therefore, how policy is received and decoded by academic staff is of particular importance.

Newton (2001) notes that the success of a particular quality assurance system may be dependent less on the rigor of application or the neatness of the dry documented quality assurance system per se and more on its contingent use by actors and on how the quality assurance system is viewed and interpreted by them. The policy implementers are the real makers of policy since they have a relative autonomy at the point of implementation. It is highly recommended at this juncture that the expected implementers of quality assurance guidelines be involved from the word go so that they can really own the system. Moreover, capacity building in terms of training should be given due weight. Rodriguez and Guherrez (as cited by Kis 2005) report that among the weaknesses of quality

assurance system in higher education institutions are the insufficient executive capacity of university and department leaders and lack of preparedness of staff to quality assurance activities. Similarly, Sabiote and Guherrez (as cited by Kis 2005) attribute the weaknesses to lack of mechanisms of analysis of the information gathered during the quality review, inadequacies of the selection process of and training offered to evaluators and lack of effectiveness of the evaluation committees.

Three, external ownership leading to compliance instead of improvement. Research findings indicate that one of the reasons for the failure of quality assurance systems in higher education is that they are imposed on academics (Kis, 2005). The ownership of the system, let alone its intended outcomes is unlikely to be achieved when the development of the system is carried out at a distance from the academic to whom and by whom, the system is applied (Barrow, 1999). Harvey (2002) suggests that, as higher education and quality assurance systems mature, there is the risk to emphasise procedural elements of quality rather than innovative processes. Continuous monitoring by a controlling agency requiring overly bureaucratic procedures will in detailed paper trail but entirely stifle development and innovation, leading to a continuous procedurising tendency and loss of academic autonomy.

The three aspects depicted in the reviewed works of Barrow (1999), Newton (2001), Harvey (2002), Watty (2003) and Kis (2005) confirm that challenges are obvious in the process of implementing quality assurance guidelines in higher education. However, the list is not exhaustive, there could be other problems

experienced by higher institutions in Tanzania in the course of implementing the IUCEA quality assurance guidelines. Moreover, the above studies did not give concrete solutions to the three depicted problems. In this study attention was put on the problems faced by Faculties of Education of chartered universities in Tanzania and how to address them.

2.7 Review of Empirical Studies on Quality Assurance in Higher Education

This section focuses on empirical studies carried out in relation to quality assurance system in higher education. The empirical studies cover different aspects of quality assurance in different institutions in the world starting with those done outside Africa, then Africa and eventually Tanzania. The review was meant enable the researcher to identify the knowledge and methodological gaps that have been filled by this study.

Abouchedid and Nasser (2002) carried out a study in a private university in Lebanon. The study centred on the assessment of the quality of services particularly registration and advising attitudes in private university. The study required the students to express their attitudes toward on-campus registration quality provision in terms of instructions given prior to registration, course offering, drop or add, advising, issuance and renewal of identification cards. A mixture of random and clusters sampling techniques were employed to obtained a sample of 465 students from six faculties. Questionnaires were used to collect the required information.

The findings at the most general level portrayed the registration process as frustrating in particular with regard to the time taken to complete registration, bureaucracy, space provided for registration and fees settlement processes.

Abouchedid and Nasser (2002) assessed only one aspect of quality assurance that is student support in private universities and involved all faculties in the university. Moreover it was carried out in context different from Tanzania. The current study covered more than one aspect of quality assurance and it was limited to the Faculty of Education of chartered universities in Tanzania.

In 2006, Voss and Gruber carried a research on the desired teaching qualities of lecturers in higher education. The research aimed at developing a deeper understanding of the teaching qualities of effective lecturers that students desire and to uncover the constructs that underlie these desire expectations and reveal the underlying benefits for which students look. The study was conducted amongst teacher students at a large German University of Education. the study involved 53 students. The findings indicate that students want lecturers to be knowledgeable, enthusiastic, approachable and friendly. Moreover, students predominantly want to encounter valuable teaching experiences to be able to pass tests and to be prepared for their profession. This study though it brings up the qualities expected of a lecturer it does not tell us the extent to which the expectations of the students are met.

Mehralizadeh, Pakseresht, Baradaran and Shah (2007) carried a research in Iran University which is a public university to examine the internal evaluation

practices of academics departments in higher education. The research focused on two main issues namely identification of the benefits of using internal evaluations as a strategy of quality assurance and obstacles towards its successful implementation and effects of the internal evaluation on the work and improvement of development quality. The researchers used interviews, seminars and qualitative content (report) analysis to collect data. The findings show that internal evaluation processes are particularly valuable in Iranian universities. However, this value can be realized on a continuous basis particularly in the absence of external evaluation as an incentive, it needs to become an integral part of each department, university and nationally accepted framework of quality assurance and management.

Mehralizadeh, et. al (2007) focused on the benefits of using internal evaluation processes in ensuring quality in Iranian universities while the current study concentrated on the assessment of the implementation of the quality assurance guidelines in Tanzanian chartered universities. The Iranian study covered the whole institution while the current study only covered faculty of education. Moreover, the research used longitudinal survey design while this study used cross-sectional survey design.

Ameen (2007) carried a study on issues of quality assurance in library and information studies in higher education in Pakistan. The study employed multi-method approach to collect data based on telephonic survey, interviews, focus group, discussions with peers and observation. The study revealed serious quality issues regarding faculty, curriculum development, infrastructure and assessment.

The number of full academic staff was wanting, hence great reliance on part-time faculty. The study found out that there was no regular review of the curriculum mainly because of lack of experts, resources, infrastructures and faculty development opportunities. The physical facilities were not up to standards. To show how desperate the situation was, Ameen (2007) maintain “the ambience classrooms, offices, library and labs is generally old fashioned and not lively” (p. 10). Furthermore, the study unveiled that there was no uniform system of assessing the students a thing which is important in terms of judging employability of the graduates country and even world-wide. The study suggests that the procedure of curriculum revision should be efficient and regular, focus should be on the employment of adequate qualified academic staff, up to date infrastructures and uniform assessment method. Amen’s study focused on the quality issues in library and information studies while the current study focused on the extent to which Faculties of Education of Chartered universities in Tanzania have managed to implement the IUCEA quality assurance guidelines.

In studying Quality education management at private universities in Bangladesh Ashraf, Ibrahim and Joarder (2009) carried out a research in which questionnaires were distributed to ten private universities in the Dhaka Metropolitan area. In their study Ashraf et. al. (2009) identified five factors responsible for quality education in private universities namely faculty credentials, academic calendar, research facilities, cost of education and campus facilities.

The faculty credentials encompass faculty academic background, teaching experience, updated course content, communication skills and fair treatments to

students. Ashraf et. al. (2009) maintain that policy makers at private universities should be more concerned about these variables if they wish to increase education quality in higher education programmes.

Classroom facilities according to Ashraf, et al (2009) include learning atmosphere, modern teaching aids, air-conditioned rooms, spacious rooms and neat and clean rooms. For them classroom facilities are significant in explaining the quality of education at the private universities.

Academic calendar addresses things like maintaining strict schedules, make-up class provisions, an automated registration process and timely completion of registration (Ashraf, et al 2009).

The fourth most important factor is campus facilities which include variables such as modern campus buildings, transport, dormitory facilities, dining facilities, recreation and gym facilities, high speed internet access, an extensive library and computer lab facilities (Ashraf, et al, 2009).

Research shows also that research facilities and cost of education are important factors in explaining the quality of education (Ashraf, et al, 2009).

When the five factors were statistically tested, faculty credentials and campus facilities were found to be statistically significant and positively related to quality education. Similarly, factors such as research facilities and the cost of education exhibited significant results (Ashraf, et al, 2009). This statistical outcome

indicates that these variables deserve more attention in the attempt to improve the quality of education at private universities.

The study though does not per se look at the implementation of IUCEA quality assurance guidelines, gives some clues on the areas one has to concentrate on in the higher institutions if quality of education is to be ensured that is quality of teaching staff, quality of facilities and research activities.

Jeziarska (2009) carried a research on quality assurance policies in the European higher education area. The purpose of this study was to examine the implementation process of quality assurance policy; the standards and guidelines for quality assurance in higher education in two European countries namely United Kingdom and Poland, including the quality assurance policy adaptation process on national level, modifications and its impact on changes in national education systems and institutions in both countries. The findings indicate that implementation of a new especially international or external quality assurance system in higher education institution is difficult due the fact that there is no direct connection between quality assurance and funding. These findings concur with Materu's findings that found out that there is no evidence of any link between quality assurance results and funding allocations to institutions or units (Materu, 2007). The general implementation progress between the two countries unveil that, though the United Kingdom is in good position regarding quality assurance, Poland has made tremendous progress in implementing the European standards and guidelines in national and institutional systems. The reason behind

this scenario is attributed to the resistant position assumed by United Kingdom (Jeziarska, 2009).

Tsinadou, Gerogians and Fitsilis, (2010) carried a research on the factors that determine quality in higher education. The study was done in Greece. Specifically the study aimed at establishing and testing dimensions for measuring service quality in higher education, with specific reference to students following undergraduate, taught programmes and to measure and analyse the factors that determine the quality, the extent they meet students' expectations and if there were any differences in the students' perceptions about the weighting of the importance based on demographic factors. Survey design was used in this study. Data collection was done using questionnaires. The findings indicated that the main factors influencing quality in higher education are communication skills, clear guidelines and advice, availability of textbooks and journals, variety of elective modules, classroom and laboratories and perspectives for professional career. These findings gave clue to the current research on the important indicators to be looked at in the course of assessing the implementation of quality assurance guidelines in the Faculties of Education in Tanzanian chartered universities.

Fourie (2000) researched on quality assurance in institutions of higher education in South Africa. The research centred on four main elements namely, teaching staff, students, learning programmes and information technology. The findings of this research indicated that among the four elements, teaching staff and learning programmes were considered to be the most important elements in assuring

quality in higher education. The focus of this research was on getting views on the elements that are crucial in assuring quality of education but nothing has been done on the way the quality assurance guidelines are implemented in universities. This study was meant to fill this gap.

Ogula and Olanga (2006) carried out a study on the evaluation of the programmes of Faculties of Education in local universities in Kenya. The study involved faculties of education of six universities namely, University of Nairobi, Kenyatta University, Moi University, Egerton University, The Catholic University of Eastern Africa and The University of East Africa, Baraton. The study used survey design. Probability sampling procedures were used to obtain the participants in this study. Data collection was done using questionnaires and observational schedule.

The findings indicated that there are some areas in which faculties of education in Kenya are demonstrating very high quality, for instance in the admission of students and in the qualification of lecturers and some other areas which are still wanting like the quality academic programmes, physical facilities, quality of teaching and learning, the use of information and communication technologies and employment of quality assurance mechanisms.

Although the study was done in both public and private universities in Kenya, it is difficult for one to conclude that the quality of education in the private universities is higher compared to the public universities or vice versa since among the six universities which were involved in the study four were public and

two were private. Although the researchers were able to get the required information, the study would have been better if they employed interview guide and document analysis guide to get more in-depth information on the programme of faculties of education in local universities in Kenya. Moreover the use of these instruments would enable the researchers to confirm some of the information given in the questionnaires that could not easily be observed. Over and above these, the research by Ogula and Olanga focused on the evaluation of programmes of the Faculties of Education whereby quality assurance mechanisms was treated as one of the element that shows that a given faculty is providing quality education. The study did not analyse the extent to which the already laid down quality assurance guidelines were implemented. This gap is filled by the current study.

In his study entitled 'Quality assurance in higher education in Southern Africa' Mhlanga (2008) examined the nature of quality assurance policies and practices in selected universities in the Southern African Development Community (SADC) as well as factors that shape these policies. The study indicates that quality assurance efforts in the three institutions under study (Universities of Witwatersrand, Zimbabwe and Botswana) concentrated on four core areas of academic activities namely course development, teaching and learning, student assessment procedures and research and publications. In all three case institutions due emphasis is placed on quality assuring course development activities. There is a full involvement of various stakeholders in the departments, faculties and even outside the universities in the course development process. Moreover, the findings indicate that the studied institutions place a lot of emphasis on quality teaching.

To achieve good end, teaching and learning is monitored by academic committee structures at various levels within the university system. Other strategies include integration of traditional with e-learning modes of delivery, collaborative learning with students from other partner institutions within the country and abroad, evaluation of lecturing staff by colleagues, heads of units, students and external reviewers, induction courses for academic staff, ongoing professional development programmes as well as incentives. Over and above these the findings indicate that there is a link between the learning outcomes and competencies required for any programme. Moreover, the assessment which is criterion referenced apart from showing the level of student's performance, it provides feedback to the student during the course of learning. On the issue of research and publication, the research findings indicate that all three case institutions have policy that encourage research and publishing by staff although the University of the Witwatersrand has an outstandingly comprehensive policy and much greater thrust on research than the other two institutions.

Arubayi (2009) examined Lecturer Quality, Quantity by sex in the 56 Federal and State Colleges of Education in Nigeria during the 2002/2003 sessions. The study adopted an ex-post-facto research design. The data were analysed using frequencies, percentages and means. Findings revealed the quantity and quality of Lecturers by sex in both Federal and State Colleges of Education, as bottom heavy in the sense that 4177 (50%) were first degree holders. Furthermore, 3142 (38%) of these lecturers had professional first degrees of which 753 (24%) were females. Over and above these, 2450 (29%) of these lecturers had postgraduate professional degrees. The female lecturers in this category were 538 (22%).

Lecturers with non-professional first degree were 1035 (12%) with 148 (14%) as females. Those with non-professional postgraduate degrees were 1237 (15%) and Ph.D holders were 465 (6%) out of which 97 (21%) were females. Findings revealed only about 1848 (12%) of Lecturers in Colleges of Education as females as compared to the male Lecturers which was recorded as high as seven times the number of female lecturers. On Lecturers quantity, findings revealed a total of 8329 Lecturers in the 56 Federal and State Colleges of Education of which 184 (22.18%) were reported to be female lecturers. Findings revealed that the computed Lecturer student ratio in Federal Colleges of Education was 1:28 while that of the state was 1:27. Arising from the findings, the quality and quantity of Lecturers in tertiary institutions to a great extent determines the quality of graduates.

The study done by Materu (2007) on higher education quality assurance in Sub-Saharan Africa highlighted several factors contributing to the decline in quality of higher education in Africa that is a decline in per unit costs and rapidly rising enrolments; insufficient number of qualified academic staff, low internal and external efficiency and poor governance. To ensure quality education provision in Africa, mission and vision, academic programmes, library resources, physical and technological resources, number of students and their entry qualifications and financial resources must be looked into (Materu, 2007). Moreover, the findings also unveiled that the most common mechanisms that are used to assess the quality of education in higher learning in Sub-Saharan Africa are external examiners, self-evaluation and academic audits. These exercises are mainly done by higher institutions as a preparation for accreditation.

A case study by Manyanga (2008) on standards to assure quality in tertiary education in Tanzania indicated that accreditation standards are useful in instilling best practices in education and training. However, the study suggested that education and training institutions need to understand and practice them over a period of time to bring about expected results. The study concluded that ensuring quality in education is a multifaceted phenomenon that calls for the joint efforts of all key stakeholders (Manyanga, 2008). Though this study has a lot in common with what is expected in university education level, the focus was on technical education. In the current study the implementation of the IUCEA guidelines that are meant to ensure the provision of quality in Faculties of Education in chartered Universities in Tanzania was assessed.

2.8 Summary

In the course of reviewing literature related to this study in this particular section, the researcher pointed out the gap of knowledge and methodology, however, it is good to highlight a few areas in this section.

From the review of related literature it is apparent that there are some efforts in place by various higher institutions all over the world to implement some of the quality assurance mechanisms. However, most of the studies reviewed in this section have given us the status of quality assurance system outside Tanzania. The few studies on quality assurance system in Tanzania (Kuhanga, 2006; Materu, 2007; Ishengoma, 2007 & Manyanga, 2008) touch only some aspects included in the IUCEA quality assurance guidelines. So far there is no evidence documented on the comprehensive study on the way IUCEA quality assurance guidelines are

implemented in the Faculty of Education of chartered universities in Tanzania. This study was meant to fill this knowledge gap.

As mentioned earlier, majority of the studies (Abouchedid and Nasser, 2002; Ashraf et al, 2009; Tsinaidou et al, 2010; Ogula and Olanga, 2006 & Materu, 2007) to mention but few used survey design with corresponding instrument that is questionnaire. Others (Mehralizadeh, et. al 2007, Mhalanga, 2008 and Jezierska, 2009) employed purely qualitative techniques in the design, data collection and data analysis and presentation. Arubayi, (2009) employed ex-post facto research design while Ameen (2009) used a mixed approach. In this study the researcher used mixed method approach whereby questionnaire, interview guide, observation guide and document analysis guide helped in triangulating and validating the data.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology which were employed in the collection and analysis of data. It covers the research design, population, sample and sampling techniques. The chapter also describes the research instruments as well as validation of instruments. Finally it outlines data analysis procedures.

3.2 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004, p.30). It is a blue print for the collection, measurement and analysis of data. A good research design is the one which is flexible, appropriate, economical, minimizes bias, maximizes the reliability of data collected and analyzed, gives smallest experimental error, yields maximal information and provides an opportunity for considering many aspects of a problem (Kothari, 2004, p. 33). Research design differs depending on the purpose for conducting the study. Cohen, Manion and Marrison (2000) argue that research design is governed by the notion of fitness for purpose (p.73).

This study made use of a mixed method approach namely qualitative and quantitative to assess the implementation of the IUCEA quality assurance guidelines in the Faculties of Education in Tanzania chartered universities. The

use of mixed method approach helped the researcher to examine the problem from all sides thus not missing out useful available data. Moreover the use of mixed method approach helped the researcher to focus on a single aspect and confirm the data accuracy. Specifically, this study used survey and case study designs.

A survey is a means of collecting large amounts of data from a population so as to establish the current status of that population in relation to one or more variables. Moreover, survey design seeks to obtain information that describes the existing phenomena by asking the participants about their perception, attitudes, behaviour or value. There are two major types of surveys that can be conducted, namely, a cross-sectional survey and a longitudinal survey. In this study a cross-sectional survey was used to collect information from the research participants. A cross-sectional survey collects information at one point in time from a sample that has been drawn from a predetermined population (Fraenkel & Wallen, 2000, p. 432). The time it takes to collect all of the data desired may take anywhere from a day to few weeks or more. The use of a cross-sectional survey is preferred at this juncture given the fact it is associated with stronger likelihood of participation as it is for a single time.

A case study design was employed in order to collect as much information as possible about the implementation of the IUCEA quality assurance guidelines in the Faculties of Education in Tanzania chartered universities. A case study design was an ideal here given the nature of the study which has singled out Faculties of Education of chartered universities as point of focus. Moreover the study limited

itself to the implementation of five IUCEA quality assurance guidelines that are directly connected to the day to day activities of the Faculty and bring in three pillars of academic activities, namely, students, staff and community. Jeziarska (2009) notes that case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined. Merriam (1998) asserted that a case study design might be selected for what it can reveal about phenomenon; knowledge we wouldn't otherwise have access to.

The focus on the Faculties of Education in the Tanzanian Chartered universities enabled the researcher to get valuable insights on the extent to which the quality assurance guidelines have been implemented, the challenges encountered by the Faculties and how they can be solved. Creswell (2007) maintains that a case study design provides rich and thick exploration into single social phenomenon or situation and it excels at producing an understanding of a complex issue and can extend experience or add strength to what is already known through previous research.

3.3 Target Population

Population refers to all members, groups or elements that the researcher hopes to gain information and to represent in the study, and from which he/she draws conclusions. It is the unit or group of units with one or more characteristics in common that are of interest to the researcher.

The target population of this study consisted of the faculty deans, Heads of departments, lecturers and students from Faculties of Education of chartered universities in Tanzania.

The Faculty Deans, heads of departments and lecturers were included in the study because they are executors of the quality assurance guidelines at ground level. The students participated in the study because they are the beneficiaries of implementation exercise. The involvement of these four groups of people has given a clear picture of the extent to which quality assurance guidelines are implemented in the Faculties of Education of chartered universities in Tanzania.

3.4 Description of the Sample and Sampling Procedures.

A sample is a smaller group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusions about the universe, if randomly obtained (Kothari, 2004). The general rule that governs the selection of a sample is that, the findings on it should reflect as much as possible, similar characteristics of the findings which would be obtained if the universe in question were subjected to the study (Galabawa, 1979). In this case therefore, the size of the sample varies from one study to another depending on the magnitude of the representativeness of the universe concerned and the nature of the study.

So far there are six chartered universities in Tanzania with Faculties of Education. Three (3) are private universities and the other three (3) are public universities (appendix 10). In this study five (5) university institutions were involved in order to get the clear picture of the implementation of IUCEA quality guidelines in the two categories and the extent to which they differ given the fact that though they

are found in the same country and they are governed by the same regulatory body their working environment are different.

The researcher's plan to involve all six chartered universities in Tanzania in this study ended in vain as research clearance letter was not given as the research clearance committee had no scheduled a meeting during the time under which this study was carried out.

The Faculty of Education deans were automatically included in this study because they are the official spokespersons of the faculty and they possess detailed information about the day to day implementation of the quality assurance guidelines by the faculties. The study included five (5) Faculty of Education deans, one from each university.

The heads of departments were stratified into two categories male and female where it applied and two participants from each university were selected using simple random sampling except with Mwenge University College of Education and Mkwawa University College of Education whose participants were selected purposively. MWUCE has only one department under the Faculty of Education while MUCE has two departments. This exercise gave a total of nine (9) heads of department who were involved in the study.

The researcher used stratified and simple random sampling techniques to select 40 lecturers, (males and females) who were included in the study. The exercise of obtaining the participants was done through the use of blind folding method.

The researcher used stratified sampling procedure to select third-year students from the Faculties of Education. The stratified sampling was employed because of the heterogeneous nature of the students. The third year students in the Faculties of Education from the universities under study were put into two groups, females and males. Since the number of male students and female students in Faculties of Education was far more than the required number, simple random sampling was employed to get participants from each group. Specifically, blind folding method was used. Pieces of papers were prepared according to the number of male and female students present in the class. Two boxes were prepared one for female students and the other for male students. The papers were thoroughly mixed and the students present in the class picked each one piece. All those who picked a paper with number one (1) to twenty (20) in both boxes were included in the study.

The study initially included 200 (100 male students and 100 female) students out of 4837. Though this sample size may appear to be small in terms of numbers, it is justified by the principle that an ideal sample is expected to be large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expense in both money and time and complexity of data analysis (Best & Kahn, 1992). Kothari (2004) suggests that optimum sample size is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility. Krejcie and Morgan (1970) maintain that the smaller the number of cases there are in the wider, whole population, the larger the proportion of that population must be which appears in the sample and vice versa.

Furthermore third year students were earmarked for this study because of their experience, having stayed in the university for a longer time than the rest. In this case they furnished the researcher with information on the way quality assurance guidelines are implemented in Faculties of Education based on their three years experience.

In short, the total number of participants for this study was 254. Table 3.1 shows the composition of the respondents who were included in the study.

Table 3.1 Categories of the Respondents

Category	Population	Sample	%	Sampling techniques
Deans of Faculties	5	5	100	Purposive
Heads of departments	14	9	64	Stratified/random/purposive
Lecturers	159	40	25	Stratified/random
Students	4837	200	4	Stratified/random
Total		254		

3.5 Description of Data Collection Instruments.

The issue of carrying out any research investigation must be accompanied with the collection of data (Best and Kahn, 1992). Many different methods and procedures have been developed to aid in the acquisition of data. These tools employ distinctive ways of describing and quantifying the data (Best and Kahn, 1992). Each method or tool is appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used.

In this study data were collected through the use of four instruments namely: questionnaires, interview guide, observational guide and document analysis guide.

3.5.1 Questionnaires

Questionnaires for participants were made in tandem with the argument put forward by Worthen, Sanders & Fitzpatrick (1997) that:

Questionnaires may be developed to measure attitudes, opinions, behaviour, life circumstances or other issues. They may be administered individually, in groups or by mail. Item types include open-ended items, multiple choice items, items with adjectival responses, items with adverb responses and likert-scale items (pp. 353-354).

Questionnaires were administered to lecturers and students to obtain information on how the ICUEA quality assurance guidelines are implemented in the faculties of education in chartered universities in Tanzania. Specifically the questionnaire for teaching staff was divided into six sections. Section A had basic demographic data, section B quality of teaching-learning process and student achievement assessment,, section C quality of teaching staff, section D quality of student advice and support services, section E quality of facilities and section F sought information on the quality of monitoring system. Questionnaire for students was divided into five sections. Section A had basic demographic data, section B quality of teaching-learning process and student achievement assessment, section C quality of student advice and support services, section D quality of facilities and section E sought information on the quality of monitoring system. In order to simplify the process getting the required information from the participants, the

questionnaires were prepared in such a way that they were self-explanatory for the participants complete by themselves. In other words, the items were made short, clear and easy to understand. The use of questionnaire in this study enabled the researcher to reach many participants within period of time set for data collection.

The questionnaires for students were administered to the participant by the researcher with the help of the Deans of the Faculty and collected back right after the process of filling-in was completed. The questionnaires for lecturers were given by the researcher to the individual lecturers who were required to fill-in and give them back on the same day or the following day. The return rate of the questionnaire is as summarised in Table 3.2

Table 3.2 Questionnaire Return Rate

Respondents	Questionnaire delivered	Questionnaire returned	Short fall	Return rate %
Lecturers	40	30	10	75
Students	200	196	4	98
Total	240	226	14	94

Table 3.2 shows the percentage return rate of the questionnaires that were available for analysis. In general 196 of 200 questionnaires administered to the students were returned thus giving a response rate 98% whereas 30 out of 40 questionnaires 75% administered to the lecturers were returned. Treece and Treece (1979) consider a response rate of 75% and above to be extremely good. Most of the students who did not return their questionnaires are those who were unable to finish the exercise of filling them in the class session and ask for an extra time with the promise that they would give them to the Dean of Faculty. On

the part of the lecturers those who did not return their questionnaires were said to have been out of the University for Official Business.

3.5.2 In-depth Interview guide

In depth Interview guide was used to gather information from the Deans of Faculty of Education and Heads of departments. This helped the researcher to get in-depth information on students' assessments, recruitment, retention and staff development procedures, involvement of various stakeholders in giving feedback to the quality of education provided by the faculty, students' support services, quality and quantity of teaching and learning facilities, problems encountered in the course of implementing the quality assurance guidelines and their possible solution. The use of in-depth interview guide helped the researcher not only to get detailed information of the implementation of the quality assurance guidelines but also ensured highest cooperation and lowest refusal rates. In order to make sure that nothing went without being recorded/noted down by the researcher, tape recorder was used besides the note taking by the researcher. To observe the ethical principles of research, consent was sought from the interviewees prior to the use of the tape recorder (Appendix 7). The interviews were carried out in the offices of the Heads of Departments and Deans of faculty. On average the interviews lasted for the period of one and half hours. The timing of the interviews was determined by the interviewees, some interviews were done in the morning hours while others were done in the afternoon and evening hours. Given the cooperation accorded to the researcher by the Faculty of Education, all the interviews were done during the one and half week set aside for each university.

3.5.3 Observation Guide

Observational guide was used to gather information on the quantity and quality of the facilities in the faculties of education of chartered universities in Tanzania. Attention was also put on the way these facilities are being used to facilitate the acquisition of knowledge, skills, values and attitudes, the individual student, society and the world at large. The use of observational guide helped to counter-check the genuity of the information gathered from questionnaires and interview guide. According to Kothari (2004), observation helps to eliminate subjectivity and bias in the data collection, gives accurate information relating to what is currently happening and is independent of respondent's willingness to respond. Cohen, et al (2000), on the other hand, insists that the use of observation method gives the researcher an opportunity to gather live data from live situation. It enables him or her to look at what is taking place *in situ* rather than at second hand, to discover things that participants might not freely talk about in interview situation and to see things that might otherwise be unconsciously missed.

The observation was done throughout from the time the researcher entered into the university compound to the last day the researcher left the university. Specifically, observation in the classrooms, library, laboratories and learning facilities as the researcher was waiting for the interviews and administration and collection of the questionnaires. In short the observation went hand in hand with the administration of the other data collection instruments.

3.5.4 Document Analysis Guide

Document analysis guide was used to gather information on recruitment and employment procedures, staff performance appraisal, staff professional development criteria, student assessment procedures and student support and

advice services. In the analysis process attention was put on the contents of these documents so as to assess the extent to which they have captured the requirements of the quality assurance guidelines with reference to quality of teaching staff, quality of student achievement assessment and student support and advice services. The use of document analysis guide was based on the fact that documents can easily and inexpensively be accessed; they are cost effective methods of collecting data and they provide a source of data which is permanent and available in form that can be checked and they are open to public scrutiny (Denscombe, 1998).

The analysis of the documents pertaining to the implementation of the IUCEA quality assurance guidelines was done during the data collection process in the field and after the field work. This was made possible because copies of the documents analysed were given to the researcher. The analysis of the documents parallel to the administration of the other data collection instruments helped the researcher to seek clarifications where some information was not clear.

3.6 Pilot Testing

Piloting of instruments is of a paramount importance for their success. A pilot has several functions, principally to increase the reliability, validity and practicability of questionnaire (Cohen, et al 2000: 260). Piloting helps to check the clarity of the questionnaire items, instructions and layouts. Pilot enables the researcher to identify commonly misunderstood or not completed items. Furthermore, pilot-testing facilitates the data analysis process as the researcher is able to try out coding system in readiness for data analysis. A sample of 10 final year students

and 4 lecturers from the Catholic University of Eastern Africa in Nairobi were involved in the pilot-testing of the instruments. The choice of CUEA for this exercise is based on the fact that CUEA is a full member of IUCEA hence the signatory and implementer of all resolutions by the association.

The data collected during the pilot test was prepared, analyzed and interpreted. From the results, the instruments were reviewed by re-phrasing the question items that were not well understood while irrelevant questions were removed and the instrument reformatted. For example, in question 6 the word “position” was replaced by “title”, question 7 that read “what are the mechanisms used by the faculty of education to ensure quality of teaching and learning in the classroom” was re-phrased to read “which of the following mechanisms is used by the faculty of education to ensure quality of teaching and learning in classroom?” question 24 that read “how is the teaching staff performance appraisal done in the faculty of education” was re-phrased to read “which of the following steps do you employ in the supervision of teaching practice?”.

3.7 Validity of the Instruments

The validity of the instruments was established by giving them to three research experts in the Faculty of Education in the Catholic University of Eastern Africa to rate them on their content validity. Their comments were used to produce the final version of the instruments.

In addition, validity of the results of this study was increased through the use of triangulation that is the use of four instruments of data collection namely:

interview guide, questionnaires, observation guide and document analysis guide. Nachmias and Nachmias (1996) maintain that the use of different sources of data increases the validity of the findings. Patton (2001) insists that “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both qualitative and quantitative approaches” (p.247). Moreover, the establishment of the validity of the instruments requires the use of other competent judges to judge the content of the items. The questionnaires were therefore presented to three competent researchers from the Catholic University of Eastern Africa. In addition to these, the findings were subjected to peer reviews by experts in research. Their valuable input helped to improve and hence to validate the questionnaires.

3.8 Reliability of Research Instruments

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel & Wallen, 2000, p.176). In this study the researcher used the Cronbach Alpha method to determine the reliability of the instruments. Cronbach Alpha provides a measure of reliability from a single administration of the questionnaires. Cronbach Alpha is used in instruments that have different scoring and response scales based on likert scale and binary scale (Kerlinger, 2000). In this study reliability was calculated basing on students' questionnaire (questions 12 and 23 in sections B and D respectively) and lecturers' questionnaire (question 38 in section E). A total of 14 participants who were not involved in the actual study were randomly selected from the CUEA. Then a reliability coefficient was calculated using Statistical Package for Social

Sciences (SPSS) version 17. The reliability coefficient value for students' question 12 was 0.8208 and question 23 was 0.8770 while the reliability coefficient value for lecturers' question 38 was 0.672. According to Kerlinger (2000) a value of 0.7 is considered as the cut off for acceptable and unacceptable reliability. However, in some cases a reliability value of 0.5-0.6 is acceptable. If decision to be made using the instrument is of minor importance, it is made at an early stage, it is reversible, it is confirmable by other data, it concerns groups and/or has temporary effects, a low value reliability is acceptable (Kerlinger, 2000). After making final improvements on the questionnaire, from the contributions made by the respondents, the researcher embarked on the next stage of data collection.

3.9 Description of Data Collection Procedures.

The researcher, having obtained research clearance letter from the Catholic University of Eastern Africa (appendix 11) seriously embarked on the data collection exercise. The research clearance letter was submitted to the Ministry of Education and Vocational Training so as to get permission to carry out the study. The letter permitting the researcher to carry out the research was given on 19th March, 2012 (appendix 12). Moreover, the researcher personally submitted letters to the heads of the universities involved in the study requesting the permission to carry out the study in their universities. The researcher used that opportunity to unveil the expected members from their universities to be involved in the study and the types of document that would be required in the study. This helped as a preparation for face to face interview, the administration of the questionnaires and employment of the observational guide and document analysis

guide. Apart from the researcher introducing himself to authorities of the universities under study, the visit established a rapport which enabled the researcher to collect the required data without much ado. Furthermore, the visit helped the researcher to book for the day for data collection.

The researcher went into all five universities and administered the data collection instruments personally. The data collection exercise was done from 20th March to 18th May. In this exercise the researcher spent some days in the universities as the research questions deemed it necessary. On average one and half weeks were dedicated for each university. The issue here was to get as much information as possible so that the research questions could be thoroughly answered. The whole exercise was arranged in such a way that the researcher was able to meet the heads of departments and deans of faculties for interviews, administer the questionnaires, do the observations of various facilities and collect and analyse the documents needed for this study. Since all these activities were carried out within the time the researcher was in the universities involved in the study it was easy to triangulate data collected using various instruments.

3.10 Description of Data Analysis Procedures

Data collected from the field were systematically organized to facilitate analysis process. Both qualitative and quantitative data analysis techniques were employed.

Descriptive statistics (frequencies and percentages) were used to analyse the quantitative data. Statistical Package for Social Sciences (SPSS) version 17 was

employed in the coding and analysis of the data. The data were presented in tables, bar graphs and pie charts then followed by interpretations and discussions.

The qualitative data particularly from the in-depth interviews were summarised, coded and analysed in each theme/category and then relevant information extracted, interpreted and discussed. Specifically, the researcher typed all the data recorded from different respondents through note taking and tape recording. Then, the researcher systematically went through the data typically line by line to obtain the general sense of the information and to reflect on its overall meaning. This exercise enabled the researcher to write a descriptive code by the side of each datum. Miles and Huberman (1994) suggest that the coding label should bear sufficient resemblance to the original data so that the researcher can know by looking at the code what the original piece of datum concerned. The coding of the data enabled the researcher to detect patterns or themes which eventually allowed generalization by counting the frequency of occurrence of the themes. Creswell (2009) observes that the themes must be the major findings and must form the headings in the findings sections of studies. Narrative passage was used to convey the findings of the analysis. This was in the form of detailed discussion of several themes complete with subthemes, specific illustrations, and multiple perspectives from individuals and quotations. Figures or tables as adjuncts to the discussion were also employed. In order to enhance credibility and dependability of the findings, the researcher emailed the findings especially direct quotations and their interpretations to the informants for them to confirm as to whether what appear in the work really speak their minds or not.

3.11 Ethical Considerations

Ethical considerations form an important component of research as far as conduct of researchers is concerned. Robson (2002) insists that it is important to give serious thought to ethical aspects at every stage of preparations to carry out an enquiry. Ethical issues in research include privacy, confidentiality, sensitivity to cultural differences, gender and anonymity (Kitchin & Tate, 2000).

In the course of collecting data, the researcher ensured that consent of those who participated in the study was obtained (appendix 7). In order to ensure confidentiality in this study no name of the participant appeared in the questionnaires. Since no names appeared on the questionnaires, it was not possible to match information with the identity of research participants. In this case, the respondents felt secure and freely gave the information required in this study.

Moreover, in order to avoid plagiarism proper acknowledgement/citation of all the sources of information was done throughout this document.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter deals with presentation and discussion of the findings. Data on Assessment of the Implementation of Inter-University Council for East Africa Quality Assurance guidelines in Faculties of Education of chartered universities in Tanzania were collected from the faculty Deans, Heads of departments, teaching staff and students.

The first part of this chapter gives findings on the demographic characteristics of the respondents. The second part gives the findings and their discussion organised according to the research questions of the study.

- Quality of the teaching and learning process.
- Quality of the Academic staff.
- Quality of the support and advice services.
- Quality of the facilities and infrastructures.
- Quality of the monitoring process.
- Challenges faced by Faculties of education in the process of implementing the IUCEA quality assurance guidelines.
- Suggested measures to improve the implementation process.

4.2 Demographic Characteristics of the Participants

This section gives information on the demographic characteristics of the lecturers, students, Heads of Departments and Deans involved in the study.

4.2.1 Demographic Information of the Lecturers

Demographic information of the lecturers focused on five aspects namely gender, age, academic qualification, teaching experience and the academic rank. Table 4.1 summarises the responses of the lecturers on these five aspects.

Table 4.1 Demographic Information of the Lecturers (n=30)

Demographic information	f	%
Sex		
Male	16	53.3
Female	14	46.7
Age		
20-29 years	5	16.7
30-39 years	18	60
40-49 years	3	10
50-59 years	1	3.3
60 years and above	3	10
Highest academic qualification		
Bachelor's degree	5	16.7
Masters degree	25	83.3
Length of teaching in years in the university other than the current one		
None	2	6.7
1-5 years	23	76.6
6-10 years	5	16.7
Length of teaching in years in the current university		
1-5years	23	76.7
6-9 years	6	20
11-15	1	3.3
Academic rank		
Tutorial Assistant	5	16.7
Assistant lecturers	24	80
Lecturers	1	3.3

(a) Gender of lecturers

Findings in Table 4.1 reveal that lecturers' sex distribution was almost equal. However, the majority of the lecturers (53.3%) were males while the rest (46.7%) were females. This could be due to the problem of imbalances in terms of opportunities given to the two genders in various levels of education since colonial time. As one climbs up the ladder of educational levels the number of females decreases in relation to the number of males. The imbalances not only leave gaps in the employment sectors but also some unhealed scars in the road towards quality education. United Nations Educational, Scientific and Cultural organisation (2004) insists that quality and equality in education are inextricably

linked. In this case there is no way one can talk of quality education without bringing in gender equality.

(b) Age Group of lecturers

The findings in Table 4.1 indicate that the majority of lecturers (60%) were in the age group 30-39 years. The people who fall under this group are usually considered to be energetic and matured enough to handle the university education with the view of safeguarding its quality. The data also show that majority of the lecturers (83.3%) are adults while 16.7% are found in the transition period to adulthood. This scenario implies that most lecturers are capable of creating conducive teaching and learning environment to the students through the provision of advice and support services especially guidance and counselling services.

(c) Highest Academic Qualification of the Lecturers

The findings in Table 4.1 indicate that majority of lecturers (83.3%) had masters degree while minority (16.7%) had bachelor degree. These findings tend to suggest that majority of the lecturers were qualified to teach in universities as per the requirements given by Tanzania Commission for Universities. The commission states that the minimum qualification for one to teach in a university is master degree in the subject area of specialization. However, given the increase in the number of universities in Tanzania some tutorial assistant in the surveyed universities handle some class. This kind of phenomenon leaves a lot of questions unanswered as far as quality provision is concerned. TCU puts it clearly that tutorial assistantship is a training position for which such staff should be involved only in tutorials, seminars, practical and in marking scripts under the guidance of

appointed mentors (TCU, 2012a). The guidelines by IUCEA insist that staff involved in teaching of students should be qualified and competent to conduct the core activities of the institution (IUCEA, 2007).

(d) Lecturers' University Teaching Experience

In order to capture the information on lecturers' teaching experience in the Faculties of Education of Chartered universities in Tanzania two questions were posed. The first question focused on the years the lecturers taught in the university other than the current one and the second one sought to find out the number of years the lecturers have taught in the current university.

Findings in Table 4.1 indicate that the majority of lecturers (93.3%) had taught in the university before joining the one they are now teaching. Only 6.7% of lecturers had not taught in universities before join the current one. Moreover, majority of the lecturers (76.7%) have taught in their current universities for a period of between 1-5 years while 23.3% of lecturers had taught in their current institution for six and above years. Lecturers, experiences in teaching in universities help them to build sound professional knowledge and positive attitudes towards teaching profession and prepare trainees well to face the professional challenges through sharing their professional and subject knowledge in their teaching (Joseph, 2011). Staff with wide experience of working in a diversity of university environments are generally assumed to be more competent and well versed with research, course development and teaching methods (Mhlanga, 2008). Moreover, experience in teaching elsewhere helps to bring a diversity of academic cultures into university, apart from improving practices through exchange of ideas.

(e) Lecturers' Academic Rank

Academic life of the teaching staff in the university is characterised by different levels of academic rank based on the academic qualification or academic papers presented or published by the individual lecturer. Table 4.1 indicates that the majority of the academic staff (80%) were assistant lecturers while the rest (16.7%) were in the position of Tutorial assistants and only 1(3.3%) was in the position of a lecturer. In as far as academic rank is concerned the findings indicated that the majority of the lecturers (96.7%) were junior academicians while the minority (3.3%) were senior academicians. With these findings one wouldn't expect much as far as research and publication and community services are concerned. This has negative implications in the quality of education in the sense that new and up-to date knowledge and skills are the product of research and publications. Research/publication and community services are two among the three core functions of a university. The judgement of the quality of education provided in an institution of higher education is impaired without evidences of research, publication and community services. The minimum guidelines by TCU on the duties of teaching staff in universities confined the duties of undertaking research and publishing research results; carrying out community/outreach services and undertaking consultancy to lecturers, senior lecturers and professors (TCU, 2012a). Moreover, lack of senior lecturers in the faculty implies that the faculty will have to rely on experts from outside to design and develop its curricula. The implementation of the IUCEA quality assurance guidelines demands that academic qualifications of the teaching staff looked at so as assure the quality of all services provided in a university.

4.2.3 Demographic Characteristics of Students

Students' demographic information comprised of gender, age, university entry qualification, marital status and nationality. Table 4.2 gives the responses of the students on these four aspects.

Table 4.2 Students' Demographic Information (n= 196)

Variables	Responses	f	%
Sex	Male	100	51
	Female	96	49
Age	Under 20 years	1	0.5
	20-29 years	115	58.7
	30-39 years	59	30
	40-49 years	16	8.2
	50 years and above	5	2.6
University entry level	Form six	116	59
	Diploma	37	18.9
	Degree	42	21.4
	Masters	1	0.5
Marital status	Single	114	58
	Married	82	42
Nationality	Tanzanian	195	99.5
	Foreigner	1	0.5

(a) Distribution of Students by Gender

The study involved 200 students from the faculties of education of chartered universities in Tanzania. However, out of 200 participants 196 returned their questionnaires while 4 did not return the questionnaires. Male students formed the majority of the participants (51%) while the female students constituted 49% of all student participants.

(b) Students Age Group

The findings in Table 4.2 indicate that the majority of students (58.7%) were in the age group 30-39 years. Moreover, 30% fall within group age 30-39; 8.2% within group age 40-49; 2.6% within 50 and above years and the rest (0.5%) under 20 years. The findings show that all students who participated in the study

were mature and hence capable of following higher education studies which demand a lot of independent learning skills. This is in accordance with the findings of Richardson (1994) who reported that mature students seek a deeper meaning towards their academic work and are less likely to adopt a surface approach or a reproducing orientation like the younger students. Ebebuwa-Okoh (2010) maintains that cognitive development and maturity which are associated with age are for a worthwhile performance of students. This tends to suggest that the age of the students in the Faculties of Education of Chartered universities in Tanzania laid a good foundation for quality education to be realised.

(c) University Entry Qualification of the Students

The door through which students get into university, is not always the same for all students. Findings in Table 4.2 indicate that the majority of the students (59%) were qualified to join the university on the basis of their form six performance while 18.9% joined through diploma. Moreover, data in Table 4.2 reveal that 21.9% joined the education programme after undergoing studies in other fields. The university direct entry in Tanzania is determined by the form six national examination results. However, provision is also in place to allow students with equivalent qualifications to enjoy the university education. Entry qualification in any level of education is a predictor of the performance in the programme one is admitted to, all things being equal. In other words, the quality of the input determines to a great extent the quality of the products at the end of the programme.

(d) Students Marital Status

The information in Table 4.2 shows that the majority of student participants (58%) were single while the rest (42%) were married. The presence of these two

groups creates a very balance learning environment whereby the single ones guided by the married ones overcome the live challenges they encounter thus be in a good position to follow their studies without much ado.

(e) Nationality of the Students

The findings in Table 4.2 show that majority of the student participants (99.5%) were Tanzanians while only 0.5% were foreigners. This scenario could be due to lack of proper information of learning opportunities available in higher institutions in Tanzania or differences in the systems of education which deny students a direct access to university education in Tanzania. Students coming from countries which do not have Advance level secondary education have to do one year pre-university programme before they are allowed to join university education in Tanzania.

The presence of more Tanzanian students in Universities than Foreigners could be a blessing in disguise in the sense that it helps the students avoid the cultural shock experience which takes a lot of student's time to cope with. The cultural shock experience may have negative effect on the performance of the students and the quality of education at large.

The demographic characteristics of the participants in this study generally lay a strong foundation for the implementation of the IUCEA quality assurance guidelines in the sense that all students and lecturers meet the minimum requirements for admission and recruitment in the universities. The experiences of the lecturers give added advantages in the implementation process. Research suggests that students learn more from experienced teachers that they do from less experienced teachers (Hanushek, Kain & Rivkin, 1998). This implies that

experienced teachers not only know their subject well but also they know what to teach and how to teach it.

4.2.3 Demographic Information of the Heads of Departments and Deans

The demographic information of the Heads of Departments and Deans focused on five aspects namely gender, age, academic qualification, years of working in the office and academic rank. Table 4.3 summarises the responses of the interviewees on these five aspects.

Table 4.3 Demographic Information of the Heads of Departments and Deans

(Heads of Departments- n=9, Deans – n=5)

Demographic information	Heads of departments		Deans	
	F	%	F	%
Sex				
Male	6	66.7	3	60
Female	3	33.3	2	40
Age				
30-39 years	1	11.1	1	20
40-49 years	6	66.7	1	20
50-59 years	2	22.2	2	40
60 years and above	0	0	1	20
Years in the office				
1-3 years	4	44.4	1	20
4-6 years	5	55.6	4	80
Highest academic qualifications				
Masters degree	8	88.9	2	40
PhD	1	11.1	3	60
Academic Rank				
Assistant lecturer	8	88.9	2	40
Lecturer	1	11.1	2	40
Professor	0	0	1	20

(a) Gender of Deans and Heads of Departments

Findings in Table 4.3 indicate that the majority of the heads of departments (66.7%) were males while the rest (33.3%) were females. On the part of the deans the findings reveal that their sex distribution was almost equal. However the majority of them (60%) were males while the minority (40%) were females. The imbalances could be due to fewer number of females qualified for such positions compared to males and the tendency to give priorities to men at the expense of women when it comes to appointments to different offices. All these scenarios have their roots from the colonial education system and African culture. This could be due to the problem of imbalances in terms of opportunities given to the two genders in various levels of education since colonial time. The imbalances not only leave gaps in the employment sectors but also some unhealed scars in the road towards quality education. United Nations Educational, Scientific and

Cultural organisation (2004) insists that quality and equality in education are inextricably linked. Weber (n.d) insists that gender equality should be set as a quality indicator for institutions and higher education in general. In this case there is no way one can talk of quality education without bringing in gender equality.

(b) Age-Group of the Heads of Departments and Deans

The findings in Table 4.3 indicate that the majority of heads of departments (66.7%) were in the age group 40-49 years while on the part of the deans the majority (40%) were in the age group 50-59. Generally the findings show that 88.9 percent of heads of departments and 80 percent of deans were 40 years and above. All these are matured people capable of handling not only students but also their fellow academic staff hence laying a strong foundation for the implementation of the IUCEA quality assurance guidelines.

(c) Highest Academic Qualification of the Heads of Departments and Deans

The findings in Table 4.3 indicate that majority of heads of departments (88.9%) had masters degree while the minority (11.1%) had PhD. The situation was different on the part of deans whereby the majority (60%) had PhD and minority (40%) had masters' degree. These findings tend to suggest that the faculties of education still need to have in the two posts people with PhD. The findings in Table 4.3 especially on heads of departments leave much to be desired in as far as implementation of the IUCEA quality assurance in faculties of education is concerned. Both deans and heads of departments are the in-charge of the programmes in their sections. The task of overseen the implementation of the curriculum would be much easier if had taken part in its preparation. Tanzania Commission for Universities (2012a) points out clearly that the designing and development of the curricula is the duty of lecturers/senior lecturers and

professors. In this case it is important to have PhD holders to manage the offices of heads of departments and faculty deans.

(d) Heads of Departments and Deans' Years in the Office

In this section the researcher wanted to know how long the interviewees had been in the office. The findings indicated that majority of the interviewees (55.6% for Heads of departments and 80% for deans) had been in the office for a period of between 4 to 6 years. The period of 4 to 6 years is quite enough for the holder of the office to be well versed with the demands of the office, including implementation of the IUCEA quality assurance guidelines.

(e) Heads of Departments and Deans' Academic Rank

The findings in Table 4.3 indicate that the majority of the heads of departments (88.9%) were assistant lecturers while the rest (11.1%) was in the position of a lecturer. Among the deans involved in the study 40 percent were assistant lecturers, 40 percent lecturers and 20 percent professor. These findings tend to suggest that the departments need to get senior fellows in the offices of heads of departments. Though the majority of the deans were academically senior fellows, still efforts should be made to ensure that the office of dean of faculty is manned by senior fellows only. Senior fellows in both the office of head of department and dean are crucial if the implementation of the IUCEA quality assurance guidelines is to be properly done.

The findings on the demographic data of the participants indicate that generally the Faculties of Education of Chartered Universities in Tanzania have necessary prerequisite base for implementing the IUCEA quality assurance guidelines. It is impossible for one to think of implementing the guidelines without having in place human resource with appropriate characteristics. The rest of the information

in this chapter will unveil the centrality of demographic data on the assessment of the implementation of IUCEA quality assurance guidelines in Faculties of Education.

4.3 The Quality of the Teaching and Learning Process

This first research question sought to find out the way the teaching and learning process is done with the view of establishing the extent to which faculties of education have managed to implement the requirements of the IUCEA quality guidelines. The following sub-sections present and discuss the findings obtained from the field using questionnaires, in-depth interview guide and document analysis and observation.

4.3.1 Teaching Methods, Supervision of Teaching and Capacity Building of Lecturers

The extent to which teaching and learning process is done appropriately depends on the manner in which the process is supervised and lecturers are enabled to teach properly using appropriate teaching methods.

Table 4.4 summarises the responses of the lecturers and students on the methods of teaching that are being employed by lectures in the Faculties of Education of chartered universities in Tanzania and their frequencies of use.

Table 4.4 Lecturers and Students' responses on the methods of teaching employed by lecturers in the Faculties of Education

Method	Lecturers						Students					
	Often	%	Seldom	%	Never	%	Often	%	Seldom	%	Never	%
Lecture	26	86.7	4	13.3	0	0	177	90.3	6	3.1	0	0
Question-answer	16	53.3	10	33.3	1	3.3	37	18.9	100	51	8	4.1

Discussion	17	56.7	12	40	0	3.3	54	27.6	95	48.5	4	2
Demonstration	7	23.3	15	50	4	13.3	30	15.3	86	43.9	24	12.2
Experiment	1	3.3	9	30	18	60	29	14.8	54	27.6	61	31.1

Data in Table 4.4 suggest that the dominant method of teaching in the universities under study is lecture method as indicated by 86.7% of lecturers and 90.3% of students. The findings also indicate that the majority of the lecturers pointed out question and answer (53.3%) and discussion (56.7%) to be among the methods that are often used in teaching. On part of the students, majority (51% and 48.5% respectively) indicated that these methods are rarely used. Moreover, the majority of both lecturers (50%) and students (43.9%) maintained that demonstration is rarely used in the teaching and learning process. Over and above these the findings indicate that experimental method is never used in teaching. This is evident from the responses of both lecturers (60%) and students (31.1%).

The interview with the heads of department and deans gave a variety of methods employed in the faculties of education. Table 4.5 gives the resume of their responses.

4.5 Heads of Departments and Deans' Responses on the Methods of Teaching Employed by Lecturers in the Faculties of Education.

Methods	Head of department		Deans	
	F	%	F	%
Lecture	7	77.8	5	100
Demonstration	4	44.4	2	40
Question-answer	6	66.7	3	60
Experiment	3	33.3	1	20
Tutorial/seminar	6	66.7	4	80
Discussion	3	33.3	2	40

The findings in Table 4.5 concur with the responses of the lecturers and students in the sense that majority of the interviewees pointed out lecture to be common method employed in teaching in the faculties of education. Other methods also given due weight were question-answer method and tutorial/seminar method. When the researcher probe on the reasons for lecture method is being commonly used in teaching one dean had this to say:

The use of lecture method by most of us is not our own free choice; we are forced by the number of students per sessions. Most often the number goes beyond three hundred. In this situation you cannot use the participatory methods. It is really a contradiction to what we insist in classroom especially in teaching methods courses. Here we emphasis on the use of teaching methods that involve the students actively. It is really a shame but we have no way out; we are victims of circumstances.

Another dean remarked:

One of the mission statements of this university is to provide holistic approach to learning and a student-centred approach to academic, social and moral development. This mission statement sounds good but so far we have not done justice to it. The use of students-centred methods needs a lot of preparations; our classes are big and the workload per lecturer is also big. However, the faculty is now working on the possibility of coming up with average class size and workload this will be an opportunity to seriously use the student-centred teaching methods.

The use of lecture method in higher institutions leaves much to be desired as far as quality provision is concerned. With lecture method the students get ready made information from lecturers, thus they are not inspired to indulge themselves in independent and self-exploration processes. Mhlanga (2008) argues that the

ability of students to do much of the work independently of lecturers is an asset that the institution exploits in terms of benchmarking standards of performance by learners. The use of lecture method defeats the objective of higher institutions of getting the all round development of the students.

The use of active participatory teaching methods such as discussion, question-answer, demonstration and experiment methods offer possibilities of students' active participation hence stimulating development of mature, critical judgment. With these methods students are allowed to interrupt and ask questions where things are not clear, to give their views and to make various investigations and experiments to solve problems or verify some of the theoretical aspects taught in the class. Commenting on the use of active participatory teaching methods specifically discussion method, Mckendre (2003) maintains that discussion allows learners to build an understanding at a higher level than one that can be derived from activity alone.

The findings in Tables 4.4 and 4.5 imply that the dominant approach used in the Faculties of Education is teacher-centred rather than student-centred. The teacher-centred approach minimises the initiatives, curiosity and independent learning skills of learners. It encourages rote learning or memorization. Quality education is about creating graduates who are knowledgeable, skilful and integral. In order then to ensure that the IUCEA quality assurance guidelines find a home in the Faculties of Education the teaching methods need to be changed and so the role of the teachers from being instructors to facilitators and role model.

The rigour of the teaching and learning processes are considered the cutting edge of an educational institution because that is what impacts on students learning. In

order to ensure that teaching and learning process is properly done the lecturers must be equipped and supervised well. It is with this view in mind that the researcher wanted to know the mechanisms that are used in the Faculties of Education to ensure that teaching and learning is properly done. Table 4.6 gives the responses of the lecturers on the mechanisms that are employed by Faculties of Education to ensure that teaching and learning is proper done.

Table 4.6 Lecturers' Responses on the Mechanisms to ensure the Quality of Teaching and Learning in Classroom

Mechanisms	f	%
Mentoring of the newly employed lecturers	16	53.3
Teaching workshop for teaching staff	13	43.3
Co-teaching	11	36.7
Classroom supervision by the heads of departments or deans	9	30

The findings in Table 4.6 indicate that the Faculties of Education involved in this study use different mechanisms to ensure that teaching and learning process is properly done. The most important mechanism is mentoring of the newly employed lecturers as pointed out by the 53.3% of the participants. Others are teaching workshop for teaching staff (43.3%), co-teaching (36.7%) and last ranked one (30%) is classroom supervision by heads of departments or deans. An open question posed to the heads of department and deans on the mechanisms used to ensure quality of teaching and learning process yielded the responses summarised in Table 4.7.

Table 4.7 Heads of Departments and Deans' Responses on the Mechanisms to ensure Quality of Teaching and Learning process.

Mechanisms	Heads of departments		Deans	
	f	%	f	%
Mentoring	6	66.7	3	60
Co-teaching	3	33.3	0	0
Classroom supervision	1	11.1	1	20
Seminar/workshop	5	55.5	3	60
Up-grading courses	2	22.2	2	40

Peer evaluation	1	11.1	0	0
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Findings in Table 4.7 reveal that mentoring of new members of staff, organisation, conduction of seminars and workshops are ranked high by the interviewees. These findings match well with the responses from the academic staff involved in the study. The least mentioned mechanisms are classroom supervision and peer evaluation.

Mentoring of newly employed lecturers seems to be preferred compared to supervision probably due to the negative attitude associated with supervision. In the interview with the deans one had this to say:

It is extremely difficult for me or even the head of the department for that matter to get into the class and carry out observation because supervision is always associated with fault-finding, it is policing. If you decide to employ this mechanism be ready to be called all sorts of fun names, be ready to quarrel with your colleagues, be ready to create a gap with your colleagues.

On the same issue of class supervision of the Heads of department remarked:

We are supposed to visit the lecturers in the class but there is no time. In fact we get to know what transpires in the class through class representatives. If students are not well taught they will definitely report to us and from there we will take action.

Continuous supervision of the teaching and learning process is an important component in the implementation of quality assurance guidelines in faculties of education. Guri-Rosenblit (1997, p.37) insists that developing high quality learning materials does not suffice for assuring quality of teaching and learning process. There is a need therefore to monitor the learning, tutoring and teaching process.

Co- teaching, organised seminars/workshops, up-grading courses and peer evaluations are opportunities for lectures to learn from each other's expertise and

from the facilitators hence improve the quality of their delivery in the classroom. However, the findings in Tables 4.6 and 4.7 imply that these avenues are not given due weight probably because of the situation the Faculties of Education find themselves. Remarking on the stumbling blocks towards the use of co-teaching and seminars/workshops for staff teaching improvement one head of department said:

What are you saying? You know as well as I do that most universities do not have enough lecturers, how do you expect us to co-teach? Some of the courses are taught by part-time lecturers and others by our tutorial assistants. Any way let's hope that our number will increase in the future and hence giving us opportunities to not only co-teach but also prepare and participate in workshops and carry out researches.

The responses by the dean and head of department imply that the Faculties of Education have a long way to go in terms of employing the aforesaid mechanisms for improving the teaching and learning process. Harvey and Green (1993) insist that quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered. The assumption implicit in the development of quality assurance is that if mechanisms exist, quality can be assured. Quality assurance entails continuous improvement in all aspects teaching and learning included. The findings under teaching and learning section imply that the very little has been done to improve the teaching and learning process. This shortfall makes the quality assurance system impaired.

4.3.2 Students' Assessment

Assessments in the teaching and learning process are vital to establish the level of academic competency achieved as a result of learning. In the effort to know the extent to which students' assessment meet the requirement of the IUCEA quality assurance guidelines questions were posed to the participants focusing on the modes of assessment and the way they are carried out.

4.3.2.1 Modes of Assessment

In order for a student to be awarded degree in education he/she must fulfil all the assessment requirements. The assessment can take different modes.

The responses from lecturers and students indicate that two modes of assessment are commonly used in the Faculties of Education namely continuous assessment and end of semester examination. The interview with the faculty deans and heads of department ascertain these findings.

(a) Continuous Assessment

The continuous assessment consists of portfolios, group assignments, individual assignments, written tests, individual or group presentations, projects and practical works. The number and type of continuous assessment differ from one subject to another and even from one lecturer to another. This is evident from the document analysis findings. SEKUKO prospectus (2011) maintains that "the minimum number of continuous assessments per subject, per semester or per year shall depend on specific requirements of the course concerned" p29.

The marks for the continuous assessment ranged from 40% to 50%. 4 (80%) out of 5 Faculties of Education under study had their continuous assessment carrying

40% while only 20% had its continuous assessment carrying 50% of the final marks. The interview with the Faculty Deans and Heads of Departments and document analysis reveal that 4 out of 5 institutions under study had a specific pass mark for course work that allows one to sit for the university examination. MWUCE prospectus for instant on the pass mark for continuous assessment reads “No candidate will be allowed to sit for the final examinations if he/she has attended at least 75% of the classes for that module and submitted all course work. The pass mark for all course work is 50%, regardless of the actual percentage it contributes to the final mark” (MWUCE, 2011, p.39). In this case therefore if a student gets below 50% of the course work he/she will not be allowed to sit for university examination in that particular course. The specifications on the minimal mark required for one to sit for university examination motives the students to work hard to avoid the end of semester embarrassments.

As mentioned earlier on, the Faculties of Education employ a variety of tasks in the course work stage. The quality of the continuous assessment tasks is determined by types of activities given among others. An open question directed to the heads and deans unveiled the types of continuous assessment tasks given in the faculties of education. Table 4.8 summaries the responses.

Table 4.8 Heads of Departments and Deans’ Responses on the type of Continuous Assessment Tasks

Tasks	Heads of departments		Deans	
	f	%	f	%
Tests	7	77.7	5	100
Individual presentations	2	22.2	1	20
Group presentations	5	55.5	3	60
Take home essay	3	33.3	0	0
Project	3	33.3	2	40
Portfolios	3	33.3	2	40
Timed essay	3	33.3	0	0
Practical	1	11.1	2	40

The findings in Table 4.8 indicate that the common used types of continuous assessment tasks are tests (as pointed out by 77.7 percent of the Heads of Departments and all deans) and group presentations (as said by 55.5 % of the heads of departments and 60% of the deans). Moreover the findings imply that the other mechanisms are rarely used and sometimes not used at all. A fair judgement on the quality of what is delivered and the products can be done if varieties of tasks are given on several occasions. This requires a policy or a governing a principle. The interview with the Heads of Departments revealed that there was no policy on the number of tasks to be given in a semester; the decision lies with the course instructor. One Head of Department had this to say on the number of tasks for course work:

As far as I know we do not have a policy governing the number of tasks to be given to students per semester; the whole thing is left at the discretion of the individual lecturers. However, we highly encourage them to give as many tasks as possible. I understand it is a bit tricky especially when it comes to making a follow up of the final course work mark because what is submitted to us is the overall mark for the course work and not the mark for each task.

Lack of a policy governing number of continuous assessment tasks may be a loop hole for some lecturers to excuse themselves especially those teaching large

classes a thing which can water down the quality of the assessment process. Moreover lack of a policy governing the number and type of continuous assessment tasks may make the comparison of the individual students' performance across subjects or programmes or even institutions unrealistic.

(b) The End of Semester Examination

The end of semester examination is another mode of assessment that is employed by the faculties of education of chartered universities in Tanzania. The marks for the end of semester exam range between 50% and 60%. The final mark that determines the pass or failure of a student in a given course is the product of both continuous assessment and the end of semester exam. This is evident from the document analysis whereby SEKUKO prospectus states "the final mark in any subject shall be derived from continuous assessments and the end of semester examination (SEKUKO 2011, p.35). The pass mark ranges between 40% and 50%.

4.3.2.2 Assessment process itself

The interview with the heads of department and deans reveal that the process of assessing the students at the end of the semester begins with the lecturer teaching course (s) setting the questions. In order to ensure that the setting of the questions is properly done the examination questions need to be moderated before the examination is done. When the lecturers were asked to indicate as to whether examination papers were moderated or not, before administering them to the students majority (96.7%) said yes while the minority (3.3%) said they were not moderated. The responses of the heads of departments and deans also attested to

the lecturers' responses. These findings tend to suggest that the examination papers are moderated before they are administered hence a high possibility of ensuring the quality of the assessment. In order to get more information on the moderation exercise, a question was posed to the lecturers on who moderate the question papers. The responses were given as summarised in Table 4.9.

Table 4.9 Lecturers' Responses on the moderation of the Question Papers

Response	f	%
Departmental academic committee	19	63.3
External examiner	18	60
Faculty academic committee	8	26.7
Head of department	2	6.7

The findings in Table 4.8 indicate that the moderation of examination papers is carried out by departmental academic committee (63.3%) and external examiner (60%). The findings also suggest that some institutions make use of faculty academic committee (26.7%) and head of department (6.7%) to carry out the moderation of the question papers. The findings from the interview with heads of departments and deans gave more light on who moderates the question papers. Table 4.10 summarises their responses.

Table 4.10 Heads of Departments and Deans' Responses on who Moderates the Question Papers

Heads of departments	Deans
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Response	f	%	f	%
Departmental committee	9	100	4	80
External examiners	4	44.4	3	60
Faculty committee	1	11.1	1	20

Going by the responses of the lecturers and the interviewees the most common system of moderating the question papers is that of using the departmental academic committee (internal moderation) and the external examiners (external moderation). The internal moderation is usually done by the experts in the specific discipline areas preferably the senior members. The moderation focuses on various areas as pointed out by one of the heads of the departments:

Usually individual lecturers set examination questions; then we meet as a department to look at them. For each paper we look at the quality of questions, mark allocation, coverage and clarity. We give our comments as to what needs to be changed and even how to go about effecting the changes.

To simplify the moderation exercise the lecturer submits to the head of the department the question paper, the marking scheme and the course outline. The written comments/ suggestions by the internal moderators are usually given to the individual lecturer by the head of the department. Upon receiving comments the lecturer is supposed to effect the suggested changes and submit the corrected version to the head of department.

For proper quality control of examination the internal moderation of the question paper is usually supposed to be followed by external moderation. However, this is not the case with all the faculties of education under study. The interview with the Heads of the Department and deans revealed that among the 5 faculties under study 3 send their question papers to the external examiners for moderation while the remaining 2 do not send their question papers to the external examiners for

moderation. Confinement of the moderation of the question papers internally in as far as quality assurance of assessment is concerned is unhealthy for subjectivism can easily creep in. Mhlanga (2008) points out that the absence of external review of course outlines, examination questions and examination answer scripts makes the quality assurance process too internal and therefore too subjective for the institution to claim international benchmarking.

The administration of the examination papers and their marking are usually governed by university examination rules and regulations. The Inter-University Council for East Africa quality assurance guidelines demand that the rules and regulation be clear to all students so as to ensure fair assessment. Each institution is expected to have in place some mechanisms to make students aware of the assessment regulation and procedures. Table 4.11 summarises the responses of the lecturers and students on the ways of making students aware of the assessment regulations and procedures.

Table 4.11 Lecturers and Students' responses on the ways that are used to make Students aware of the Assessment Regulations and Procedures

Ways	Lecturers		Students	
	f	%	f	%
By giving them prospectus that contain the assessment regulations and procedures	22	73.3	142	72.4
Through putting them on the notice board few days before examination	19	63.3	62	31.6
Through the talk given to them by the dean	11	36.7	56	28.6

The findings in Table 4.11 indicate that there are two main ways that are used by the Faculties of Education to ensure that students are well versed with the

examinations or assessment procedures and regulations that is giving a copy of the prospectus containing the assessment regulations and procedures (73.3%) and posting the procedures and regulations on the notice boards few days before examination (63.3%). Only 36.7% of lecturers said that the dean of the faculty of education talks about them during the orientation week for the new students. In the students' responses 72.4% pointed out that the common system used by the faculty to ensure that students are made aware of the assessment procedures and regulations is giving them prospectus containing the procedures and regulations. Only 31.6% and 28.6% pointed posting of the procedures and regulations on the notice boards and the talk of the dean of faculty to be other ways of informing the students about the procedures and regulations for assessments respectively. When the heads of departments and deans were asked about the mechanisms the faculty of education uses to make sure that the assessment regulation and procedures are clear to the students a variety of mechanisms were pointed out. Table 4.12 gives a summary of the responses.

Table 4.12 Heads of Departments and Deans' responses on the mechanisms to make the assessment regulation and procedures clear to the students

Mechanisms	Heads of departments		Deans	
	f	%	f	%
Giving them prospectus	8	88.8	4	80

Posting them on the notice board	7	77.7	4	80
Explaining them during orientation	6	66.6	4	80
Writing them on the exam booklets	4	44.4	2	40
Writing them on the course outlines	4	44.4	1	20
Including them in the by-laws	3	33.3	-	-
General instruction given on the exam question papers	2	22.2	2	40
Reminders given to them by lecturers	2	22.2	1	20

The findings in Table 4.12 concur with the responses given by lecturers in table 4.9 for the high ranked mechanisms are giving prospectus containing the regulation and procedures to the students as pointed out by 88.8% of the heads of departments and 80% of deans, posting the regulation and procedures on the notice boards as remainder as pointed out by 77.7% of heads of departments and 80% of deans and the use of orientation time to explain the regulation and procedures to the students as it was mentioned by 66.6% of the heads of departments and 80% of the deans.

Document analysis indicated that the rules and regulations governing the whole assessment process are clearly spelt out in the prospectus which every student is given a personal copy. The rules and regulations stipulate the types of the examination used that is ordinary, supplementary and special examinations, mode of students' answers, guidelines on how to handle academic offences, repeating of a course unit, discontinuation, disciplinary action, mode of appeal, moderation of the examination papers and grading system. The presence of all the aforementioned mechanisms implies that there were some efforts by the faculties of education to implement the IUCEA assessment quality assurance guidelines. However, these efforts can bear expected fruits if the regulations and procedures

are clear to all the beneficiaries. Inter-University Council of Eastern Africa (2007) stipulates that the assessment should be done using clear procedures to assure the quality of the examinations. A question was posed to the students to find out the extent to which the assessment regulations and procedures were clear to them. Table 4.13 summarises their responses

Table 4.13 Students' responses on clarity of the Assessment Regulations and Procedures

Procedures	very clear		Clear		Not sure		Not clear		Not available at all	
	f	%	f	%	f	%	f	%	f	%
Pass or fail rates	100	51	42	21.4	18	9.2	9	4.6	3	1.5
Examination regulations	87	44.4	73	37.2	20	10.2	6	3.1	2	1
Examination procedures	88	44.9	54	27.6	29	14.8	16	8.2	1	0.5
Appealing procedures	31	15.8	49	25	56	28.6	44	22.4	7	3.6
Supplementary procedures	73	37.2	66	33.7	27	13.8	21	10.7	1	0.5

The findings in Table 4.13 indicate that the majority of students (51%) admitted that the pass or fail rates were very clear to them while 21.4% said the pass or fail rates were clear to them. 9.2% said they were not sure; 4.6% said the pass or fail rates were not clear while only 1.5% indicated that the pass or fail rates do not exist at all. From these findings one can say that the pass or fail rates are clear to the students.

The majority of the students (44.4%) indicated that the examination regulations were very clear while 37.2% indicated that the regulations were clear. The findings also indicate that 10.2% of the students said they were not sure while

3.1% said that the regulations were not clear. The findings in Table 4.11 also indicate that only 1% of the students indicated that the examination regulations were not available at all. Given these findings we can conclusively say that the examination regulations were clear to the students.

The responses on the clarity of the examination procedures indicate that majority of the students (44.4%) admitted that the procedures were very clear while 27.6% indicated that they were clear. Moreover the findings indicate that 14.8% of the students said that they were not sure while 8.2% said that the procedures were not clear. Only 0.5% of the students participated in this study, maintained that the examination procedures were not available at all. The findings in this section tend to suggest that the examination procedures were clear to the students.

The findings in Table 4.13 reveal that majority of the students (28.6%) were not sure of the clarity of the appealing procedures. 25% said that the appealing procedures were clear while 22.4% said that the procedures were not clear. Furthermore, 15.8% of the students indicated that the procedures were very clear while only 3.6% indicated that the appealing procedures were not available at all.

The findings here tend to show that the appealing procedures are not clear to the students in the Faculties of Education of chartered universities in Tanzania. The findings could be pointing out to some loopholes of tampering with the examination results by some lecturers because of reasons known to themselves hence compromising the quality of the assessment process.

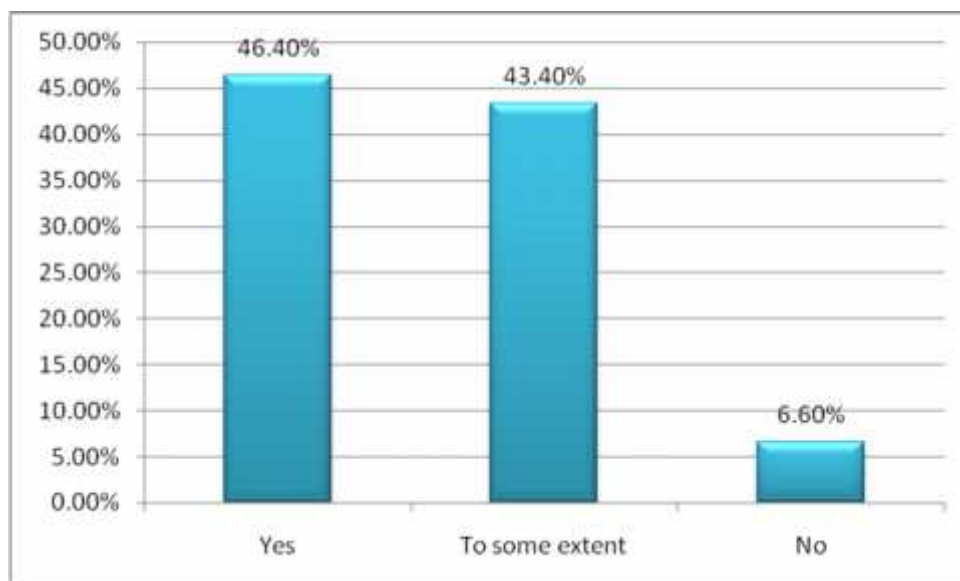
The responses on the clarity of the supplementary procedures in Table 4.13 indicate that the majority of the students (37.2%) said that the procedures are very

clear while 33.7% said that the procedures were clear. 13.8% indicated that they were not sure whereas 10.7% maintained that the procedures were not clear. The non extent of the procedures was pointed out by only 0.5% of the students.

The findings in Table 4.13 generally indicate that the Faculties of Education under study met the IUCEA quality assurance guidelines that demands that Higher education institution should have clear and published criteria for marking and regulations concerning student absence, illness and other mitigating circumstances (ICUEA, 2007). However, the responses on the clarity of the appealing regulations and procedures tend to suggest that its implementation had some problems hence blighting the quality of the assessment process.

The reliability of the examination results depends among others, on the ability of the assessment to cover a wide range of the content and objectives of the course. This study sought to find out whether the examinations administered by the faculties of education cover the content and objectives of the course or not. Figure 4.1 gives the responses of the students on this issue.

Figure 4.1 Students' Responses on the Coverage of the Content and Objectives of the Course by the Examinations



The findings in Figure 4.1 indicate the majority of the students 46.4% said that the examinations cover all the content and objectives of the course while 43.4% said that the coverage is only to some extent. Only 6.6% said that the examinations do not cover the content and objectives of the course/programme. A look on the external examiners report and a thorough scrutiny of the examination question papers and course outlines indicated that the examinations were well set and they had a good coverage of the content.

The examination moderation process does not end up with moderation of the examination question papers but it goes further to the moderation of the marked scripts. A question was posed to the lecturers as to whether the marked scripts are moderated or not. Majority of the lecturers (73.3%) indicated that marked scripts are moderated by the external examiners while 23.3% indicated that the marked scripts are not moderated by external examiners. The manner in which the moderation of the marked scripts was carried out varies from one institution to another. Some send their marked papers to the external examiners for moderation while others invite them to do the moderation in the institution concerned. Among

the five institutions involved in the study four invite the external examiners while one sends the marked papers to the external examiners for moderation. As far as quality assurance is concerned the invitation of the external examiners to the institutions whose examination scripts are being moderated gives opportunities for the external examiners to come into contact with the actual environment in which the examination was done, get clarification on issues which are not clear from the lecturers and gives the external examiners opportunities to meet the lecturers for feedback. The findings unveiled that external moderation of university examinations was done once per year that is at the end of the academic year. The responses of the heads of departments and deans attest this. One dean had this to say on the time for external moderation:

External examiners come once a year that is at the end of the year. When they come they look at the first and second semester examination papers. By the way in the past we used to have them semester-wise but due to financial constraints we can no longer afford. It is very expensive to handle the external examiners.

Commenting on the external moderation of examinations one of the heads of departments said:

After the faculty academic committee has looked at the first semester examination results and approve them, they are released as provisional results till when they are looked at by the external examiners at the end of the year and finally approved by the university senate. The external examiners are usually invited at the end of the academic year; here they look at the first and second semesters examinations.

The system of having the external moderation of marked scripts at the end of the year may have some negative consequences in the quality of the assessment process in the sense that some shortfalls can become part and parcel of the system because of failure to address them in time.

The moderation of the examination question papers and the marked scripts is meant to maintain the standards of the assessment process. This process can only be beneficial to both individual student/lecturer and institution if proper feedback is given. All the lecturers who were involved in this study admitted that they receive the feedback from the external examiners. However, when a question was posed to them on the manner in which the feedback is given various responses were given as summarised in Table 4.14

Table 4.14 Lecturers' responses on the way Feedback from the External Examiners is given to the Faculty Members

Response	f	%
Through the meeting between the faculty dean and faculty teaching staff	13	43.3
Through the meeting between the external examiner and members of the faculty	11	36.7
Through meeting between the external examiner and lecturer	4	13.3

The findings in Table 4.14 reveal that the majority of the lecturers (43.3%) indicated that feedback from the external examiners is given to them in their meeting with the dean of faculty while 36.7% maintained the feedback is given in the meeting between the lecturers and the external examiners and 13.3% indicated that the feedback is given in the meeting between the external examiner and the individual lecturer handling a given course. These findings tend to suggest that the practice of having a session with the external examiners for feedback purpose is not a common one. Where it is practiced, it involves the staff members as a group. It is only on exceptional cases where the external examiners can meet the

individual staff members. Remarking on the feedback from the external examiners one head of department said:

After looking at the scripts the external examiners write a report which is tabled in the meeting with the academic staff. The meeting is done in group. However, where necessary they can meet the individual lecturer briefly. The external examiners are given very limited time to go through the papers. Like in our university there are given only 3 days to go through the scripts and give us feedback. Usually they sample few and out of these they establish the marking trend which eventually becomes the basis for their reports.

Lack of an opportunity for the external examiners to meet the individual lecturers for feedback sessions could be due to the fact that some institutions send the papers to the external examiners who look at the scripts and write a report to the faculty dean or limited time given to the external examiners to look at the papers when called to the institution due to financial constraints.

4.3.2.2.1 Assessment of the Teaching Practice

The assessment of the teacher-trainee does not culminate with what one can write on tests, assignments and semester examinations. A teacher-trainee is also assessed in his/her ability to carry out actual teaching in the classroom hence the centrality of teaching practice. The inquiry on the manner in which this exercise is carried out the faculties of education generated the responses summarised in Table 4.15

Table 4.15 Lecturers and Students' responses on the Steps involved in teaching practice supervision

Response	Lecturers		Students	
	f	%	f	%

Observing the student while teaching for the whole time allocated for the class	26	86.7	122	62.2
Looking at the scheme of work and lesson plan before the class	22	73.3	99	50.5
Meeting the student after class for feedback	18	60	84	42.9
Making a follow up observation to see the improvements made by the student	12	40	76	38.8

The findings in Table 4.15 show that majority of the lecturers (86.7%) and students (62.2%) said that the teaching practice supervision involves observation of student in the actual teaching in the class. 73.3 % of lecturers and 50.5% of students pointed out lesson plan and scheme of work observation before actual teaching as part of teaching practice supervision. Furthermore 60% of the lecturers pointed out that feedback on students' performance is given after classroom observation as compared to 42.9% of students' responses. Moreover, the minority of the lecturers (40%) and students (38.8%) maintained that a follow up observation is done in the faculty of Education to check as to whether the advices given in the first observation were taken on board or not. These findings tend to suggest that the common practice in the supervision of the students in teaching practice is to look at the schemes of work and lesson plans, observing the students in the classroom and giving feedback after the sessions. The follow-up of the implementation of the comments or suggestions given to students seems to

rarely done if any. It is difficult to assure quality in these kinds of practices. The prevailing of this system of teaching practice supervision could be due to the number of supervisors being small compared to the students to be supervised and time and financial constraints.

4.3.2.2.2 Effectiveness of the Student Assessment Process

In order to get the overall picture of the effectiveness of the assessment process the students and lecturers were asked to rate the process. The responses are as shown in Table 4.16

Table 4.16 Lecturers and Students' responses on the effectiveness of the assessment process

Response	Lecturers		Students	
	f	%	f	%
Very effective	10	33.3	42	21.4
Effective	20	66.7	118	60.2
Ineffective	0	0	14	7.1
Very ineffective	0	0	2	1

The findings in Table 4.16 indicate that the majority of both lecturers (66.7%) and students (60.2%) indicated that the assessment process in the faculties of education is effective while 33.3% of the lecturers and 21.4% of students indicated that the assessment process is very effective. The findings also indicate that 7.1% of students indicated that the assessment process is ineffective and 1% of the students indicated that the assessment process is very ineffective. This implies that despite the fact that there were some difficulties associated with the quality of the assessment process in faculties of education; the beneficiaries of the

assessment process attested the quality assurance guidelines of the assessment process was to great extent implemented

4.4 Quality of the Academic Staff

The quality of the academic staff revolves around their academic qualifications, the recruitment and employment process, continuous improvement in areas of specialization, motivation, continuous evaluation of the daily performances and promotions.

4.4.1 Qualifications of the Academic Staff

Academic qualification refers to the academic level one has attained having fulfilled requirements stipulated in a given level of training. Table 4.17 highlights the qualifications of the academic staff in the faculties of education of chartered universities in Tanzania as they were deduced from the questionnaires given to the lecturers and document analysis.

Table 4.17 Qualification of the Academic Staff

Institution	TA	AL	Lect	SL	Ass Prof	Prof
A	14	40	3	2	1	1
B	13	8	0	1	0	1
C	6	14	0	0	1	1
D	17	16	1	1	0	1
F	4	5	2	0	0	1
Total	54	88	6	4	2	5
	(34%)	(55%)	(4%)	(3%)	(1%)	(3%)

Key: TA-Tutorial assistant, AL- Assistant lecturer, Lect.-Lecturer, SL- Senior lecturer,

Ass Prof. - Associate professor and Prof -Professor.

Data in Table 4.17 indicate that the majority (66%) of the academic staff were qualified to teach in university according to the prerequisite of the Tanzania Commission for Universities. The findings also indicate that 34% of the academic staff were first degree holders. According to the regulations of TCU first degree holders are not allowed to handle a course in university (TCU, 2012a). The interviews with the heads of departments and deans and even observation of the teaching timetables of the institutions under study revealed that the tutorial assistants were handling courses on their own. Remarking on the functions of the tutorial assistants, one head of department said:

The work of a tutorial assistant is to lead seminars under the supervision of a lecturer or assistant lecturer. However, in our situation this is not the case; there are some tutorial assistants who are teaching some classes. We are in fact forced to use them due to shortage of lecturers with masters degree and above. This is not a problem peculiar to our university; it is a problem of all higher institutions in the country. Am sure this is the story you are going to hear in all the universities you will visit.

Another one said:

For the past few years Tanzania has experienced rapid expansion in the higher education sector. This expansion was inversely proportion to the increase in the number of qualified teaching staff. Am sure for some time we will be forced to continue relying on our tutorial assistants to teaching some courses. For those fresh from colleges definitely we assigned a colleague who is senior to closely make a follow up of the way they are handling the sessions.

When one of the deans was approached on the same issue the response was:

We have the guidelines from TCU on who should do what in higher institutions but so far we have not being able to recruit enough qualified staff to handle all the courses. Obviously it is our wish to have all courses taught by qualified lecturers but there are not there. You know all universities are struggling to get such people, and this has in fact made moon lighting the order of the day and even employment process very unstable.

The concerns raised by the heads of departments and deans tend to suggest that the requirements put forward by IUCEA quality assurance guidelines on the quality of academic staff in terms of academic qualifications are still wanting a thing which put the quality of education offered by Faculties of Education in danger. Mosha (2000) argues that quality education can only be provided in the context where teachers are well-trained and competent. In the same line of thought URT (1995) maintains that one of the most important factors that determine the quality of education and training is the quality of its teaching staff. There is a need at this juncture to ensure that only qualified and competent teaching staff are given the task of handling classes in the Faculties of Education.

The findings in Table 4.17 also indicated that 89% of all academic staff were academically young scholars while only 11% were academically senior scholars. This scenario could be mainly due to lack of enough academic staff with such qualifications. This situation was worsened by mismatch between the increase in the number of higher level institutions and the training of cadres required for this level as it was clearly put by one of the deans:

My Faculty is running two programmes Bachelor of Education-Arts and Science with only one senior lecturer and one lecturer; the rest are assistant lecturers and tutorial assistants. It is not that we do not see the need to employ qualified and senior lecturers but where do we get them; there are not there.

The above situation concurs with the findings of Luhanga (2006) on the quality of lecturers in Private higher education in Tanzania. In his findings Luhanga found out that there were private higher education institutions in Tanzania with no PhD holders but with some first degree holders teaching degree programmes. Ishengoma (2007) found out that in the academic year 2005/06, the senior academic staff made only 17.2% of all lecturers in the private universities in Tanzania.

The findings also indicate that only one Faculty (A) among the five visited has managed to meet the TCU standard number of PhD holders needed per programme. According to TCU the minimum number of PhD holders required for a given programme is 5 (TCU, 2012b). This situation tends to imply that there is no serious inspection and verification of the information sent by individual universities and for that matter Faculties of Education on the qualifications of the teaching staff before the programmes are approved and allowed by TCU to be taught in the universities. Quality of education cannot be assured by having a long list of qualified teaching staff submitted to TCU but rather by having such people in the universities doing the actual teaching.

4.4.2 Employment and Recruitment Process

Table 4.18 gives the summary of the mechanisms that are employed in the faculties of education to ensure that only qualified and competent academic staff are recruited and employed as pointed out by lecturers.

Table 4.18 Lecturers' responses on the mechanisms for recruiting and employing academic staff

Mechanism	f	%
Advertisements through public notice boards and media	22	73.3
Scrutiny and interview by employment committee	22	73.3
Probation of 6 months to one year before confirmation	21	70

The findings in Table 4.18 indicate that the recruitment and employment process in the Faculties of Education involves advertisements through public notice boards and media as pointed out by 73.3% of the lecturers, scrutiny and interview by search and employment committee as indicated by 73.3% and the practice of giving probation period of 6 to 12 months as responded by 70% of the lecturers. Though these procedures are similar in both public and private universities the manner in which they are carried out differ. In the private institutions the processes of recruitment and employment are internal while in the public they are external to the organisation. In the private universities the main players are the university administration. Describing the process in the private university one of the deans had this to say:

The process begins with the departments sending their requirements to the chairperson of the search and employment committee through the dean of faculty. Upon receiving the requirements from all departments, the required posts are advertised. Those who are short listed are invited for an interview conducted by the search and employment committee. It is the outcome of this interview that decides the fate of the applicant as far as employment is concerned. In fact the whole exercise is done in a very transparent manner. The applicants are gauged properly.

Commenting on the recruitment and employment in the faculties of education of public universities one dean had this to say:

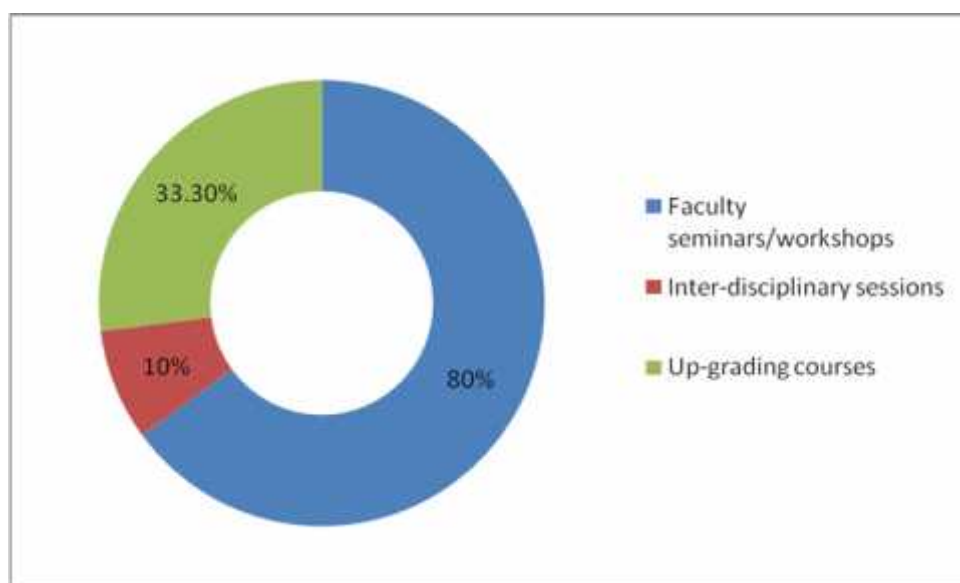
When it comes to the actual recruitment and employment of new academic staff our faculty has no final say on who to employ and who not to employ. As you might be aware the employer is the government through the public service commission. In case of a need we do the advertisements, interviews and send our suggestions to the commission. Who will be employed and even the number will be decided by the commission after having gone through the budget allocated to it by the central government.

The findings tend to suggest that the private institutions had more control of who to employ and even the numbers than the public ones. This situation could be due to the fact that the power to hire and fire is within the individual institutions. In the public institutions the whole process is done by the public service commission under the Ministry of Public Service Management. When the plans and control are beyond the institution it is difficult for one even to control the quality. TCU calls for the individual institutions should be undertake the exercise of recruitment and employment of University staff. It clearly states that “the institution must put in place a panel constituted of qualified senior members of the academic staff, including a representative of the Human Resource Department, for the purpose of assessing the qualifications and quality of the candidate seeking employment at different levels” (TCU 2012a, p.15). The candidates to be employed must be those who have good academic and professional standing; are able to effectively communicate with knowledge seekers and have demonstrable pedagogical competencies.

4.4.3 Continuous Improvement of the Teaching Staff

Figure 4.2 summarises the responses of the lecturers on the mechanisms that are in place to ensure continuous improvement of the academic staff in their faculty.

Figure 4.2 Lecturers' responses on the mechanisms for continuous improvement of the teaching staff



Data in Figure 4.2 indicate that the majority of the lecturers (80%) pointed out faculty seminars/workshops to be the main mechanism employed by faculties of education to improve the skills, knowledge and attitudes of the academic staff. Others mechanisms are up- grading courses (33.3%) and inter-disciplinary sessions (10%). Though faculty seminars or workshops were ranked very high in relation to the improvement of performance of the academic staff their frequencies, organisation and coverage still raised some problems. The interview with the heads of departments is evident here. One of the heads of department remarked:

As far as I remember, last year we had one seminar and it is was for the heads of department only. Moreover it was not even organise by the faculty but by the university.

Another one remarked,

I have taught in this university for more than four years but I do not remember to have attended any seminar organised by the Faculty for its members. The organisation of such seminars requires facilitators, time and money.

When one of the deans was asked as to whether he/she had ever organised a seminar for the faculty members, the response was,

I have not organised any but last academic year 2010/2011 we had a seminar for all university lecturers on cross cutting issues in education institution namely, Gender and HIV organised by the university. The facilitators came from Non-Governmental Organisations found in town.

Another one said,

Last year we organised a workshop for our staff members whereby several topics were discussed, that is, how to construct examination, the connection between teaching -learning and assessment, teaching large classes as if they were small, professional development and Ethics, shifting from teaching to learning and the use of ICT as mediation tool in teaching. The facilitators came from our own people in the faculty.

The remarks by the heads of departments and the deans tend to suggest that the seminars are not held frequently and sometimes do not include all academic staff.

Moreover, the findings in Figure 4.2 tend to suggest that up-grading courses and interdisciplinary sessions are rarely used as means to improve the quality of the academic staff in the Faculties of Education. The interview with the heads of departments and deans reveal that the up-grading programme for the academic staff is crippled by lack of proper staff development policy and money. One head of department had this to say on this issue:

Here the university employs you but the issue of academic achievement totally lies with individual member of staff. We are private university; if you want to go for further studies you have to struggle on your own. In this situation not many can afford it.

When it is extremely necessary, the university decides on who should go, where and when.

The situation in the Public institutions though a bit different from the private ones does not with certainty guarantee the up-grading of the academic staff. This is evident from the remark given by one of the deans:

We have a staff development policy in place but the problem is with its implementation. We get our money from treasury for all university activities. Since we have no control of this money we cannot guarantee as when one to send our members for further studies.

Another one had this to say:

The good thing with working in the public institutions is that the government has access to many scholarships from donors. When they are available, the priority is most of the cases given to its institutions. Two years ago I finished my PhD studies under such scholarships.

The above findings suggest that quality assurance of the academic staff in terms of training was not given due weight for in some faculties the staff development policy was non-existent and some its implementation was wanting. Improvement of quality of the teaching staff through up-grading courses needs to be given priority in the university plans. A well planned and comprehensive staff development policy is necessary here. Tanzania Commission for Universities urges every institution to put in place capacity building and development plans supported by training policies and programmes (TCU, 2012a). For quality assurance of the education offered in our institutions, the training programmes should capitalize on three main areas as Rajabu (2000) puts it, namely: knowledge, skills and attitudes. Cohen and Hall (1998) point out that professional development that is sustained, aligned with the curriculum and focused on instruction is shown to positively influence students' achievements. To actualise this, the annual budget should set for this noble task.

The findings in Figure 4.2 indicate that interdisciplinary sessions were almost not in place. The interview with the heads of Departments and deans substantiate this statement. One of the deans gave this response on the issue of inter-disciplinary sessions:

Inter-disciplinary sessions are good platforms to discuss cross-cutting issues; but we have not been able to organise them. I will talk to my colleagues so that we can organise them for the betterment of not only our staff members but also our students.

On the same issue one of the heads of departments said:

I must admit that the issue of interdisciplinary sessions is something new to our university. Nobody has ever talked about it. On my view, I think inter-disciplinary sessions are enriching, it is something that can be introduced. I am not the one to introduce it but I can take the initiative of taking it up in our Faculty board meeting and see what will be my colleagues take about it.

These comments tend to suggest that the importance of inter-disciplinary sessions is clearly seen in ensuring quality of education in the faculties of education but no proper steps have been taken to organise them. Quality cannot be ensured if an opportunity is not created for scholars from different disciplines to meet and discuss issues of common interests.

4.4.4 Teaching Staff Performance Appraisal

Staff performance appraisal is mechanism that is meant to satisfy the employer that the standards set in an organisation are maintained. The researcher wanted to find out the mechanisms that are used by the Faculties of Education to evaluate the performance of their academic staff. Table 4.19 summarises the responses of the lecturers on the mechanisms in use.

Table 4.19 Lecturers' responses on mechanisms used to evaluate the performance of the academic staff

Mechanism	f	%
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Evaluation by the Head of Department	22	73.3
Students' course evaluation	21	70
Self-evaluation by individual staff members	19	63.3
Evaluation by the Dean of Faculty	15	50
Evaluation by faculty evaluation committee	14	46.6

The findings in Table 4.19 indicate that the majority of the lecturers (73.3%) maintained that Faculties of Education use the Head of the Departments to evaluate the teaching staff. Other mechanisms are students' course evaluation (70%) and self evaluation by individual members (63.3%). The least used mechanisms were evaluation by the Dean of Faculty (50%) and the evaluation by Faculty evaluation committee (46.6%).

The evaluation of the academic staff by their heads of department is done by using the Open Performance Review Appraisal System (OPRAS). It focuses on the generally objectives set by the institution as well as those set by the individual lecturer. Its format is user- friendly in the sense that it allows the individual lecturer to come up with his/her own objectives that are meant to accomplish the general objectives of the institution. TCU insists that OPRAS should be based on performance agreement between the supervisor and the staff in accordance with the institution's strategic plan (TCU, 2012a).

Generally the above findings imply that there were some mechanisms in place in the Faculties of Education to keep track of the performances of the academic staff. Apart from helping the administration to make an informed decision when it comes to promotion of the teaching staff, they also help the individual staff to improve his/her daily performances and the Faculty of Education achieves its goals. However, in order the whole exercise to be of benefit to the improvement of the quality of the teaching staff proper feedback should be given to the individual staff members. Black (2000) observes that student feedback helps the

lecturer to know what he/she is doing that facilitates the learning of the students and the difficulties they may have with the instruction hence making necessary adjustment. The remarks from the Heads of Departments and Deans during the interview implied that teaching staff performance appraisal results were not used as improvement devices but rather promotion devices.

One Head of Department said:

Teaching staff performance appraisal is usually done annually. The information gathered from teaching staff performance appraisal is mainly used to determine the promotion of teaching staff. We do not have a session where we give feedback to individual staff members on their strengths and weakness as per the appraisal form. I think it is good to introduce it now.

Another one had this to say:

As far as I know, promotion of a member of staff is determined by among others the report compiled from the appraisal form. Annually we apply for promotion and I believe that what colleague says about his/her leaders and colleagues counts a lot in the academic advancement. But by the look of things, the contribution of the teaching staff performance appraisal results on the improvement of the quality of teaching staff is not that much. We need to design a constant way of giving feedback to staff members.

Giving a remark on the same issue one of the deans said:

The system of appraising the teaching staff is organised in such a way that it is the immediate boss who has more say on his/her performance than the deans. Part one of the appraisal forms is completed by the staff member and part two by the head of department. The head of department has 5 pages to fill in. You can see in these forms mine has only two aspects; my comments on the head of department's assessment and my assessment of the individual member of staff. The last comments are given by the Deputy Principal Academic Affairs and the Principal. Feedback on the performance of an individual member of staff is given when there is something alarming which jeopardise someone's work or academic advancement.

These comments and others tend to suggest that though the Faculties of Education had tried to put in place the mechanisms to evaluate the performance of the

teaching staff the feedback was not given to the staff so as to improve their performances.

4.4.5 Incentives for the Academic Staff

Incentives are important aspects to boost morale and ensure adherence to the standards. However, the findings in this study indicate that majority of the lecturers (53.3%) maintained that there were no incentives given to them. In order to triangulate this information an interview was carried out with the Heads of Departments and Faculty Deans. Their responses indicated that very little if any was done in this aspect. Responding to a question on whether Faculty members are given incentives one Head of Department lamented:

We are working under very difficult conditions. We are not given allowances; there is no clear policy on annual leave, one struggle to get it as if it is a favour. You can't believe that I have been here for some years now but I have not seen any document on staff regulations, I don't know my rights, benefit....The salaries are still very low; it is no wonder that most of our staff are busy out there; teaching as part-time lecturers.

Responding on the same question one Dean of Faculty maintained:

Most of the lecturers are intrinsically motivated, there are no extrinsic motivations. The allowances are limited to the senior members only. This is what the university can afford for the time being. I understand that our working conditions are not that good but we are doing our best to improve the situation.

The findings on the other hand indicated that though the majority of the participants registered their dissatisfactions as far as the working conditions are concerned, 40% of the participants indicated that they were given some incentives. Dissatisfactions in the academic world seemed to be common phenomena and if they are not addressed their repercussions in the quality of education are devastating. Mosha (2000) shows that, the dissatisfactions cut across different levels of education. According to him teachers from primary to

university level are not adequately motivated and remunerated; hence many are psychologically and physically absent. Their minds are kept on wondering all the time as they contemplate on the projects that earn them extra money to meet basic needs. When teaching staff are dissatisfied the results are poor preparation of lectures, infrequent contacts outside the classrooms, parallel instructions in nearby universities and minimal participation in the intellectual life of the university. In all these scenarios the quality of education remains an ideal and not a reality.

The implementation of IUECA quality assurance guidelines calls for conducive working environment for teaching staff. This entails proper motivations / incentives to given to them. It was on this basis then the researcher wanted to know the type of incentives that the Faculties of Education give to the members. Table 4.20 gives the summary of the responses of the lecturers on this aspect.

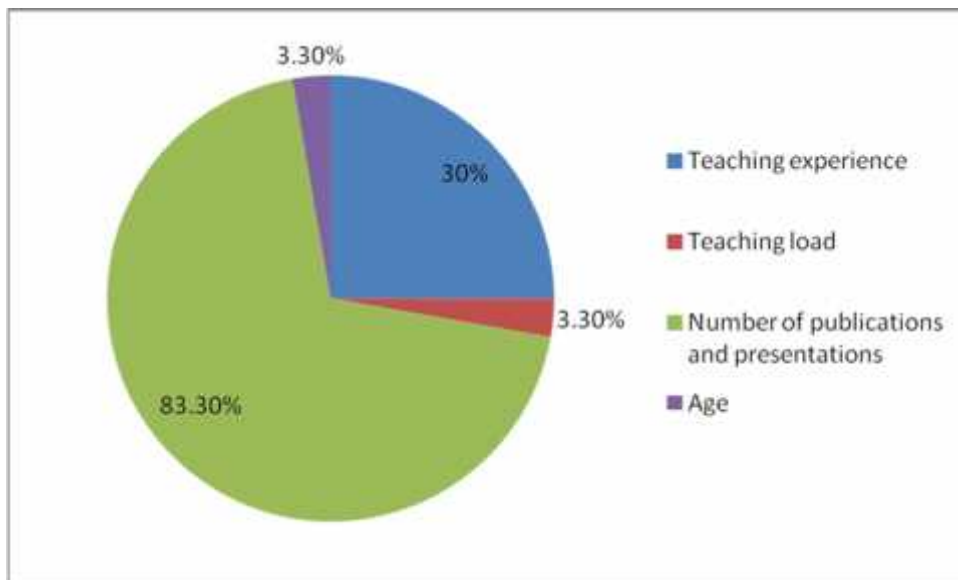
Table 4.20 Lecturers' Responses on types of Incentives given to the Teaching Staff

Incentives	f	%
Money rewards	7	58.3
Promotion	5	41.6
Certificate of appreciation	3	25

The findings in Table 4.20 indicate that 2 types of incentives are commonly used in the Faculties of Education namely money rewards as pointed out by 58.3% of lecturers and promotion as pointed out by 41.6% of the lecturers. The findings also indicate that certification of appreciation is given though not very common. The use of promotion as a means to motivate the academic staff has long lasting effect compared to the money rewards. This is mainly due to the fact that the effect of money rewards is felt only once while that of promotion is continuous

and transferable. Figure 4.3 summarises the responses of the lecturers on the criteria for promotion in the Faculties of Education.

Figure 4.3 lectures' Responses on Criteria for Promotion



The findings in Figure 4.3 indicate that the main criterion for promotion in Faculties of Education is numbers of publications and presentations (83.30%). The other criterion is teaching experience as pointed out by 30% of the lecturers. Teaching load and age seem to be rarely used given that they were pointed out by only 3.30% of the lecturers. The use of age and workload as criteria for promotion could be ridiculous in the sense that an increase in age or workload does not make one acquire skills and knowledge or add something in the world of knowledge. The findings are in line with the TCU (2012a) guidelines for staff performance review and promotion which stipulate that:

For the purpose of promotion all forms of publications shall be subjected to evaluation and weighted out on a point scale and on basis of coverage of the subject matter, originality, presentation, contribution to knowledge, relevance to academic discipline and overall quality (pp. 21-22).

When the lecturers were given an opportunity to suggest any other criterion for promotion all of them pointed out academic qualification especially in the move from tutorial assistant to assistant lecturer and from assistance lecturer to lecturer position. This is in line with TCU (2012a) employment, staff performance review and career development guidelines for quality assurance.

The interview with the deans and heads of departments concur with the lecturers' response on publications and presentations and academic qualification. When an inquiry was made on the whether these criteria are in place and actually used it was discovered that among the 5 faculties under study 3 had them in place and they were being used while two had nothing in place. When an inquiry was made as when the criteria can be in place and used one dean responded:

The document is being worked on and when the exercise is over we will begin to use it. There has been pressure from the staff on the importance of promoting them; so this is no longer something for discussion but implementation. In fact few months ago we registered our journal which for me will encourage us to write and hence boast our promotions.

The other one said:

We have received the guidelines from TCU on the minimum criteria for promotion of our staff members, our task is now to adopted them and make them part and parcel of our policy. Am sure its implementation is going to be soon. You know what; promotion is one of the important retention mechanisms. There is no way we can keep quiet; otherwise we will loss all our staff.

The responses from the deans and heads of departments tend to suggest that a reasonable number of faculties of education of chartered universities in Tanzania (60%) had promotion criteria in place while the remaining 40% were working on them ready for implementation. As a way of winding-up this section the lecturers were asked to assess the effectiveness of the incentives in the faculty of education. Majority of the lecturers (86.6%) pointed out that the incentives were

not good enough to encourage the teaching by teaching staff while only 13.3% admitted that the incentives were good enough to encourage the teaching by the teaching staff. The findings tend to suggest that working morale of the teaching staff is not that high hence a need to revisit the incentive system so as to boost it and ensure the quality of the services given to different customers.

4.5 Student Advice and Support Services

The student advice and support services focus on what the individual lecturer and the institution does or provides to students so that they do their studies comfortably. Specifically this section focus on the hours set aside for students' consultations, orientation services given to new students, academic advices given by academic advisors, chaplaincy services, guidance and counselling services and financial support services.

4.5.1 Consultation hours

The time set aside for private consultation with students by lectures is usually meant to clarify and consolidate what was discussed in the classroom. Table 4.21 summarises the responses of both lecturers and students on the average hours set aside per week for students' consultations.

Table 4.21 Lecturers and students' responses on number of hours set aside for students to consult their lecturers.

Hours	Lecturer		Students	
	f	%	f	%
0	3	10	73	37.2
1-5	14	46.7	81	41.3
6-10	8	26.7	7	3.6
11-15	3	10	4	2

16+	1	3.3	4	2
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Findings in Table 4.21 indicate that on average the time set aside for students consultations is 1-5 hours per week as pointed out by 46.7% of lecturers and 41.3% of students. Observation done on the doors of the offices for the lecturers revealed that there were some lecturers who had the consultation hours posted on their doors while others hadn't. Most of them who had the hours posted on the doors were those holding administrative posts in the faculty. When a question was posed to the deans as to whether consultation hours were supposed to be posted on the office doors or not one of them had this to say:

We do not have a regulation binding the staff members to post the consultation hours on the office doors, the freedom is given to them to decide how best they can pass this information to the students. As you have seen, some have posted the hours on their office doors; some have written them on the course outline which every student gets a copy, others prefer to announce to their students on the first day of their class sessions.

Under the same theme, the researcher wanted to know the responses of the deans and heads of departments on the average time the teaching staff were supposed to dedicate for students consultation. Both deans and heads of departments made it vividly that there no time fixed for consultation, the whole thing was left at the discretion of the teaching staff. One head of department said:

So far there is no policy governing the consultation hours but the staff members are highly encouraged to be available for students who are in need of their assistance. The issue of time is left to the discretion of the individual lecturer for there is no specified average time.

On the same theme one of the deans said:

The teaching policy of this university requires that the teaching staff dedicate 40 hours per week for university activities. But on average the teaching load for teaching staff is 12-15 hours per week. It is taken for granted that the remaining hours are for

lesson preparations, research, community services and consultation for students in need.

These findings imply that the amount of time for consultations depends very much among others on the size of the classes and the teaching work load. Table 4.22 summarises the responses of the lecturers on the average size of the classes and teaching work load.

Table 4.22 lecturers' responses on average class size and teaching work load in the Faculties of Education

Students	Class size		Teaching work load		
	f	%	Hours	f	%
26-50	1	3.3	1-5	6	20
51-75	1	3.3	6-10	16	53.3
76-100	0	0	11-15	7	23.3
101-125	2	6.7	16-20	0	0
126-150	0	0	21+	1	3.3
151-175	2	6.7			
176-200	2	6.7			
201+	22	73.3			

Data from the field indicate that the average size of undergraduate classes in the Faculties of Education is above 200 students as it was pointed out by 73.3% of the lecturers. However the observation done by the researcher in the classroom found out that most of the classes had between 500 and 600 students. The interview with one of the Faculty deans confirms the observation by the researcher. The dean remarked:

On average our class sizes are big; for instance the third year education students are 2800. Since we do not have a big lecture theatre to accommodate them all we have decided to divide them into 5 groups of 560 students each.

Class sizes of such nature apart from reducing the hours that could be set aside for students in need to consult their lecturers, they make the lecturers unable to get in touch with his/her students on individual basis, to manage the class and even to use active participatory teaching methods. Mhlanga (2008) insists that unmanageable class sizes not only militate against quality teaching and learning in the university but also demoralize both staff and students. Research on class size and student performance suggests that pedagogical technique is the most important variable in determining the quality of a learning experience; classes that

are engaging have the opportunity for one-to-one discussion and encourage participation achieve high quality learning.

Apart from the information on class size Table 4.22 gives data on the teaching work load. The findings indicate that the average teaching work load is 6-10 hours per week as it was pointed out by the majority of the lecturers (53.3%). 20% of the lecturers had their work load fall between 1-5 hours while the rest (26.6%) had a work load of more than 11 hours per week. Findings here indicated that on average the work load in the Faculties of Education meet the standard set by TCU for lecturers and senior lecturers of 10 hours per week 5 hours for tutorial assistants (5 hours), 7 hours for assistant lecturers and 8 hours for associate professors and professors (TCU, 2012a). If the work load goes beyond the standard set, it will affect the private consultation hours, the research activities and even the outreach programmes. When the lecturers were asked as to whether the teaching hours were appropriate for them to do their duties effectively particularly giving an opportunity for students to consult them the majority (53.3%) said Yes while the minority (43.3%) said No. Generally, the findings on the theme of consultation imply that though there was no policy on average hours for consultation, the service is available in the faculties of education of chartered universities in Tanzania. However, to be in the safe side and basing on the TCU guidelines which have translated the IUCEA quality assurance guidelines into actual situation of higher education in Tanzania each institution is supposed to have policy governing teaching as well as other services by the lecturers. Tanzania Commission for Universities states that out of 40 hours in a week the academic staff is supposed to dedicate for university activities, 12.5% to 25% of

the time is expected to be spent in teaching while the rest is to spent for own reading, marking scripts, compiling examination results, mentoring/counselling/supervision, research and outreach service (TCU, 2012a, p. 33).

Apart from the consultation hours the researcher wanted to know other advice and support services given to the students in the faculties of education. Table 4.23 gives the summary of the responses of the lecturers and students.

Table 4.23 lecturers and students responses on types of advice and Support

Services given to students

services	lecturers				Students			
	given		not given		given		not given	
	f	%	f	%	f	%	f	%
Orientation programme	24	80	6	20	110	56.1	86	43.9
Moral and spiritual assistance by chaplaincy	16	53.3	14	46.7	50	25.5	146	74.5
Guidance and counselling services	12	40	18	60	68	34.7	128	65.3
Financial assistance	5	16.7	25	83.3	21	10.7	175	89.3

Findings in Table 4.23 indicate that the majority of the lecturers pointed out that the services that are available for students in the faculties of education are orientation programme (80%) and moral and spiritual assistance by the chaplain (53.3%). On the other hand the responses given by 56.1% of the students confirm the responses of the lecturers on the use of orientation services. The findings also reveal that 74.5% of the students indicated that moral and spiritual assistance by chaplaincy is not provided while 60% of staff and 65.3% of students maintained that guidance and counselling services are not given to students. Moreover, the majority of both lecturers (83.3%) and students (89.3%) indicated that there is no financial assistance that is given to students in need.

The orientation services are usually given to the university first year students.

Responding on the way orientation is given one dean had this to say:

Various people are given chance to talk to the incoming students on different issues related to university life that is general academic and social issues. With the orientation talks students are well tuned to the university life thus a creation of conducive environment for them to follow their studies well.

Apart from orientation talks the students are provided with moral and spiritual supports from the religious leaders. However, the manner in which this service is provided differs from one institution to another. Among the five institutions involved in this study 3 had this service integrated in the university organisational chart while the rest had it as a service out sourced by the students and staff on individual basis. Lack of integrating the chaplaincy in the university system implies that its services cannot be guaranteed and its quality assured. It is a high time for these institutions to think seriously on the possibility of integrating the spiritual and moral services in their management structure as it was commented on by one of the deans:

There are some things that you can easily approach them from moral and spiritual point view than from the professional one, we preparing professionals here. If we cannot touch their conscience even what we are insisting on professional code of conduct will not find a foundation on which to base itself.

Another one said:

In our time in the colleges, spiritual and moral formation used to be part and parcel of our training. It is unfortunate that our institutions are becoming more secular as day pass-by. Look at what is happening in our schools nowadays, we hear of a lot of immoralities in our institutions associated with teachers; it is a shame for us professionals!

One of the heads of departments had this to say on the same issue:

Chaplaincy is not provided in our organisational structure; however, this does not mean that we cannot have spiritual and moral services for our students and staff. The presence or absence of these services especially in our public institutions

depends very much on the head of the institution. The government does not say categorically whether we have it or not. As you know our government has no religion.

The responses from the deans and heads of departments tend to imply that the chaplaincy services is lacking in most of the universities. This scenario cripples the efforts by IUCEA to assure quality of education in higher education for quality education entails the transformation of an individual intellectually, spiritually and morally.

The findings in Table 4.23 indicate that guidance and counselling and financial assistances are not given to the students. These could be due to lack of guidance and counselling unit and counsellors to manage it and lack of formal structure for raising funds for students in needy. The interview with the heads of departments and deans unveil that the work of helping the students who are in need of guidance and counselling services is left with the office of the dean of students.

Commenting on the guidance and counselling services one dean said:

We don't have guidance and counselling unit yet but for the time being the dean of students and the chaplain are helping us with such services; in the future we will have to come up with a unit dedicated to this service.

Though the comment by the dean seems to be a solution for the guidance and counselling services, the qualifications of those holding these offices do not meet the minimal requirements for one to be a counsellor. The document analysis indicated that most of the people holding this office had had no training in guidance and counselling. Table 24 gives the academic qualifications of the deans of students in the chartered universities in Tanzania.

Table 4.24 Deans of students' academic qualifications

Institution	Areas of specialisation
A	Bachelor of Arts, Master of Arts (Economics)

B	Master of Arts (Theology)
C	Bachelor of Arts (Ed.), Master of Arts, Master of Science (Economics)
D	Bachelor of Arts (Theology), Master of Public Administration.
E	Master of Education (Counselling)

The findings in Table 4.24 indicate that majority of the deans of students had no training in Guidance and counselling given what they specialised in. Moreover, the findings indicate that only one dean had specialised in counselling and one had gone through training that has a dose on guidance and counselling in the undergraduate studies that is education programme. These findings imply that the majority of the deans of students in the chartered universities are not qualified to handle the students' problems that require guidance and counselling expertise.

As indicated in Table 4.24 the issue of financial assistance to students in need is not handled by the Faculties of Education of Chartered universities in Tanzania. The interview with the Deans and Heads of Departments reveal that the students depend on Higher Education Students Loans Board (HELSEB). Responding on the question on how students in need manage to pay for their studies one Dean said:

The majority of the students in the undergraduate programmes rely on HELSEB to get money to support their studies. The amount of money given to students depends on the type of the programme and the economic status of the student's parents or guardians. The loan covers meals and accommodation, tuition, faculty requirements, research and practical training.

Generally, the findings on students' advice and support services tend to suggest that two services are in place in the Faculties of Education that is orientation for new students and consultation time hours for students in need. The other services such as spiritual, guidance and counselling and financial assistances are not well catered for. This could be due to lack of qualified people to handle such services

or lack of such provision in the Faculty system. Such shortcomings in the system of our universities are vivid as Mosha (2000) asserts that positive support, advice and encouragement by clients in educational institutions that are meant to attain quality outcomes are limited. In order to adhere to the IUCEA quality assurance guidelines on students support and advice services, the faculties of education must have in place clear procedures to ensure that qualified people are recruited and the organisation structure gives provision for such services.

4.6 The Quality of the Teaching and Learning Facilities and Infrastructures

This section was guided by research question number 4 which sought to find out the adequacy and state of the teaching facilities and infrastructures.

4.6.1 The Adequacy of the teaching facilities and infrastructures

Table 4.25 summarises the lecturers' responses on the adequacy of the teaching facilities and infrastructures.

Table 4.25 Lecturers' Responses on the adequacy of the Teaching Facilities and Infrastructures

Facilities/infrastructures	Mostly adequate		Adequate		Average		Not adequate		Not available at all	
	f	%	f	%	f	%	f	%	f	%
Up to date books	4	13.3	4	13.3	16	53.3	2	6.7	4	13.3
Library space	5	16.7	11	36.7	9	30	2	6.7	3	10
Computers	2	6.7	3	10	14	46.7	7	23.3	4	13.3
Lecture halls	1	3.3	6	20	14	46.7	6	20	3	10
Furniture	5	16.7	8	26.7	6	20	7	23.3	1	3.3
Accommodation facilities	2	6.7	3	10	8	26.7	12	40	5	16.7
Recreation facilities	1	3.3	3	10	9	30	12	40	1	3.3
Beamers	1	3.3	1	3.3	5	16.7	10	33.3	4	13.3
Internet services	2	6.7	4	13.3	8	26.7	11	36.7	1	3.3

The findings in Table 4.25 show that 36.7% of lecturers responded that the library space was adequate while 26.7% considered the furniture also to be adequate. 53.3% of lecturers said that the faculty had moderately adequate up to date books. The computers and lecture halls were also considered to be moderately adequate

by the majority of the lecturers (46.7%). Moreover, the findings indicate that 40% of lecturers said that the faculty of education had no adequate accommodation and recreation facilities. Furthermore, 33.3 % maintained that the beamers were not adequate while 36.7% considered internet services to be inadequate.

In order to triangulate the findings obtained from the lecturers the question on the adequacy of the teaching facilities and infrastructures was administered to the students. The responses of the students are summarised in Table 4.26.

Table 4.26 Students' Responses on the adequacy of the Teaching Facilities and Infrastructures

Facilities	Mostly adequate		Adequate		Average		Not adequate		Not available at all	
	f	%	f	%	f	%	f	%	f	%
Up to date books	23	11.7	33	16.8	77	39.3	29	14.8	9	4.6
Library space	33	16.8	45	23	56	28.6	37	18.9	-	-
Computers	17	8.7	15	7.7	49	25	75	38.3	13	6.6
Lecture halls	20	10.2	34	17.3	60	30.6	54	27.6	2	1.0
Furniture	37	18.9	40	20.4	60	30.6	32	16.3	-	-
Accommodation facilities	25	12.8	24	12.2	49	25	68	34.7	4	2
Recreation facilities	5	2.6	29	14.8	48	24.5	63	32.1	23	11.7
Beamers	4	2	19	9.7	41	20.9	55	28.1	37	18.9
Internet services	15	7.7	17	8.7	61	31.1	62	31.6	13	6.6

The findings in Table 4.26 confirm some of responses given by the lecturers. Just like the lecturers responses, up to date books and lecture halls were pointed out to be moderately adequate by 39.3% and 30.6% of students respectively. However, contrary to the lecturers, 28.6% and 30.6% of students maintained that the library space and furniture were moderately adequate. Moreover, a considerable large number of students maintained that accommodation facilities, recreation facilities, beamers, computers and internet services were inadequate.

The advancement in science and technology has exposed both lecturers and students to a variety of sources of reading materials. The availability of internet services reduces to a great extent the congestion in libraries. An inquiry as to

whether the faculties of education had computers connected to internet and set for lecturers and students use was directed to both lecturers and students. In their responses, 80% of the lecturers and 66.3% of the students said Yes while 20% of the lecturers and 33.7% of the students said No. These findings imply that faculties of education had set aside computers for academic use, thus a possibility for both lecturers and students to update their knowledge and skills by reading current books, researches and journals. However, when a question was posed on the adequacy and reliability of the computers connected to internet, the majority of both lecturers (63.3%) and students (72.4%) admitted that they are neither enough nor reliable.

The responses by the Heads of department and deans in the interview sessions registered the same concerns as those of the students and lecturers. One head of the department had this to say:

Apart from having inadequate number of computers connected to internet services for lecturers and students, their reliability is not guarantee partly because of unreliability of power and partly because of the sources. Our power here goes on and off.

One of the deans had this to say:

The problem of inadequacy and unreliability of internet connectivity will in the near future be a history as the university is in her final stages of connecting herself to the national optical fibre system. With this system, internet service can be accessed throughout the campus through cables or wireless.

Another dean said:

The problem of inadequacy of internet service in this institution is lessened by the introduction of modems by different mobile phone providers. Most lecturers and students use these gargets in their personal computers. The presence of internet cafes around the university has also helped to minimize the severity of the problem.

The observation done by the researcher confirmed the responses of the participants in this study. In one of the institutions, it was found that the faculty of education had 3 computers connected to the internet and reserved to 106 staff members, which gives a ratio 1:35. Moreover in the same institution 8 computers connected to internet were reserved to 1650 students, which gives a ratio of 1:206. An observation done in another institution revealed that computers connected to internet and that could be used accessed by students of the faculty of education were found in the college of informatics and virtual education. This situation defeats emphasis put forward by NAAC (2007) university libraries need to have facilities for technology aided learning which enable students to acquire information, knowledge and skills required for their studies.

The availability of other teaching and learning facilities was sought through observation in the lecture halls. The findings indicate that they all had chalk bodies or white bodies. Moreover, some of the big lecture halls had microphones for voice projection. All the above mentioned facilities and infrastructure are important if quality of teaching and learning is to be maintained. Ali and Sharti

(2010) maintain that a well equipped classroom promotes better teaching–learning process. Ashraf, et. al (2009) observe that campus facilities are significant in explaining the quality of education at the university level. However, their availability is not good enough to guarantee provision of quality education, hence the need to establish their status-quo.

4.6.2 State of the Teaching Facilities and Infrastructures

In order to know the state of the teaching facilities and infrastructures in the Faculties of Education an observation was done in the lecture halls, libraries laboratories. The observation revealed that all the lecture halls, laboratories and libraries were well ventilated, painted and electrified. These findings are contrary to Ishengoma (2007) findings which pointed out the infrastructure and other resources in higher education institutions in Tanzania were inadequate and dilapidated. This scenario could imply that since 2007 effort had been put on improving the infrastructures and facilities in higher education institutions in Tanzania, hence the implementation of IUCEA quality assurance guidelines.

4.7 Monitoring System

The survival and improvement of any education institution depend on the mechanisms in place that inform it on the manner in which it is operating and the quality of its services and products. This section sought to answer research question number five on how the faculties of education get information on quality of its services and products. Three areas were points of focus in giving feedback to the Faculty of Education on the quality of its services and products namely the use of students course evaluation forms, students progress reports and structural feedback from alumni, employers and the community at large. Table 4.27

summarises the responses of the lecturers on the availability and use of these mechanisms in the Faculties of Education.

Table 4.27 Lecturers' responses on mechanisms used by the faculty of education to get information of its products and services

statement	very often		often		not sure		not at all	
	f	%	f	%	f	%	f	%
Student course evaluation forms	10	33	12	40	2	7	6	20
Student progress reports	6	20	13	43	4	13	7	23
Structural feedback from the labour market	8	27	4	13	15	50	3	10
Structural feedback from alumni	2	7	7	23	17	57	4	13
Tracer studies	3	10	4	13	12	40	3	10

The findings in Table 4.27 reveal that two mechanisms were singled out as means of getting information on the quality of the products and services of the Faculties of Education namely students' course evaluation forms (73%) and students' progress reports (63%).

The students' course evaluation forms are usually used to give an institution feedback on what goes on in the classrooms. They involve students giving their views on the content, lecturer's mode of teaching and assessment. The interview with the head of departments and deans indicated that among 5 Faculties involved in the study 3 had students evaluation forms officially in place while 2 had no this system. Further inquiry on this question revealed that some lecturers knowing the importance attached to feedback given by students on the teaching and learning process have decided to prepare their own course evaluation forms and administer them. One dean of faculty said during the interview:

We do not have a common system of getting feedback from our students as far as teaching and learning processes are concerned; but I have prepared my own evaluation form which I give to my students at the end of each course. Let me show you the course evaluation form I have prepared. I have used it and it has helped

me a lot. The plan is to table it in our faculty board meeting to get to know the feelings of my colleagues. If they will endorse it we will submit it to the senate.

To triangulate the responses of the lecturers, the students were asked as whether they had ever been involved in the evaluation of the course or not. The findings indicate that 80.1% said yes while 19.9% said they had not been involved. When the students were asked about the time in which the evaluation is carried out, majority of the students that is 70.9% pointed out that the course evaluation is done at the end of each semester. Other responses were 14.8% said at the end of the programme, 8.7% said they were not sure while 5.6% maintained that the system does not exist at all. The responses from the interview with the Deans and Heads of Departments concurred with the students' responses. One of the deans who were interviewed responded:

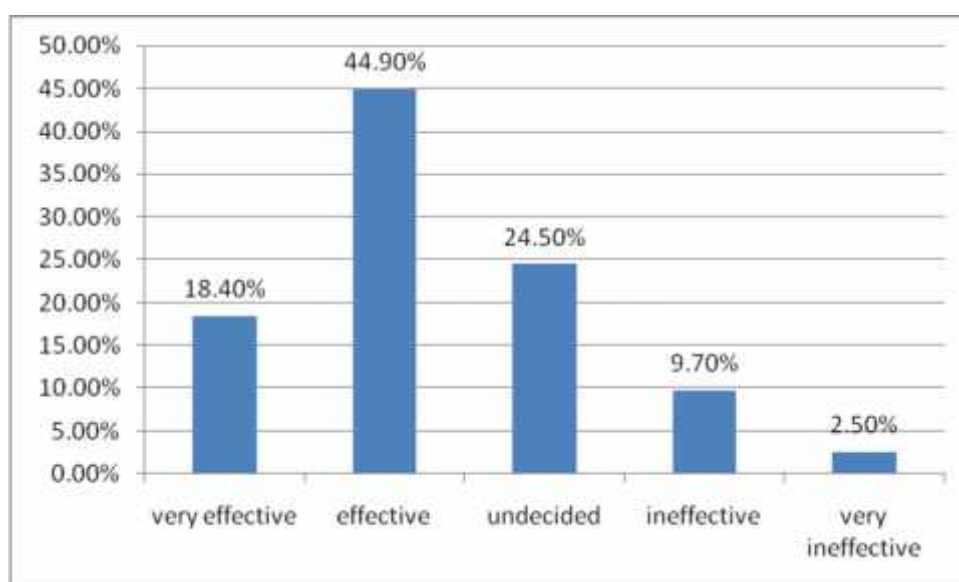
Students course evaluation forms are given to the students at the end of each semester by the heads of departments for all the courses. This is simply because our courses run for a semester. When you do the evaluation in a semester you get to know how the teaching was done by each lecturer and in case of problems solutions can be sought out before it is too late.

Responding to the same question one Head of Department said:

The students course evaluation forms are given to the students class representatives the last week of each semester. They are confidential reports about what has transpired in the classes for the whole semester. The forms are submitted to the department sealed in an envelope; my work is to submit the sealed envelope to the quality assurance office for analysis and general report.

Document analysis on the same issue revealed that the students course evaluation forms had two main sections, section A consists of structured questions which require the respondents to rate the items on a rating scale of 1 to 5 while section B comprises of open ended questions requiring respondents to give their opinion on the efficient utilization of the academic resources, effective delivery of the subject matter and suggestions on improvement of the course. When the students were asked to rate the course evaluation system as to whether they were effective in giving right information on the quality of what goes on in the classrooms their responses are as indicated in Figure 4.4

Figure 4.4 Students' responses on effectiveness of the course evaluation system



The findings in Figure 4.4 indicate that 44.9% of the students showed that the evaluation system was effective, 18.40% considered the system to be very

effective while 24.50% were undecided, 9.70% said the system was ineffective whereas 2.60% ranked it as very ineffective. The responses tend to suggest that the student course evaluation were effective. When the Heads of the Departments and Faculty Deans were asked as to whether the students course evaluations were effective or not their responses concurred with the students' views one of the Heads of Departments said:

The system has helped our faculty to improve its services given to the students both in the classrooms and outside the classroom in the sense that when one knows that he/she going to be assessed at the end of the semester by his/her students, he/she will not take any chance to let himself or herself down. We know, it is not a system that is liked by lecturers but for quality assurance purposes and for being fair to our students it is inevitable.

One of the Deans had this to say with regards to the effectiveness of the students' course evaluation system:

For us we take this exercise seriously for the feedback given by students enables our lecturers to improve their performance. It helps us to identify lecturers who need assistance in delivery of instruction. It is through this system the students can raise issues of concern about the teaching to the dean of faculty or the Head of the Department.

The effectiveness of the students' course evaluation system depends very much on use the information obtained through the use of course evaluation system. Keane and Mac Labhrainn (2005) observe that a fruitful student feedback system can be realized if the purpose of the evaluation is explained to students and what will be done as a result of their feedback. Describing what happens with the course evaluation forms one Dean said:

The evaluation forms are given out by the Head of Department to the students through the class representatives. The duly filled form are sealed in an envelope and submitted by the Head of Department to the office of Quality assurance officer who does

the analysis of the evaluation and gives a report to the Faculties for action.

This seems to be the trend in the Faculties of Education of Chartered Universities in Tanzania as the researcher received similar response from the Deans and Heads of Departments.

When a question was posed on how the feedback is given to the lecturers one of the deans had this to say:

The general comments are usually communicated to the faculty members during our end of semester Faculty board. However if there are some serious issues with particular lecturers, their respective heads of Department meet them individually to discuss the report and the way forward. All this is done with good intention of improving their services to the students. We thank God that this exercise has not generated heat.

The whole exercise of ensuring quality of education through students course evaluation forms can be a reality if the exercise is taken seriously by the students.

When the deans and Heads of Departments were asked to give their views on this issue one Head of Department said:

You see, seriousness on this exercise depends on us as administrators. If the suggestions by students are taken seriously by the administration as well as the lecturers, the students will be encouraged to fill them seriously. I cannot of course boast that we are perfect in handling the students comments but let me assure you that the whole exercise is taken here seriously.

Another Head of Department said:

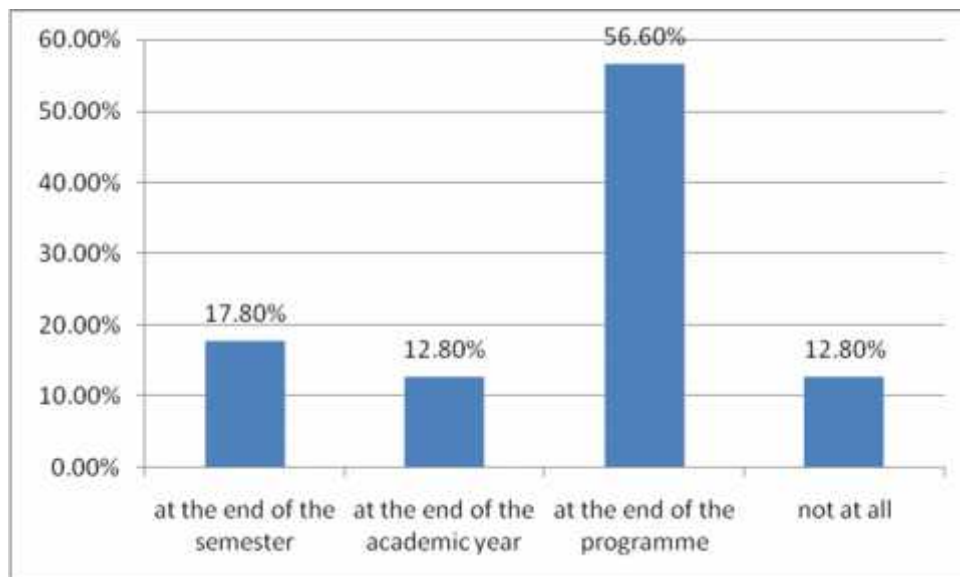
Some of students in the Faculty of Education are teachers who are up grading their qualifications, so when it comes to exercise like this they take it seriously and in a way influence even those fresh from schools in filling in the forms seriously. The feedback from the evaluation can be devastating for lecturers who are not keeping the standards. Like four years ago we had a lecturer here whose performance in the classroom was complained against by the students; when a follow up was made it was proved that the students' complaints were genuine. We had to terminate the contract with the lecturer.

All these findings tend to suggest that the quality of education in the Faculties of Education of Chartered universities in Tanzania was well safeguarded for the students course evaluation forms were administered hence an avenue to know what to maintain and what to change in course of facilitating the process of acquiring knowledge and skills. Aminuzzaman (2007) observes that quality education in universities is achieved through changing the method of teaching and learning as well as assessment methods.

Proper analysis of the students' progress reports usually gives some clues on the kind of services an institution is rendering to its customers and the kind of products expected at the end of the course or programme. In this case students' progress reports must carefully be prepared, analysed and eventually given to the individual students in the form of academic transcript for information and feedback. When the students were asked as to whether academic transcripts are given to them, 81.1% of the students responded yes while 18.9% said that the transcripts are not given. The academic transcripts give in details the performance of students in given period of time. They are basis for an institution to make informed decision on its day to day activities, what to add up and what to remove so as maintain or improve its performances and the performances of its customers. For better monitoring of the quality of the services and products, the students' progress reports need to be given in an interval that can allow intervention before things get worse. Mosha (2000) observes that feedback after assessment that is given on time helps the learner, teacher and educational managers to take remedial measures to improve performance. The researcher at this juncture

wanted to know the time when transcripts are given to the students. The responses are summarised in Figure 4.5

Figure 4.5 Students' responses on when the transcripts are issued



Findings in Figure 4.5 reveal that 56.60% of the students indicated that transcripts are given at the end of the programme, 17.80% said at the end of the semester while 12.80% said they are given at the end of the academic year. Furthermore the findings indicate that 12.80% of students maintained that the transcripts are not given at all. The Deans and the Heads of the Departments on the other hand during the interviews confirmed the responses given by the students. One Dean said:

The academic transcripts are given to the students at the end of the programme usually after graduation. However, upon request provisional results can be given at the end of the semester. Experience shows that provisional results are requested by privately sponsored students.

One Head of Department said:

At the end of each semester we post on the notice board the students results. The results show the courses pursued in that semester and the grades the students got and whether they have passed or not. The academic transcript showing the grades and

the grade average points is usually given at the end of the programme.

These findings imply that academic transcripts are usually given at the end of the programme. The system of giving the academic transcripts at the end of the programme denies the parents or guardians or sponsors an opportunity to monitor the academic progress of the students and take necessary remedial measures if need be there. Quality assurance is about knowing areas that need some improvements and address them properly. This calls for changes in the university policies so that the academic transcripts can be given semester-wise.

Apart from students' course evaluation forms and students' progress reports, the study looked at the mechanisms of getting feedback from the alumni, employers and community at large. The findings in Table 4.27 indicate that the majority of the lecturers were not sure as to whether the structural feedback from the market, the alumni and tracer studies were being used to gather information on the quality of the services and products or not. This could be due to lack of organs to facilitate the smooth in-flow of information from various stakeholders as the responses on Table 4.28 portray.

Table 4.28 Lecturers responses on structures for facilitating information gathering in Faculties of Education

Organ/structure	Present		Not present	
	f	%	f	%
Alumni office	6	20	24	80
Customer services websites	7	23.3	23	76.7
Annual parent day's meeting	5	17	25	83
Annual meeting with the graduates employers	3	10	27	90
Suggestion boxes available in the campus	3	10	27	90

Findings in Table 4.28 indicate that the Faculties of Education of chartered universities in Tanzania do not have organs/structures to ensure smooth and formal in-flow of information from alumni, graduates employers and the society on the quality of the services and products. 90% of the lecturers said that there is neither annual meeting with the graduates employers nor suggestion boxes in the campus to collect relevant information on the quality of the services and products. Moreover, 83% maintained that there is no annual parents' day while 80% of lecturers admitted that the faculty of education do not have in place alumni's office to facilitate flow of information from the graduates to the Faculties of Education. The findings also revealed that the majority of the lecturers (76.7%) indicated that the university websites do not have features for customers to give their ideas about the quality of the services and products given the Faculties of Education.

The findings in Table 4.28 imply that the faculties of Education of Chartered universities in Tanzania do not have contacts with their graduates on regular basis, they do not have any tool to measure the performance of their graduates at the labour market or structured contact with their employers for assessing the performance of the alumni in organisations. Moreover the findings imply that the faculties of education do not have a mechanism to obtain information from the society about the quality of their products or services. At this juncture it is worth noting here that without the aforementioned mechanisms the Faculties of Education will not be able to obtain the views of various stakeholders on the effectiveness of the knowledge and skills obtained as result of successful programme delivery during the period of study at the Faculty.

The findings on the monitoring of the quality of the activities of the faculties of education of chartered universities in Tanzania imply that only two aspects of the minimum monitoring system have to some extent been put in place namely: student evaluations and student progress system. The two remaining mechanisms namely: structured feedback from the labour market and structured feedback from the alumni are non-existent.

4.8 Challenges on the Implementation of the IUCEA Quality Assurance Guidelines

Guided by research question number one the researcher wanted to know the challenges that the faculties of education are facing in the course of implementing the quality assurance guidelines put forward by IUCEA.

The findings collected in this study indicate that the whole exercise of implementing the IUCEA quality assurance guidelines in the faculties of education is not that smooth. There are a lot of challenges that are dragging behind this process. Both academic staff and students were asked to list down the challenges and their responses are as indicated in Table 4.29.

4.29 Lecturers and Students' responses on the challenges in the implementation of IUCEA quality assurance guidelines

Challenges	lecturers		Students	
	f	%	f	%
lack of structured feedback system	23	76.7	116	59
lack of motivation to the academic staff	20	66.7	-	-
No involvement in decision making	18	60	133	67.8
large class size	18	60	102	52
Inadequate facilities	17	56.7	157	80
lack of enough qualified lecturers	17	56.7	125	63.7
low quality of students admitted to university programmes	16	53.3	93	47.7
lack of enough and up to date books and journals	14	46.6	118	60
Poor systems of communication	12	40	37	18.8
Financial constraints	9	30	81	41.3

(a) Lack of structured system of getting feedback from different stakeholders

The findings in Table 4.29 indicate that 76.7% of the lecturers and 59% of the students pointed out that faculties of education do not have structured way of gathering information on the quality of their services and products from different stakeholders. This problem seems to be common in universities in Tanzania as the findings of the self-assessment exercise carried out in Mzumbe university showed clearly that the university had no any tool to measure the performance of her graduates at the labour market nor a structured contact with either the alumni or

employers for assessing the performance of the alumni in organisations (Mzumbe, 2010).

Elaborating on this problem during the interview, one dean had this to say:

So far we have not established a structured system of getting feedback of our product. But this does not mean that we do not get feedback at all. The casual conversations with our alumni during convocation and secondary schools teachers during teaching practice supervision give us some clues. Internally, we rely on students' course evaluation to give us some feedback on the teaching and learning process.

Though the response of the dean of Faculty seems to lessen the seriousness of the problem of feedback by having the students' course evaluation system in place, the responses from other participants who were interviewed indicated that the problem is still worthy addressing for two among the five faculties visited had no students' course evaluation in place. This is evident from the following comment made by one of the Heads of department:

I remember, there was a time my dean introduced the idea of having a uniform system of preparing students course evaluation forms but up to now nothing has been done.

This information was confirmed by the dean who said:

I had prepared a form and gave it to the university administration but up to date they have not done anything about it. But I have begun to use it with my students in the courses I am teaching. They usually evaluate me in all courses I teach. In fact so far two lecturers have come for this form and they have begun to use it. For me this is a step towards formalising it. Still there is a possibility for it to be adopted officially.

All these information denote a missing link between the various levels of administration in the Faculty of Education. Lack of structured mechanisms linking the Faculty of education with their alumni, labour market and the society at large denies it important information on the performance of their graduates in the working places and society and the effectiveness of the knowledge and skills

given to the students by the Faculty of Education. Lack of structured system of getting feedback puts the Faculties of Education in un-decisive situation when it comes to what is to be maintained and what is to be changed so as ensure quality of the services and products.

b). Lack of motivations to the academic staff

Motivations are important aspects in the working place to boost the morale of the workers (Mbiti, 1989). According to Table 4.29, 66.7% of the lecturers indicated that the issue of motivation has not been given due weight in the faculties of education. The response from the interview with one of the heads of department supported the lecturers' view by saying:

Working here is very demoralising; allowances are restricted to senior members of staff, we are not given gratuity, we are not even sure as to whether our NSSF is paid or not, to get a salary slip is an issue; there is no salary increment.

The response by one of the deans reaffirmed the cry of the lecturers by saying:

We understand that motivation is an important aspect in any institution; however, the economic constraints have kind of blocked our way. You know, you cannot stretch yourself beyond the limits, it is a situation we will have to bear with for the time being, but I believe one day we will get there.

The responses by the lecturers, heads of department and deans imply that lack of motivation for the staff is a challenge towards the struggle to implement the IUCEA quality assurance guidelines. Motivation in higher education institutions does not always entail giving something extra to the teaching staff but creating an environment which will make them work comfortably. It may also entail giving them what they deserve as employees of a given institution and involve them in all matters that affect their life.

Lack of motivation in educational institutions can have devastating consequences in the quality of teaching and learning as the lecturers may find spreading themselves thinly to meet their daily needs. Malekela (2000) observes that low salaries and delays in payments compel teachers to moonlight to make the ends meet. The same view is shared by Mosha (2000) who maintained that university lecturers rarely have spare time to engage in intellectual activities of the university as they are pre-occupied most of the time in activities to supplement income. This finding tends to imply that the issue of motivation needs to be addressed if proper implementation of the IUCEA quality assurance guideline is to be attained.

c) Lack of participatory decision making process

Participatory decision making process is vital in the course of ensuring the quality of services provided by a given institution. The participants in this study registered some dissatisfaction as far as decision making process is concerned. Findings in Table 4.29 indicate that 60% of the lecturers and 67.8% of the students pointed out that the Faculties of Education of chartered universities in Tanzania do not have a mechanism that ensures the involvement of various stakeholders in the decision making process. This implies that some decisions that affect staff as well as students are made without prior consultations. This kind of behaviour not only undermine the freedom and the creativity of the lecturers and students but also demoralise them.

Registering Complaining about this behaviour one dean had this to say:

Our seniors operate like headmasters or headmistresses; in university level a lecturer has to be given freedom to determine the manner in which one teaches. Here this is not the case. Last month an instruction was given to all lecturers to use beamer in teaching. This is very confusing because we were not involved in reaching that decision. After all some of us are that much equipped in terms of using this technology. A lecturer has to be left to decide the manner of presenting materials in class; you cannot use only one mode of instruction; the use of only one system of presentation can be so much boring.

Quality in decision making comes in when all stakeholders put the heads together.

Mbiti (1989) insists that decision making being one of the important key administrative tasks demands extensive participation by those affected by it.

Grieder (1961) maintains that one of the fundamental tenets of the democratic process as interpreted by scholars is that those who are affected by policies and decisions are entitled to participate in making them. A decision which is reached collectively makes its makers owning it. The sense of ownership acts as motivation towards its implementation.

(d) Class size

According to the data in Table 4.29, 60%of the lecturers pointed out that large class size is one of the stumbling blocks towards implementation of the IUCEA quality assurance guidelines. This was confirmed by 102 (52%) students. The sizes of the classes in the faculties of education are on average above 200 students. Such big classes not only detect the methods of teaching to be used but also the type and number of assignments to be given to the students. Commenting on this problem one dean said:

For large classes very few assignments are given and they are mainly group works. The marks are given evenly, hence a possibility of free riders. The marks given in such assignments do not in actual fact reflect the real performance of the individual student.

Another one added:

The class size for the educational courses is very high. Over recent the university came up with a policy of dividing the big class to small size, however, this policy seems to be a strategy to minimise the seriousness of the impacts of large classes but not the solution for some class even after dividing them, the numbers are still high.

The move by Faculties of Education of Chartered universities in Tanzania to implement the IUCEA quality assurance guidelines will improve futile if the number of students per class/session is not looked into. High class sizes in universities reduce the possibilities of using variety of techniques to teach and even to assess the students. Research on class size and student performance suggests that pedagogical technique is the most important variable in determining the quality of a learning experience (Mhlanga, 2008). When students find themselves congested in classrooms, they use that as a reason for not attending lectures thus defeating the efforts to ensure quality of teaching and learning in the faculties of education.

(e) Lack of Enough Infrastructures/ Facilities

The academic growth of an institution has always to be kept in pace with the growth of the infrastructures/facilities. The findings in this study suggest a different scenario whereby the needs do not correspond to the available resources. Data in Table 4.29 unveil that 56.7% of the lecturers maintained that the Faculties

of Education do not have enough infrastructures or facilities. This view was supported by 80% of students. Observations done by the researcher found out that the offices are shared by even more than five people and they are not ideal for consultation with students. The classrooms are ever congested; the internet services are not that reliable, only few offices are equipped with computers, printers are fixed in few offices where staff members queue for services and scanning services and faxes are only found in the administration offices.

The responses of the deans and heads of departments in the interview sessions attest to the aforesaid situation. One head said:

Availability of offices for staff is a big problem here. You can see for yourself this is an office for Heads of departments. We are five heads sharing this office; what separate us are the tables. Our computer is one, we share it. In this case there is no security when it comes to examinations as the key is shared by everybody. It is difficult to attend to students' personal problems here for the fear exposing everything to everybody; sometimes we are forced to handle such problems outside under the tree.

The acute shortage of facilities in the higher learning institutions in general and in particular Faculty of Education could be due to the rapid increase in the number of students and staff which does not march with the increase in the required facilities. Limited and inadequate facilities influence the overall learning of the students hence negatively affecting the quality of education (Ashraf, et al, 2009). For quality to be assured in the faculties of education more facilities need to be created.

(f) Lack of Enough Qualified Lecturers

The Faculties of Education are still facing the problem of not having enough people who are qualified to handle some of the programme. The findings in Table 4.29 indicate that 56.7% of the lecturers and 63.7% of the students divulged that the Faculties of Education do not have enough qualified lecturers. This problem was echoed in the interviews when one of the heads of departments said:

Some of us are forced to teach courses we are not specialised in. We have lecturers who teach across departments. In this kind of scenario they act like part-timers. It is a headache to have them sent to your department for there is no way you can control them; some of them do not attend to all classes.

Commenting on the problem of qualified lecturers one dean of faculty had this to say:

Most of the lecturers we have around are retired government officials, people who were holding offices other than teaching. They have no teaching experience whatsoever. They have the content but the methodology is a problem.

The findings from the interviews tend to suggest that lack of enough qualified lecturers has forced the Faculties of Education to use tutorial assistants and inexperienced retired governmental officials to teach some courses, a thing that goes against the IUCEA quality assurance guidelines. Lack of enough qualified lecturers makes the available staff spread thin and work all year round teaching and marking at the expense of research and scholarship (Ogula and Olanga, 2006). This can easily compromise the quality of services given to the students. Lack of enough qualified lecturers in Higher education institutions in Tanzania could be attributed to enormous increase in the number of higher institutions which in fact do not tally well with the speed of preparing manpower.

(g) Quality of the students admitted to different programmes

The grades that are used in the admission of students to a certain programme serve as predictors of their future performance in the enrolled programme. The responses of 53.3% of the lecturers and 47.7% of the students in Table 4.29 indicate that the quality of the students admitted in Faculties of Education does not reflect the standards required for implementation of IUCEA quality assurance guidelines. The findings implied that there is a very big gap between the grade the students got in their secondary school Advanced Level and their performance in university a thing which has left much to be desired. Describing this problem bitterly one head of department had this to say:

Some students are very poor academically simply because of their secondary school academic background. Our secondary education system is examination oriented; everything is geared at passing the examinations. There is a lot of drilling going on in our secondary schools. Some of our candidates went through private candidate system. What makes the whole thing worse is the language. Most of them cannot express themselves well in English.

This finding tends to be in agreement with the findings of Rubanza (2000) observed the difficulties the university of Dar es Salaam students were going through in trying to put across their views on various occasions. Putting it plainly, Rubanza said:

At the university of Dar es Salaam, for example, students use Swahili while in their out of class group discussions and later write their papers in English. They speak Swahili to themselves most of the time outside their lecture rooms unless speaking to a foreigner. While conducting their student government one notices the frustration they face in failing to argue their case vividly. P. 123

Language is an important device through which knowledge, skills and values are shared. In this case therefore its important cannot be under estimated. Rubagumya (2000) points out that in order for learning and teaching process to be successful, both learners and teachers have to have a relatively good command of the language of instruction. If learners are not proficient in the language of instruction, they will not understand their teachers, nor will they be able to read books and other instructional materials in that language.

(h) Lack of enough and up to date books

According to Table 4.29, the Faculties of the Education do not have enough and up to date books and journals and as pointed out by 46.6% of the lecturers and 60% of the students involved in the study. Visitation done in the libraries and interviews with the heads of departments and deans confirmed that there is a problem of sufficient and up to date books and other reading materials. Showing the seriousness of this problem one dean said:

Our library has very few books that address most of the courses we teach here. In order to make sure that everyone benefits from the few copies we have, we have limited the borrowing on part of the lecturers to short loan system while for the students the read only policy is used. We have a photocopier machine in library to help the students to make copies of few pages in a book for their future references.

Another had this to say:

Our library is big and spacious, but most of the books are outdated and some are not even relevant to what we are teaching here. A good number of them came as donations. As you know with donations you cannot control what you get and more so the quality.

All these complaints indicate clearly that the number of users is much bigger than the number of books and other reading materials. Lack of enough books and other

learning materials can greatly affect the quality of education delivered and hence the achievements of the students. Empirical studies on improvement of school quality have shown that textbooks and writing materials consistently influence students' achievement (Rajabu 2000). This implies that if Faculties of Education of Chartered universities in Tanzania want to ensure quality of the education delivered by them deliberate move should be geared at getting enough and up to date library materials.

Others stumbling blocks towards implementation of IUCEA quality assurance guidelines are poor system of communication as pointed out by 40% of the lecturers and 18.8% of the students and financial constraints as unveiled by 30% of the lecturers and 41.3% of the students.

4.9 Strategies to improve the Implementation of ICUEA Quality Assurance Guidelines

The researcher in this study sought to find out from the participants strategies that can be employed by the faculties of education to improve the implementation of the ICUEA quality assurance guidelines. Table 4.30 summarises the responses of lecturers and students on this regard.

Table 4.30 Lecturers, and students' responses on the strategies to address the challenges that hinder proper implementation of the IUCEA quality assurance guidelines

Challenge	Strategies	lecturers		Students	
		f	%	f	%
1	Involvement of parents, employers and alumni to get feedback on the quality of core activities of the faculty of education	20	66.6	101	52
	Make use of tracer studies	16	53.3	67	34.2
2	Create conducive working environment	26	86.6	-	-
	Appreciate lecturers' efforts in various undertakings	18	60	-	-
3	Create various participatory organs	22	73	99	50.5
4	Employ more lecturers	25	83.3	118	60.2
5	increase infrastructures to reflect the increase in the number of students and lecturers	19	63.3	112	57.1
6	Recruit highly qualified and experience lecturers	18	60	125	63.7
	Introduce staff training programme	16	53.3	-	-
7	Introduction of pre-university programme	21	70	115	58.7
	Introduction of compulsory communication skills course	17	56.6	99	50.5
8	Procurement of up to date books, journals and periodicals	19	63.3	104	53
	Reliable internet services	14	46.6	171	87.2
	Procurement of electronic books and journals	18	60	96	49

According to the data in Table 4.30, two strategies can be used to address the problem of lack of structured feedback system in the faculties of education of chartered universities in Tanzania, namely: involvement of parents, employers and graduates to get feedback on the quality of faculty core activities as suggested by 66.6% of the lecturers and confirmed by 52% of the students and the use of tracer studies/researches as pointed out by 53.3% of the lecturers. Responses from

the students indicate that only 34.2% of the students supported the lecturers' view. This could be due to lack of proper knowledge of how tracer studies or researches can be used to collect data on the quality of the core activities of the faculties of education.

The responses by both lecturers and students show clearly the importance of feedback system in ensuring quality not only of the products but also the core functions of the Faculties of Education.

According to the findings in Table 4.30, 86.6% of the lecturers suggested creation of conducive working environment as strategy to address the problem of lack of motivation on part of the academic staff. Moreover, the findings indicate that 60% of the lecturers pointed out that the problem of motivation can be addressed by having in place the system of appreciating the efforts of the staff on various occasions.

The findings in Table 4.30 indicate that 73% of the lectures suggested the creation of various participatory organs as a way of addressing the problem of lack of involvement of various stakeholders in the decision making process. This strategy was supported by 50.5% of the students who participated in this study. This support is an indication of the value of involvement of all stakeholders in the course of attaining quality services.

The findings in Table 4.30 also indicate that the employment of more lecturers as pointed out by 83.3% and 60% of lecturers and students respectively can help the

faculties of education address the problem of large class sizes. With more lecturers the big classes can be divided into manageable sizes.

According to the findings in Table 4.30, 63.3% of the lecturers and of the students felt that the issue of lack of enough teaching and learning facilities or infrastructures could be addressed by increasing the lecture halls, offices and other infrastructures to reflect the increase in the number of students. The increase in the number of offices will facilitate lecturers-students consultations. This implies that a certain amount of money should be set aside in the annual budget for this purpose.

The problem of lack of enough qualified lecturers in the faculties of education of the chartered universities in Tanzania can be history if an effort is put on employing highly qualified and experienced lecturers as suggested by 60% of the lecturers and 63.7% of the students involved in the study. Moreover, the faculties of education should have in place staff development policy whereby the tutorial assistants and assistant lecturers are given scholarship as well as opportunities to go for further studies as suggested by 53.3% of the lecturers involved in the study.

The problem of low quality of the students admitted to university programme can be resolved by having in place pre-university programme as pointed out by 70% of the lecturers and confirmed by 58.7% of the students who participated in the study. The other strategy is an introduction of compulsory communication skills course for all students as put forward by 56.6% of the lecturers and supported by 50.5% of the students who were involved in this study.

These two suggestions imply that the problem of low quality of the students is lowering of university entry cut-off points and the use of English language.

Commenting on this challenge during the interview one dean had this to say:

The issue of the quality of the students is recent phenomenon. Earlier on the cut-off point for science was 4.5 while for Arts was 5. Three years ago the government lowered the points up to 2.5 for Science and 3 for Arts. This is a headache. Imagine when the cut-off points were high; we still had problems with some students who could not easily cope with their studies. If we want to do justice to the nation and our students, I think it is now time to introduce two systems that will cater for two groups of students; those with high cut-off points to go directly to university courses and those with low cut-off points to go for one year pre-university programme before they embarking on the university courses.

The issue of low cut-off points is worsened by incompetence in the language of instruction shown by students. In order to address this challenge the participants in this study were of the idea that English should be taught across all programmes in the university. Insisting on the use of English one head of department said:

University students need a language to express themselves. A joint effort is needed therefore to fight this problem. We should all of us recognise that the use of English is a problem which needs the attention of the whole university community. To start with let's not give any service to anybody who does not express himself/herself in English. No English no service.

The emphasis on language across curriculum should not be a transitional measure to monolingual teaching and learning. Rubagumya (2000) argues that language across curriculum should aim at helping students to exploit to the full all linguistic resources at their disposal for effective learning. The massive failure and even very low grades in universities could be reduced if proper emphasis is put on the mastering of language of instruction.

According to the findings in Table 4.30, majority of the lecturers that is 63.3% called for the Faculty of education to set a special budget annually for procuring

books, journals and periodicals for library use. This strategy was supported by 53% of the students. The other strategy was reliable internet services as suggested by 46.6% of the lecturers and supported by 87.2% of the students who were involved in this study. With reliable internet services, both lecturers and students can easily access free journals, researches and even books hence improving the quality of the teaching and learning process. The third suggestion is that of procuring electronic books and journals as suggested by 60% and 49% of the lecturers and students respectively.

The availability of reliable internet services and the deliberate move towards electronic materials will reduce the headache of inadequate library space and costs of buying and repairing hard copy materials.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions drawn from the findings and recommendations for further studies.

5.2 Summary

The major task of the study was to assess the implementation of the Inter-University Council for East Africa quality assurance guidelines in the Faculties of Education of Chartered Universities in Tanzania. The study was guided by the following research questions:

- To what extent does the teaching and learning process in the Faculties of Education of chartered universities in Tanzania adhere to IUCEA quality assurance guidelines?
- What are the procedures for ensuring the quality of the Academic staff in the faculties of education of the chartered universities?
- What mechanisms are used to advise and support the students for the achievement of quality learning?
- To what extent do the teaching and learning facilities and infrastructures in the Faculties of Education of chartered universities in Tanzania adhere to IUCEA quality assurance guidelines?
- How do the Faculties of Education involve different stakeholders in the evaluation of the quality of their core activities?

- What challenges do the faculties of education face in the process of implementing the IUCEA quality assurance guidelines?
- What should be done to enhance the implementation process?

Review of literature related to this study revealed that there were very few studies done in Tanzania with regard to quality assurance in higher education. Moreover, the review of literature found out that no study was done in the implementation of IUCEA guidelines thus opening a door for this study.

The researcher employed both survey and case study designs due to the fact that the targeted institutions were widely spread and the population could not be all covered at once. The survey design specifically cross sectional helped the researcher to generalize the findings to the whole population because of its representation. The case study design was used to provide in-depth information about the extent to which Faculties of education have implemented the IUCEA quality assurance guidelines.

The target population consisted of all third year students, Deans, Heads of Departments and lecturers in the Faculties of Education of Chartered Universities in Tanzania.

The study used both random and non-random sampling procedures to obtain the actual population involved in the study. The sample was chosen from 5 faculties of education. The deans were purposively chosen while the other participants were chosen using stratified and simple random sampling procedures. The sample

comprised of five (5) Deans, 9 Heads of Departments, 40 lecturers and 200 students. In total the respondents were 254

Four (4) instruments were used in the study namely questionnaires which were administered to the students and lecturers, in-depth interview guide for the deans and heads of departments, observation to get information on the facilities/resources and teaching and learning environment and document analysis guide to gather information on support and advice services, assessment procedures and regulations, employment procedures and criteria, performance appraisal, staff development and principles governing teaching and learning process.

The data collected in this research was analysed using descriptive statistics whereby frequencies and percentages were calculated. The qualitative data on the other hand was summarized, coded and analysed in each theme category and relevant information extracted, interpreted and discussed.

5.2.1 Summary of the Findings

The findings of the study are summarised as follows:

Quality of the Teaching and Learning Process

The assessment process and modes are similar in all the Faculties of Education in Tanzania chartered Universities. They both have marks for course work and University examination done at the end of each semester. However, the study revealed that there is no clear policy governing the number and type of continuous tasks given to students for their course work. The whole thing is left to the

discretion of the lecturers. Moreover, both internal and external moderation of the examination is centred on the university examination; nothing is done on the continuous assessment tasks. All these scenarios may compromise the quality of the assessment process.

Procedures for Ensuring the Quality of Academic Staff

The majority of the lecturers teaching in the Faculties of Education of Chartered universities in Tanzania are junior fellows, most of them having no long experience of teaching in university level. The findings indicated that the number of senior fellows in the faculties of Education is very small compared to the junior fellows. It is very difficult to expect the proper implementation of the three functions of a university that is teaching, research and community services in such a set-up.

Quality of the Students' Advice and Support Services

Four kinds of student advice and support services are given by the faculties of education of chartered universities in Tanzania that is consultation services, orientation services for new students, moral and spiritual services and guidance and counselling services. However the manner in which some of these services are offered has left much to be desired. First there is no policy governing the consultation hours for lecturers; second, in some institutions there were no offices and even a person specifically appointed to work in the chaplaincy; third there was no guidance and counselling unit, the services were given by the office of dean of students. The study found out that most of those lecturers assigned to work in the office of dean of students had not specialised in guidance and

counselling. This kind of situation keeps the services that can be given in this area very minimal.

Quality of the Teaching and Learning Facilities and Infrastructures

The study found out that the faculties of education had adequate library space and furniture. Up to date text books, computers and lecture halls were found to be moderately adequate. Furthermore, the accommodation facilities, recreation facilities, beamers and internet services were inadequate. The internet services were found to be not only inadequate but also unreliable. All lecture halls, laboratories and libraries were well ventilated, painted and electrified, thus creating conducive learning environment for learners.

Involvement of different stakeholders in the Evaluation of the Quality of Core Activities of the Faculty of Education

There were two ways through which the faculties of education get feedback of their services and products namely; student course evaluation and student progress report. These mechanisms give only limited information as far the quality of the products and services are concerned. The study revealed that there are no structures in place to facilitate the process of gathering information from various stakeholders on the quality of the products and services. Lack of these structure denies the faculties of education a lot of crucial information on how they are doing, thus putting them on difficult position to make informed decision on continuous improvement of their products and services.

Challenges that face the Faculty of Education in the process of implementing the ICUEA quality assurance guidelines and their solutions

The study found out that the implementation of the IUCEA quality assurance guidelines in the faculties of education of chartered universities in Tanzania is faced with the following challenges: lack of structured feedback system which denies the faculties the opportunity to get views of various stakeholders about the quality of their activities; lack of motivation to the academic staff and lack of participatory organs in the decision making process. Others are large class size, inadequate facilities and lack enough qualified lecturers. Furthermore the findings indicate that low quality of students admitted in various programmes and lack of enough and up to date books and journals are among the stumbling blocks towards the implementation of the ICUEA quality guidelines in the faculties of education.

The smooth and successful implementation of the IUCEA quality assurance guidelines demands the faculties to come up with strategies to address the aforementioned challenges.

The faculties of education need to come up with structured mechanisms that will capture the views of parents, employers and alumni and create conducive working environment and appreciate the efforts of the staff. Mechanisms should be in place to ensure that all stakeholders are thoroughly involved in decision making process, for example the use of departmental and faculty meetings to make decisions. Money should be set aside in the faculty budget for increasing

infrastructures, employing highly qualified and experience lecturers as well as training junior academic members of the faculty.

The study also found out that the problem of low capacity of students admitted in various programmes run by the faculties of education can be addressed by introducing pre-university programme to upgrade the skills and knowledge of the students and enhance their communication skills by having in place compulsory communication skills course. Last but not least, the faculties of education need to procure up to date books, journals and periodicals both hard and soft copies to address the problem of shortage of up to date reading materials. Moreover the findings indicate that the availability of reliable internet services can be a solution to the problem of inadequate books, journals and periodicals.

5.3 Conclusions

Based on the findings of the study the following conclusions are drawn:-

The quality of student assessment and teaching and learning process is to great extent assured in the sense that the faculties have in place clear examination procedures and they employ external examiners to moderate their examinations from time to time. Though lecture method seems to be mostly employed by the lecturers, still some students-centred methods namely: question and answer and discussion methods are used.

The quality of teaching staff is assured to some extent because of the inadequacy that was pointed out in the available number of qualified and experienced teaching staff and lack of motivation.

The quality of infrastructures in the faculties of education is also to some extent assured due to inadequacy pointed out by participants with regards to lecture halls, offices, computer facilities, library facilities and laboratories.

The faculties of education do not have structured system of getting feedback from parents, employers and alumni. The system available furnishes them with feedback from within only as it is based on student course evaluation and student progress.

Consultation hours and orientation are common services given to students in the faculties of education. The spiritual and moral services are catered for fully in the 3 faculties of education where chaplaincy is established and casually in the 2 remaining places where chaplaincy has not been established. Here the service is outsourced. The guidance and counselling service is provided by the office of dean of students as there is no guidance and counselling unit in the faculties of education. Financial assistance is not provided for in the faculties of education.

The whole exercise of implementing the IUCEA quality assurance guidelines is faced with some challenges. The most outstanding ones are lack of enough qualified lecturers, lack of up-to date books, very high class sizes, lack of structured system of getting feedback from various stakeholders and poor quality of students admitted to various programmes, low ability of students admitted on various programmes and inadequate infrastructures.

To address these problems there is a need to employ highly qualified and experienced lecturers, send junior academicians for further studies, buy more books, journals and periodicals both in soft and hard copies, divide the big classes into manageable sizes, institute structured systems of getting feedback from parents, employers and alumni; introduce pre-university programme and communication course to upgrade the academic ability of the students and to put up new structures that will match with the increase in the number of students.

5.4 Recommendations

From the findings of the study, the researcher makes the following recommendations:-

- i. The management in the Faculties of Education of Chartered universities in Tanzania should come up with a policy to govern the continuous assessment tasks. The policy should state clearly the number and types of assessment tasks to be given. The number should be reasonable enough to enable the students to demonstrate their abilities. In order the faculty of education to satisfy itself with the way the continuous assessment tasks are carried out internal moderation of all continuous assessment tasks is crucial here. The moderation can be done by the departmental boards.
- ii. The recruitment and employment process should be left to the institutions in which the staff are expected to work. This will make the institutions employ lecturers that not only meet the standards but also are directly accountable to the institutions. Those lecturers who were not trained as teachers should be given various skills and knowledge pertaining to this field through seminars, workshops and further studies.

- iii. The management in the Faculties of Education of Chartered universities in Tanzania should come up with a clear policy governing the student advice and support services in the faculty of education. The minimal hours for consultation hours should be established. Faculty should set aside some money in its annual budget so as to be able to give scholarship for needy students or looking for a donor to partner with in giving financial assistances to the students in needy. Guidance and counselling unit should be established and employment of qualified personnel carried out. Moreover spiritual and moral services should be seen as an integral part of training teachers and balanced citizens of this country.
- iv. Given the centrality of information communication and technology in the world of academia, Faculties of education should heavily invest on facilities that will change the modes of instruction used by lecturers. LCD projectors and white bodies should be fixed in all lecture rooms. Moreover, voice projections devices should be fixed in the large lecture halls to facilitate the teaching and learning process. More infrastructures and facilities that ensure proper delivery of the programmes offered by faculties of education should be put in place. The increase in the number of students should tally with the expansion of these facilities.
- v. Structural system or organs should be established to enable the faculties of education get reliable information on the quality of its products and services from various stakeholders. These include creation of an office for linking the faculty with its alumni, conduct tracer studies, creation of customers suggesting boxes on the campus, creation of place in the faculty website where various stakeholders can give their views on the quality of

the services and products and creation of a formal way of getting feedback from the employers of the alumni and the community at large.

5.5 Recommendations for Further Research

The researcher recommends that researches be carried out on the following aspects:

- A study could be carried out to assess the implementation of the IUCEA quality assurance in the chartered universities in Tanzania. This study will cover all faculties.
- A study could also be carried out to compare the implementation of the ICUEA quality assurance guidelines in the private and public universities.
- Furthermore a study could be carried out analyse the attitudes of the university community members towards the implementation of the IUCEA quality assurance guidelines in universities in Tanzania.

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Appendices

Appendix 1: Questionnaire for teaching staff/lecturers

Dear sir/madam,

My name is Eugene Cosmas Lyamtane, a PhD student in the Faculty of Education of the Catholic University of Eastern Africa, Nairobi. I am doing my research on the **“Implementation of Inter-University Council for East Africa Quality Assurance Guidelines in Faculties of Education of Chartered Universities in Tanzania”**. I would like to request your participation in the study.

This questionnaire is meant to collect data that will be used purely for my PhD study purposes. Your responses will therefore be treated with utmost confidentiality. I am kindly requesting you to respond to all questions as honestly and as humanly possible in order to enable me to draw the most accurate conclusions on the implementation of the Inter-University Council for East Africa Quality Assurance Guidelines in Faculties of Education of Chartered Universities in Tanzania. Your cooperation and support in this study will be greatly appreciated.

Thank you for participating in this study.

Eugene Cosmas Lyamtane, Reg. No. 1015495

Section A: Basic Demographic Data

1. Please indicate your sex by ticking in the relevant box.
 - A. Female
 - B. Male
2. Please indicate your age in the space below
 - a. 20 to 29 years
 - b. 30 to 39 years
 - c. 40 to 49 years
 - d. 50 to 59 years
 - e. 60 and above years
3. Indicate your highest academic qualification by ticking in the relevant space below.
 - a. Bachelor's degree
 - b. Master's degree
 - c. Doctoral degree
 - d. Others (please specify) _____
4. For how long have you been teaching in a university other than the current one?
 - a. 0
 - b. 1-5 years

- c. 6-10 years
- d. 11-15 years
- e. 16-20 years
- f. 21 and above years
5. For how long have you been teaching in your current university?
- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. 16-20 years
- e. 21-25 years
- f. 26 and above years
6. What title do you hold in the university?
- a. Tutorial assistant
- b. Assistant lecturer
- c. Lecturer
- d. Senior lecturer
- e. Associate professor
- f. Professor
- g. Others (please specify) _____

Section B: Quality of Teaching and Learning Process and Student Assessment

7. i) Which of the following teaching methods do you use in the classroom teaching? How often do you use them? (Put a tick as appropriate).

Teaching methods	Often	Seldom	Never
Lecture			
Question-Answer			
Discussion			
Demonstration			
Experimental			

- (ii) Any other (please specify)

8. Which of the following mechanisms is used by the faculty of education to ensure quality of teaching and learning in classroom?

- a. Mentoring of newly employed lecturers
- b. Classroom supervision by heads of departments/dean of faculty
- c. Co-teaching
- d. Teaching workshops for teaching staff

9. What challenges does the faculty of education face in process of ensuring the quality of teaching and learning process?

10. In your opinion what should be done to enhance the quality of teaching and learning process in the faculty of education?

11. i). How are the students assessed in the Faculty of Education?

- a. Through continuous assessment tests
- b. Through continuous assessment tests and end of semester exam
- c. Through end of semester exam
- d. Any other (please specify) _____

ii). How do you assess your students?

12. i). Are the exam questions moderated before they are administered?

- a. Yes
- b. No

ii). If Yes who moderate them? (You may tick more than one option)

- a. Departmental academic committee
- b. Faculty academic committee

- c. External examiner
- d. The Head of the department
- e. The Dean of faculty
13. How are the students made aware of the regulations and procedures that are being used by the faculty of education in the assessment process?
- a. Through talk given to them during the orientation days by dean of the faculty
- b. Through putting on the notice board the regulation and procedures few days before the exams
- c. By giving them prospectus that contain among others the exam regulation and procedures
- d. Any other (please specify) _____
14. i) Are the examination answer sheets looked into by external examiner before the final examination results are released?
- a. Yes
- b. No
- ii) If Yes how is the feedback by external examiner given to the teaching staff?
- a. Through the meeting between the external examiner and the individual lecturer teaching a particular unit
- b. Through the meeting between the external examiner and members of the faculty
- c. Through the meeting between the faculty dean and faculty teaching staff
15. Which of the following the steps do you employ in the supervision of teaching practice?(You may tick more than one option)
- a. Looking at the scheme of work and lesson plan before the class
- b. Observing the student while teaching for whole time allocated for the class
- c. Meeting the student after class for feedback
- d. Making a follow up observation to see the improvements made by the student
- e. Any other (please specify) _____
16. In your view how do you rate the student assessment system in the faculty of education?
- a. Very effective
- b. Effective
- c. Ineffective
- d. Very ineffective

17. What challenges does the faculty of education face in process of assessing its students?

18. What should be done to overcome such challenges?

Section C: Quality of the Teaching Staff

19. i). What mechanisms are used by the Faculty of Education to ensure that only qualified and competent teaching staff are employed? (You may tick more than one option)

- a. Advertisements through public notice boards and media
- b. Scrutiny and interview by employment committee
- c. Probation of 6 months to one year before confirmation
- d. Any other (please specify) _____

ii). What is your honest view about the recruitment procedures used by the faculty of education? _____

iii). What suggestions can you make to improve the recruitment process in the faculty of education?

20. What mechanisms are used by the Faculty of Education to ensure continuous improvement of its teaching staff? (You may tick more than one option)

- a. Faculty seminars/workshops
- b. Inter-disciplinary sessions

- c. Up grading courses
- d. Any other (please specify) _____
21. Which of the following mechanisms are used by faculty of education to appraise the performance of the teaching staff? (You can tick more than one option)
- a. Student course evaluation
- b. Self-evaluation by individual staff members
- c. Evaluations by heads of departments
- d. Evaluations by Dean of faculty
- e. Evaluations by the faculty evaluation committee
22. What are the criteria used by the Faculty of Education for promoting its teaching staff?
- a. Teaching experience
- b. Number of publication and presentations
- c. Age
- d. Teaching load
23. i) Does the Faculty give any incentive to the teaching staff?
- a. Yes
- b. No
- ii) If yes please tick in the relevant space to show the type of incentives given (You may tick more than one option).
- a. Money rewards
- b. Promotional recognition
- c. Certificate of appreciation
- d. Others and why?
- _____
- _____
- _____
24. In your view are the incentives effective enough to encourage teaching by teaching staff in the Faculty?
- a. Yes
- b. No
25. What challenges does the faculty of education face in process of :-
- a) Employing the academic staff _____
- _____
- b) retaining the academic staff _____
- _____

c) appraising the academic staff _____

d) _____ Dev
 eloping the academic staff _____

26. What should be done to enhance the process of employment, retention, appraisal and career development in the faculties of education of chartered universities in Tanzania?

a) Employing the academic staff _____

b) retaining the academic staff _____

c) appraising the academic staff _____

d) Developing the academic staff _____

Section D: Quality of Student Advice and Support Services

27. How much time per week have you set aside for private consultation with your students?

a. 0

b. 1-5 hours

c. 6-10 hours

d. 11-15 hours

e. 16 + hours

28. i) What is the average size of your undergraduate classes?

a. 1-25 students

b. 26-50 students

c. 51-75 students

d. 76-100 students

e. 101-125 students

f. 126-150 students

g. 151-175 students

h. 176-200 students

i. 201 + students

ii). What are your views about class size in the faculty of education with respect to the teaching and learning process?

29. On the average how many hours do you teach per week?

- a. 1-5 hours
- b. 6-10 hours
- c. 11-15 hours
- d. 16-20 hours
- e. 21+ hours

30. In your own view are these teaching hours appropriate for you to be able to do other duties effectively?

- a. Yes
- b. No

31. Which of the following advice and support services does the Faculty of Education provide to the students for effective teaching and learning processes? Please tick the appropriate answer in the space provided.

- a. Orientation programme to introduce students to university life
- b. Academic assistance to students in need by Academic advisors
- c. Consultation hours to students in need by lecturers
- d. Moral and spiritual assistance to students by the office of chaplain
- e. Guidance and counselling to students in need
- f. Financial assistance to students in need
- g. Any other (please specify)

32. What are the challenges faced by the faculty of education in the process of providing support and advice services to students?

-
-
33. What should be done by the faculty of education to ensure provision of required support and advice services to students?

Section E: Quality of Facilities.

34. Do you think that the Faculty of Education has adequate facilities to support teaching and learning with the view of ensuring provision of quality education? (Please tick the appropriate answer about facilities to support teaching and learning).

Facilities	Mostly adequate	Adequate	Average	Not adequate	Not available at all
Up to date textbooks					
Library space					
Computers					
Lecture halls					
Furniture					
Accommodation facilities					
Recreation facilities					
Beamers					
Internet services					

35. i). Are there computers connected to internet and set aside for staff use?

a. Yes

b. No

- ii). Do you think the computers set aside for lecturers are adequate? _____

- iii) How reliable is the connectivity? _____
36. i). Are there computers connected to internet and set aside for students use?
- a. Yes
- b. No
- ii). Do you think the computers set aside for students are adequate? _____
- iii). How reliable is the connectivity? _____
37. What facilities exist to make the classrooms friendly for teaching and learning process?
- a. Microphones to project the voices.
- b. soft bodies
- c. Beamers
- d. Any others _____
38. What challenges does the faculty of education face in process of ensuring that they have adequate and quality facilities?
- _____
- _____
- _____
- _____
- _____

39. W
- hat should be done to ensure that the faculty of education have adequate and quality facilities for provision of quality education?
- _____
- _____
- _____
- _____

Section F: Quality of the Monitoring System

40. How often does the Faculty of Education get information of the quality of its products/services using the following mechanisms?

Mechanism	Very often	Often	Not sure	rarely	Not at all
Student course evaluation					

reports					
Student progress reports					
Structural feedback from the labour market					
Structural feedback from alumni					
Tracer studies/evaluations					

Any other (please specify) _____

41. Which of the following structure is in place in the Faculty of Education to ensure smooth and formal in-flow of feedback from the alumni and employers on the quality of its graduates/services?

- a. Alumni office
- b. Annual parents day
- c. Annual meeting with the graduates employers
- d. Suggestion boxes available in the campus
- e. Customer services website open to comments from different stakeholders
- f. Any other (please specify) _____

42. What challenges does the faculty of education face in process getting feedback of the quality of its services or products?

43. What should be done to enhance the feedback process?

Appendix 2: Questionnaire for students

Dear Student,

My name is Eugene Cosmas Lyamtane, a PhD student in the Faculty of Education of the Catholic University of Eastern Africa, Nairobi. I am doing my research on the **“Implementation of Inter-University Council for East Africa Quality Assurance Guidelines in Faculties of Education of Chartered Universities in Tanzania”**. I would like to request your participation in the study.

This questionnaire is meant to collect data that will be used purely for my PhD study purposes. Your responses will therefore be treated with utmost confidentiality. I am kindly requesting you to respond to all questions as honestly and as humanly possible in order to enable me to draw the most accurate conclusions on the implementation of the Inter-University Council of East Africa Quality Assurance Guidelines in Faculties of Education of Chartered Universities in Tanzania. Your cooperation and support in this study will be greatly appreciated.

Thank you for participating in this study.

Eugene Cosmas Lyamtane, Reg. no. 1015495

Section A: Basic Demographic Data

1. Please indicate your sex by ticking in the relevant box.

A. Female <input type="checkbox"/>	B. Male <input type="checkbox"/>
------------------------------------	----------------------------------

2. Please indicate your age in the relevant box

a. Under 20 years	<input type="checkbox"/>
b. 20 to 29 years	<input type="checkbox"/>
c. 30 to 39 years	<input type="checkbox"/>
d. 40 to 49 years	<input type="checkbox"/>
e. Above 50 years	<input type="checkbox"/>

3. Please indicate your university entry level in the relevant box

a. Form six	<input type="checkbox"/>
b. Diploma	<input type="checkbox"/>
c. Degree	<input type="checkbox"/>
d. Masters	<input type="checkbox"/>
e. Any other (please specify) _____	

4. Please indicate your status in the relevant box

a. Single	<input type="checkbox"/>
b. Married	<input type="checkbox"/>

5. Please indicate your nationality in the space below

a. Tanzanian

b. Foreigner

Section B: Quality of Teaching and Learning Process and Student Assessment

6. i) Which of the following teaching methods do lecturers use in the classroom teaching? How often do they use them? (Put a tick as appropriate).

Teaching methods	Often	Rarely	Never
Lecture			
Question-Answer			
Discussion			
Demonstration			
Experimental			

ii) Any other (please specify)

7. What challenges does the faculty of education face in the process of ensuring the quality of teaching and learning process?

8. What should be done to enhance the quality of teaching and learning process in the faculty of education?

9. i). How are the students assessed in the Faculty of Education?

a. Through continuous assessment tests only

b. Through continuous assessment tests and end of semester exam

c. Through end of semester exam only

ii). Explain clearly how continuous assessment is done in the faculty of education and your views on the process

10. How the students are made aware of the regulations and procedures that are being used by the faculty of education in the assessment process?

- a. Through the talk given to them during the orientation days by dean of the faculty
- b. Through putting on the notice board the regulation and procedures few days before the exam
- c. By giving them prospectus that contain among others the exam regulation and procedures
- d. Any other (please specify) _____

11. To what extent are the following assessment's components clear to the students?

Assessment's components	Very clear	Clear	Not sure	Not clear	Not available at all
Pass or fail rates					
Examination regulations					
Examination procedures					
Appealing procedures					
Supplementary procedures					

12. Do the assessments/ examinations cover the content and objectives of the courses and of the programme as a whole?

- a. Yes
- b. To some extent
- c. No

Briefly explain your answer

13. Which of the following steps is involved in the supervision of students during teaching practice by the faculty of education?

- a) Looking at the scheme of work and lesson plan before the class
- b) Observing the student while teaching for whole time allocated for the class
- c) Meeting the student after class for feedback
- d) Making a follow up observation to see the improvements made by the student

14. In your view how do you rate the student assessment system in the faculty of education?

- a. Very effective
- b. Effective
- c. Ineffective
- d. Very ineffective

15. What challenges does the faculty of education face in process of assessing its students?

16. What should be done to get rid of such challenges?

Section C: Quality of Student Advice and Support Services

17. i). On the average how much time per week do the lecturers set aside for private consultation with students?

- a. 0 hours
- b. 1-5 hours

- c. 6-10 hours
- d. 11-15 hours
- e. 16 + hours

ii). Explain the nature of the consultation and its usefulness

18. Which of the following advice and support services does the Faculty of Education provide to the students for effective teaching and learning processes? Please tick the appropriate answer in the space provided.

- a. Orientation programme to introduce students to university life
- b. Academic assistance to students in need by Academic advisors
- c. Consultation hours to students in need by lecturers
- d. Moral and spiritual assistance to students by the office of chaplain
- e. Guidance and counselling to students in need
- f. Financial assistance to students in need

19. What are the challenges faced by the faculty of education in process providing support and advice services to students?

20. What should be done by the faculty of education to ensure provision of required support and advice services to students?

Section D: Quality of Facilities

21. i). Do you think that the Faculty of Education has adequate facilities to support teaching and learning with the view of ensuring provision of quality education? Please tick the appropriate answer about facilities to support teaching and learning.

Facilities	Mostly adequate	Adequate	Average	Not adequate	Not available at all
Up to date textbooks					
Library space					
Computers					
Lecture halls					
Furniture					
Accommodation facilities					
Recreation facilities					
Beamers					
Internet services					

22. i). Are there computers connected to internet and set aside for students use?

a. Yes

b. No

ii). Are the computer set aside for students use adequate? _____

iii). How reliable is the connectivity

23. What facilities exist to make the classrooms friendly for teaching and learning process?

e. Microphones to project the voices.

f. soft bodies

g. Beamers

- h. Any others _____
24. What challenges does the faculty of education face in process of ensuring that they have adequate and quality facilities?

25. What do you think should be done to ensure that the faculty of education has adequate and quality facilities for provision of quality education?

Section E: Quality of Monitoring System

26. Have you ever been involved in the evaluation of the courses/lecturers in the faculty of education?

- a. Yes
- b. No

27. When is the evaluation done in the faculty of education?

- a. At the end of each semester
- b. At the end of the academic year
- c. At the end of the programme
- d. Does not exist at all

28. What is the content of the evaluation form?

29. In your view how do you rate the system of evaluating the courses/lecturers in the faculty of education?

- a. Very effective
- b. Effective
- c. Undecided

- d. Ineffective
- e. Very ineffective

30. When does the faculty of education give its students their academic transcripts?

- a. At the end of the semester
- b. At the end of the academic year
- c. At the end of the programme
- d. Not at all

31. i). Are you usually given feedback for continuous assessments and examinations?

- a. Yes
- b. No

32. i). Have you ever been invited to discuss the evaluation results with you lecturers?

- a. Yes
- b. No

33. What challenges does the faculty of education face in process getting feedback of the quality of its academic staff, students and programme?

34. What should be done to enhance the feedback process?

Appendix 3: Interview guide for Dean –Faculties of Education

1. What modes of assessment are employed by the Faculty of Education to assess the students?
 - pass mark for each mode
 - pass mark
2. What mechanisms are in place to ensure that assessment criteria and procedures are clear to the students?
3. What mechanisms does the faculty use to ensure the quality of the examination process?
4. What are the constraints faced by the faculty of education in quality assuring students assessments? What could be done to get rid of these constraints?
5. What is the Faculty of Education's policy on teaching staff requirements? (Minimum academic /professional requirements, employment conditions-contract, permanent, temporary until tenured?)
6. What strategies does the Faculty of Education use to attract, recruit and retain professional staff?
7. How many teaching staff do you have in your Faculty? What are the categories of these teaching staff? (Professors? Associate professors? Senior lecturers? Lecturers? Assistant lecturers? Tutorial assistant?).
8. What advice and support services do you have in the faculty to ensure that students' teaching and learning is conducted without much ado? (Orientation, academic advisors, consultation hours, financial assistance, guidance and counselling, chaplaincy)
9. What mechanism do you have in place to capture some information on the quality of your products and services?
10. Do you have enough teaching and learning facilities? Do they meet the required standards?
11. What measures do you have in place to ensure quality of teaching and learning in your faculty?
12. What challenges do the faculties of education face in the process of implementing the quality assurance guidelines in relation to:-
 - quality students assessment
 - Quality of teaching staff
 - Quality of student support and advice services
 - Quality of teaching and learning
 - Quality of facilities
 - Quality of monitoring system
13. What should be done to get rid of these constraints so as to enhance the implementation of IUCEA quality assurance guidelines in the faculties of education of chartered universities in Tanzania?

Appendix 4: Interview guide for Heads of Departments–Faculties of Education

1. What modes of assessment are employed by your department to assess the students?
 - pass mark for each mode
 - pass mark
2. What mechanisms are in place to ensure that assessment criteria and procedures are clear to the students?
3. What mechanisms does the department use to ensure the quality of the examination process?
4. What is the policy of the department on teaching staff requirements? (Minimum academic /professional requirements, employment conditions-contract, permanent, temporary until tenured?)
5. What strategies does the department use to attract, recruit and retain professional staff?
6. What advice and support services do you have in the faculty to ensure that students' teaching and learning is conducted without much ado? (Orientation, academic advisors, consultation hours, financial assistance, guidance and counselling, chaplaincy)
7. What mechanism do you have in place to capture some information on the quality of your products and services?
8. Do you have enough teaching and learning facilities (lecture halls, laboratories, library, textbooks, reference books, journals, computers, beamers, photocopiers etc) in your department? Do they meet the required standards?
9. What measures do you have in place to ensure quality of teaching and learning in your department?
10. What challenges do the faculties of education face in the process of implementing the quality assurance guidelines in relation to:-
 - quality students assessment
 - Quality of teaching staff
 - Quality of student support and advice services
 - Quality of teaching and learning
 - Quality of facilities
 - Quality of monitoring system
11. What should be done to get rid of these constraints so as to enhance the implementation of IUCEA quality assurance guidelines in the faculties of education of chartered universities in Tanzania?

Appendix 5: Observation schedule

Availability and quality of the facilities and infrastructures

1. The lecture facilities

Lecture halls: Available _____ Not available _____

Seminar rooms: Available _____ Not available _____

Chalk /white bodies Available _____ Not available _____

Addressing system. Available _____ . Not available _____

State of the lecture halls/small course rooms

- Well painted _____ . Not painted _____

- Well ventilated _____ . Poorly ventilated _____

- Electrified _____ . Not electrified _____

- Any other _____

2. Library.

a. Available _____ . Not available _____

b. State of the library.

Well painted _____ Not painted _____

Well ventilated _____ Not ventilated _____

Electrified _____ Not electrified _____

Adequately equipped and up to date _____ . Not equipped and not up to date _____

Other observations _____

3. Laboratories.

a. Availability

Biology. Available _____ . Not available _____

Chemistry. Available _____ . Not available _____

Physics. Available _____ . Not available _____

Computers. Available _____ . Not available _____

b. State of the laboratories.

Biology

Well equipped with required chemicals _____

Well equipped with required Apparatus _____

Not well equipped with required chemicals _____

Not well equipped with required apparatus _____

Well ventilated _____ Not ventilated _____

Well painted _____ Not painted _____

Electrified _____ Not electrified _____

Any other observation _____

Chemistry

Well equipped with required chemicals _____

Well equipped with required Apparatus _____

Not well equipped with required chemicals _____

Not well equipped with required apparatus _____

Well ventilated _____ Not ventilated _____

Well painted _____ Not painted _____

Electrified _____ Not electrified _____
 Any other observation _____

Physics

Well equipped with required Apparatus _____
 Not well equipped with required apparatus _____
 Well ventilated _____ Not ventilated _____
 Well painted _____ Not painted _____
 Electrified _____ Not electrified _____
 Any other observation _____

Computer laboratory

Number of computers _____
 Number of computers connected to internet _____
 Student-computer ratio _____
 Number of computers connected to internet and reserved to academic staff _____
 Number of computers connected to internet and reserved to student _____
 Well ventilated _____ Not ventilated _____
 Well painted _____ Not painted _____
 Electrified _____ Not electrified _____
 Any other observation _____

Appendix 6: Document analysis Guide.

Document	Information required
Staff hand book	-staff recruitment and employment procedures. -staff performance appraisal (content) -staff development policy (criteria and focus)
Student's handbook/prospectus	-student's assessment regulation and procedures -student support and advice services.
Student evaluation form	-issues covered by the evaluation form

Appendix 7

Research consent

Dear Participant,

My name is Eugene Cosmas Lyamtane, A PhD student in the faculty of education of the catholic University of Eastern Africa (CUEA). I am doing my research on the Implementation of Inter-University Council for east Africa Quality Assurance Guidelines in the Faculties of Education of Chartered Universities in Tanzania. I would like to request your participation in this study.

Your participation in this study will entail filling in a questionnaire or an oral interview that will last for approximately one hour. The interview will be conducted by the researcher himself.

The data that will be collected in this exercise will be used purely for my PhD study purposes. Your responses will therefore be treated with utmost confidentiality. Your name will never be revealed in written or oral presentations and no record will be kept of your name.

The interview will be tape-recorded in its entirety. The tape will only be accessible to the researcher and will be kept under locked conditions.

You may contact the researcher at email:.....if you have any questions or concerns.

I agree to be tape-recorded.....Yes.....No

I agree that the tape may be used as described aboveYes.....No

I have read the above information and I agree to participate in this study.

Participant's signature.....Researcher's signature.....

Participant's name.....Date.....

Appendix 8: Public and Private Universities in Tanzania

Name of institution	Type of institution	Ownership status	Location
Ardhi University	University	Public	Dar es Salaam
Muhimbili University of Health and Allied Sciences	University	Public	Dar es Salaam
Sokoine University of Agriculture	University	Public	Morogoro
Moshi University College of Cooperative and Business Studies	University college	Public	Moshi
State University of Zanzibar	University	Public	Zanzibar
University of Dar es Salaam	University	Public	Dar es Salaam
Dar es Salaam University College of Education	University college	Public	Dar es Salaam
Mkwawa University College of Education	University college	Public	Iringa
Mzumbe University	University	Public	Morogoro
Open University of Tanzania	University	Public	Dar es Salaam
University of Dodoma	University	Public	Dodoma
Hubert Kairuki Memorial University	University	Private	Dar es Salaam
International Medical and Technological University	University	Private	Dar es Salaam
Tumaini University	University	Private	Moshi
Kilimanjaro Christian Medical College	University college	Private	Moshi
Iringa University College	University college	Private	Iringa
Makumira University College	University College	Private	Arusha
Sebastian Kolowa University college	University college	Private	Tanga
Stefano Moshi Memorial University College	University college	Private	Moshi
Tumaini University Dar es Salaam College	University college	Private	Dar es Salaam
Teofile Kisanji University	University	Private	Mbeya
St. John University	University	Private	Dodoma
St. Augustine University of Tanzania	University	Private	Mwanza
Mwenge University College of Education	University college	Private	Moshi
Ruaha University College	University College	Private	Iringa
Weil Bugando University College of Health Sciences	University college	Private	Mwanza
Aga Khan University	University	Private	Dar es Salaam
Muslim University of Morogoro	University	Private	Morogoro
University of Arusha	University	Private	Arusha
Mount Meru University	University	Private	Arusha
University College of Education	University College	Private	Zanzibar

Zanzibar			
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Source: Tanzania Commission for Universities (2010)

Appendix 9: Chartered Universities/University Colleges in Tanzania.

Name of institution	Type of institution	Ownership status	Location
Ardhi University	University	Public	Dar es Salaam
Muhimbili University of Health and Allied Sciences	University	Public	Dar es Salaam
Sokoine University of Agriculture	University	Public	Morogoro
State University of Zanzibar	University	Public	Zanzibar
University of Dar es Salaam	University	Public	Dar es Salaam
Mkwawa University College of Education	University college	Public	Iringa
Mzumbe University	University	Public	Morogoro
Open University of Tanzania	University	Public	Dar es Salaam
University of Dodoma	University	Public	Dodoma
Hubert Kairuki Memorial University	University	Private	Dar es Salaam
International Medical and Technological University	University	Private	Dar es Salaam
Kilimanjaro Christian Medical College	University college	Private	Moshi
Sebastian Kolowa University College	University college	Private	Tanga
Teofile Kisanji University	University	Private	Mbeya
Mwenge University College of Education	University college	Private	Moshi
Muslim University of Morogoro	University	Private	Morogoro

Source: Tanzania Commission for Universities (2010).

Appendix 10: Chartered Universities/University Colleges with Faculties of Education Tanzania.

Name of institution	Type of institution	Ownership status	Location
University of Dar es Salaam	University	Public	Dar es Salaam
Mkwawa University College of Education	University college	Public	Iringa
University of Dodoma	University	Public	Dodoma
Sebastian Kolowa University College	University college	Private	Tanga
Teofile Kisanji University	University	Private	Mbeya
Mwenge University College of Education	University college	Private	Moshi

Source: Tanzania Commission for Universities (2010).

Appendix 11



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

A. M. E. C. E. A.

P. O. Box 62157
00200 Nairobi - KENYA
Telephone: 891601-6
Fax: 254-2-891260
admin@cuea.edu

Department of Postgraduate Studies in Education

20th December, 2011

TO WHOM IT MAY CONCERN

Ref: Eugene Cosmas Lyamtane PhD/ED/1015495: PhD Degree Dissertation Research

I am writing to introduce to you **Eugene Cosmas**, a final year PhD Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Eugene's PhD Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final year of studies.

Accordingly Eugene's proposal for research has been approved. He will conduct research on the following topic:

"Implementation of inter-university council for East Africa Quality Assurance guidelines in faculties of Education of Chartered Universities in Tanzania"

Thanking you in advance for any assistance you will offer Eugene.

Sincerely

Dr. Robert Kamau
Coordinator,
Curriculum Studies



THE UNITED REPUBLIC OF TANZANIA
 MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Telegram: "ELIMU", DSM.
 Telephone: Gen.2110146/2120403
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 Fax: 255 022 2113271



P.O. Box 9121,
 Dar es Salaam

In reply please quote:

Ref. No.FA.77/99/01

19 March, 2012

Vice Chancellor,
 University of Dar es Salaam,
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Vice Chancellor,
 Teofilo Kisanji University,
 P.O. Box 1104,
MBEYA

Principal,
 Sebastian Kolowa University College,
 P.O. Box 370,
LUSHOTO – TANGA.

Executive Secretary,
Tanzania Commission for Universities,
P.O. Box 6562,
DAR ES SALAAM

**RE: PERMISSION TO CARRY OUT RESEARCH IN THE
FACULTIES OF EDUCATION AT THE CHARTERED
UNIVERSITIES IN TANZANIA**

Kindly refer to the above heading. Permission is hereby granted to Mr. Eugene Cosmas Lyamtane, a final year PhD Degree Student at The Catholic University of Eastern Africa, Nairobi – Kenya, to carry out research at the earmarked higher learning institutions. This is part of fulfillments of his academic research requirements.

We are humbly requesting your good office to accord him necessary assistance/information to enable him carry out his research successfully.

Thanking you for your understanding

Sincerely yours,



Muchunguzi J.J.

FOR. PERMANENT SECRETARY

Copy: Mr. Eugene Cosmas Lyamtane
P.O. Box 62157,
Nairobi
KENYA