

**FACTORS AFFECTING QUALITY ASSURANCE IN TEACHING AND
LEARNING PROCESS AT THE INSTITUTE OF ADULT EDUCATION:
A CASE OF DIPLOMA IN ADULT AND CONTINUING EDUCATION**

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CERTIFICATION

The undersigned certifies that he has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled **Factors Affecting Quality Assurance in Teaching and Learning Process at The Institute of Adult Education: A Case Study of Diploma in Adult and Continuing Education** in partial fulfilment of the requirements for the degree of Masters Distance Education (M.Dist.Ed.)

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DECLARATION

I, **Mary Leone Kimaty**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any relevant Master's degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my family and beloved parents my father Leone H. Kimaty and my mother Anna M. Msedi who formed the base on which I developed the habit of eagerness to aspire for educational perfection.

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First of all I would like to thank Almighty GOD who enabled me to accomplish this work. This study is a summation of efforts and experience from various people. I would like to express my sincere appreciation to the Director of the Institute of Adult Education for securing me a scholarship to pursue this programme.

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Notwithstanding the contributions of all people who assisted me in one way or another, any shortcomings in this work remain solely my responsibility.

ABSTRACT

This study aimed at examining factors affecting quality assurance in teaching and learning process at the Institute of Adult Education. Research objectives were to: assess the quality of teaching staff at the Institute of Adult Education, assess the assessment procedures at the institute, examine the status of teaching and learning resources at the Institute of Adult Education and propose the strategies to improve quality of teaching and learning process. Qualitative research design was employed. Data collection methods included interviews, documentary and focus group discussion. Findings revealed that; first level; although the IAE adhered to all requirements in recruiting its teaching staff the quality of staff is affected by poor incentives and irregular meetings to discuss problems facing them during teaching process which demoralize them. Second level although some of examination procedures are well observed at the IAE the quality of examinations is affected by inadequate facilities, low payments which teachers loose morale, collision of activities during examination, overcrowdings of learners in examination halls, typing errors in examination and understaffing. Third level is the quality of teaching and learning is affected by shortage of teaching materials like computers, power point projectors, poor ventilation in examination halls, poor internet connectivity, inadequate ICT facilities poor library services and unreliable power supply. Fourth level, strategies to improve the quality assurance at IAE are; to transform the department into faculty. Changing of traditional approach will assist to assemble more than 300 students in the lecture hall, so the adoption of ICT would allow applying learning management system resulted to the use of flexible and efficient teaching. Recommendations to attain quality are attached.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The concept of quality is not a new phenomenon in education. In fact, colleges and universities have long concerned themselves with quality (Dill 1992, Astin 1991, Ewell, 1991 and Dinham, 1991) as cited by Rumble (2005). But what is quality? In actual sense there is no general consensus on the concept of quality (IUCEA, 2008). According to Gandhe, (2009) and Williams (1997) quality is often defined as embracing effectiveness, efficiency and accountability. These terms are related with terms used in trade, commerce and industry. In education is much different in that every element therein such as input, process and output is human beings who are very complex and highly individualistic. Therefore, effectiveness, efficiency and accountability in this case are much relied on personal life and achievement of the needs and aspirations of the learners, since everyone has his or her own feelings about quality. Quality has always been an issue in any educational institution. The issue of quality affects the institution in a number of ways such as competing for students in a labour market as well as compliance with regulatory bodies.

Quality assurance become more complicated in learning institutions because there are so many stakeholders in the field and all of them have their own interest. These stakeholders are like the government, the employers, the students the professionals, the parents and the society at large. Quality assurance (QA) is defined as a system through which an institution demonstrates conditions that are in place for students to

achieve the prescribed standards in educational programmes. The QAA defines quality assurance as the systematic monitoring and evaluation of learning and teaching processes that support them to make sure that the standards of academic awards are met. It includes all those planned and systematic activities which provide confidence or assurance that service provided will satisfy a given requirement for quality. Quality assurance can also be defined as those systems, procedures, process and actions intended to lead to the achievement, maintenance monitoring and enhancement of quality (Ram and Lelor, 2008). The process of quality assurance therefore compares the quality of products or service with minimum standards set either by the provider or by some external government or industry standard authority (Rupande, 2014).

Learning is an active process which requires the learner to apply new materials to past knowledge in everyday life. In a simple language, teaching is the transmission of knowledge by the teachers to students. This is the traditional approach which considers a learner as a recipient and empty minded. This is teacher centred. In the modern approach which is learner centred is emphasizing self directed learning. It is flexible and a learner is active participant in teaching and learning process. This modern approach which is also known as competence based approach is more suitable in adult learning.

Competence based learning is an approach to teaching and learning more often used in learning concrete skills than abstract learning. (Wikipedia free encyclopaedia). This is learner focused and works naturally with independent study and with the

instructor in the role of facilitator. The Institute of Adult Education (IAE) adopted this approach after the accreditation by National Council for Technical Education (NACTE) in 2009.

Teaching and learning process is among the core activities in an academic institution. Teaching and learning represents the four stages that occur in the design and delivery of classroom tasks that incorporate an outcome based approach. Normally the cycle has no start or end point with each step informing the next. It is the process of gathering data and reflection that dictates where in the cycle one need to be operating.

Zucher, (1999) Conceptualize teaching and learning process by means of continuum that covers the whole range from informal to formal processes. He uses an analytical perspective that relates the terms informal and formal teaching and learning to the notion of formalization which interpreted as generalization of the characteristics of the teaching and learning process. The spectrum of possible actors in teaching is extended and the teaching process intertwined with the learning process. Therefore quality assurance has to be an integral part of teaching and learning process. Quality must be the responsibility of the teaching staff and must be a group responsibility rather than individual one.

The external and internal institutional bodies cannot by themselves assure quality, though they can and should make sure that the necessary conditions for quality assurance are there.

Teaching and learning process as a whole can be described into following sub processes (Massy, 1996 and EUA 2010): curriculum design, assessment, pedagogical design, quality of teaching staff and learning resources.

Curriculum design is a process of thinking through how you want to organize what you want student to learn, (Yogou, 2001). Curriculum design includes consideration of different aspects such as aims which tell learners what the result of studying is likely to be; Intended learning outcomes which indicate what learners will learn if they successfully complete the programme and pass the assessment; the content to be taught; teaching and learning methods and assessment.

This part looks on the processes guiding the designing, reviewing and improvement of curriculum. It asks such questions like who is involved in the curriculum designing. Is this activity of curriculum designing done by external or internal stakeholders? Is the academic staff involved in curriculum designing? For how long curriculum is reviewed? How evaluation of curriculum is done?

Pedagogical design is a process of deciding on the methods to be used in teaching and learning process. It is a process which guides the selection of teaching and learning methods. It asks questions like whether staff spend their time working together on discussing pedagogical methods, and if pedagogical methods integrate feedback about learning achievement with the academic content. How learning feedback used to improve teaching and learning methods. Is there any innovation in teaching and learning methods which include more interactive methods?

Student assessment is an important element in any academic institution. The outcomes of assessment have an effect on students' future careers. Therefore it is important that assessment is carried out professionally at all times and takes into account the extensive knowledge that exists on testing and examination processes, (IUCEA, 2008). Assessment provides important information about the efficiency of teaching and learning process. Student's assessment procedures are expected to be designed to measure the achievement of the intended learning outcomes. A learning outcome is the specification of what a student should learn as the result of period of specified and supported study (Harvey, 2004).

Assessment evaluates the quality of the specific educational activities. It generally follows accreditation in using a combination of performance indicator, self study and peer review. Assessment of students should be done by using published criteria regulations and procedures which are applied consistently (EUA, 2010). The assessment of teaching and learning can be viewed as two complementary and overlapping activities that aim to benefit both the quality of student learning and the professional development of the instructor. Assessing teaching and learning can help instructors improve and refine their teaching practices and help improve students' learning and performance, (Wikipedia the free encyclopaedia). This part explains on how the institution deals with monitoring of learners and learning outcomes. How assessment is linked to the teaching and learning process.

Many institutions have clear pre defined examination or other assessment methods in place which include regulations covering student absence, illness or other

circumstances. Normally an institution is supposed to make sure the assessment methods and criteria are publicly available through their website, prospectus or any other means which learners can access as well as to ensure that assessment are conducted securely by following the stated institutions procedures. Teachers also are supposed to inform learners about these methods and criteria at the beginning of the course.

The quality of the academic staff is the key to the quality of an institution. There will be no quality without qualified and competent staff, (IUCEA, 2008). Any institution must have ways of satisfying themselves that staff involved with the teaching of students is qualified and competent to do so. There must be an internal/external or both mechanism which will ensure that the teaching and learning process is proceeding as it is required. An institution has to make sure that the teaching is broadly defined to include out of class student contacts such as advising, assessment feedback and in class contacts. There should be a mechanism to evaluate teaching performance which will include self evaluation, students' evaluation and peer evaluation. Teaching evaluations are used to improve teaching and learning process at the level of faculty and self-improvement.

Learning resource: Facilities and resources should be in line with the designed programme, (IUCEA, 2008). For example if the philosophy is to teach in small working groups, small working rooms must be available. Learning resources include human, technical and financial resources needed for ensuring quality. Priority in the

any academic institution resource allocation should be given to the resources needed for ensuring quality in teaching and learning process.

In human resource the staff recruitment process is suppose to promote and sustain quality teaching and learning. An institution is supposed to offer technical assistance to staff so as to improve their teaching quality. There should be an availability of material resources which include library services, computer services, lecture halls and seminar rooms with furniture and connectivity. After discussing components of teaching and learning process the study will look on the profile of the IAE which is the case in this study.

1.1.1 The profile of the IAE

The Institute of Adult Education (IAE) is a public Institution which traces its history back before Independence of Tanganyika when it was a section under the Department of extra mural studies of Makerere University College, Kampala in Uganda in 1963. After Independence, the Institute become a department of the University of the Dar es Salaam. Apart from continuing with the previous tasks, it was assigned more responsibilities and tasks.

The year 1975 marked turning point in the Institutes historical development, using Parliament Act No 12 of 1975, The Institute of Adult Education was granted an autonomous status with the following major responsibilities; to train adult educators, adult teachers and administrators, to provide education by Open and Distance Learning and mass campaigns, to conduct research and evaluation of adult education

programmes, to provide consultancy, guidance and advisory services to individuals, agencies and institutions that offers their programmes through Open and Distance Learning.

The IAE is accredited by the National Council Technical Education (NACTE) since 2009. It is offering training programmes in Technician Certificate in Adult and Continuing Education, Ordinary Diploma in Adult and Continuing Education and Bachelor Degree in Adult and Education and Bachelor degree in Adult and Community Development. This study will specifically deal with Diploma in Adult and Continuing Education programme due to the fact that it is among the courses accommodate high number of students at the IAE.

1.2 Statement of the Problem

Quality assurance is a major concern in many institutions nowadays. There has been a marked increase of academic institutions offering different courses due to the high demand of education in the world. There is mushrooming of institutions which sometimes due to high demand of education may jeopardize the quality of courses offered. This may result into the low quality of graduates who will not be able to compete in the labour market. As a result an institution will decrease its credibility.

Teaching and learning is among the core activities in any education institution which involve different actions from inside to outside the classroom activities. It includes teaching in the classroom, assessments and feedback as well as advising learners outside the classroom.

The IAE increased its student's enrolment from 400 in 2006 to about 1160 in 2014/15 after being accredited by NACTE in 2009. Normally the increase of enrolment regarded as a positive aspect. This expansion raised a question on how to facilitate such a big number of learners as well as assuring the quality in teaching and learning process. With the expansion of enrolment there is a problem of compromising with quality of services provided.

One of the NACTE's requirements is normal classroom should not exceed 40 learners per session. Also NACTE insist on the use of participatory methods which involve a learner in teaching and learning process. The uses of participatory methods need a manageable number of learners where every learner can participate in learning process.

The IAE faces the problem of shortage of teaching and learning resources (Irira, 2013), such as reference books, inadequate library services, availability of information and technology equipments for teachers and learners, low accessible computers and shortage of network infrastructure, lecture halls, seminar rooms and study rooms. The use of participatory methods at the IAE also becomes a challenge due to increase of students' enrolment. Teachers find difficult to use participatory methods due to the large number of learners in the class of about 250 learners. Therefore most of teachers opt to use lecture method which is easy to use but not always appropriate method to teach adults especially in competence based learning. In continuous assessment, most of the teachers fail to apply competence based approach in assessment rather they use easy to mark questions which encourage

memorization rather than application. Teaching staff at IAE is qualified but some of them lack knowledge of teaching adults as a result they use more pedagogy rather than andragogy. Given the above scenario, no doubt the quality of teaching and learning is affected. There is a need therefore to find out the factors that affect quality and focusing on variable of quality of staff, teaching and learning resources, assessment procedures and suggest ways in which IAE could improve quality in teaching and learning processes.

1.3 Purpose of the Study

The purpose of this study was to find out factors affecting quality assurance in teaching and learning process at the Institute of Adult Education.

1.4 Objectives of the Study

In this study, the specific objectives were to:

- i) Assess the quality of teaching staff at the Institute of Adult Education,
- ii) Assess the assessment procedure at the institute,
- iii) Examine the status of teaching and learning resources at the Institute of Adult Education,
- iv) Propose how IAE should improve in its teaching and learning process in diploma programme.

1.5 Research Questions

This study guided by the following research questions:

- i) What is quality of teaching staff at the Institute of Adult Education?

- ii) Which are the procedures for the assessment at the IAE?
- iii) What is the status of teaching and learning resources at the IAE?
- iv) How the IAE should maintain quality in teaching and learning process of its programmes?

1.6 The scope of the Study

This study was a case study therefore was limited at the Institute of Adult Education Headquarters in Dar es Salaam. The scope was determined in the fact that the diploma in adult and continuing education is offered at the headquarters of the institute since 1970s as the main campus. The Morogoro campus is in its initial stage which started in 2013. Therefore the whole process of teaching and learning is taking place at the IAE headquarters.

1.7 Significance of the Study

According to Marshal & Rossman, (1999) the significance of the study answer questions such as whom might be interested in the result? With what groups might they be shared; scholars, policy makers? Practitioners? or members of similar groups?

The study will contribute to the understanding on how quality assurance is maintained at the IAE. This will give the IAE an opportunity of strengthening quality assurance in its teaching and learning process. The results of this study will also help IAE teaching staff to improve their services offered to learners.

The study further will strengthen the quality assurance mechanisms at the IAE as well as other institutions which will result into the quality graduates who can easily compete in the job market as well as managing their own life. Lastly, the study will come up with suggestions on how the IAE will maintain quality of its programmes as a result to produce competent and knowledgeable graduates who will be able to survive in national and international arena. The study is likely to reveal the need to improve teaching and learning resources in adoption of Information and Communication Technology (internet, moodle, computer, whatsapp) which can increase efficiency and effectiveness of teaching and learning hence to improve quality of teaching and learning processes of both staff and student in general.

1.8 Limitations

The study was limited by time as any research needs an ample time to deal with it. The researcher also needed to fulfil other activities such as work and social obligations. This sometimes made a researcher to stretch and work in long and late hours but all in all information gathered remained valid.

Finance was also a challenge as research needs enough money to accomplish it. Therefore it was a responsibility of a researcher to make sure that she minimizes other costs to make sure that the research accomplished successfully.

1.9 Definition of Terms

Quality assurance; refers to a system through which an institution demonstrates that conditions are in place for students to achieve prescribed standards in educational programmes.

Assessment; is a systematic analysis of the effectiveness of teaching and learning that is carried out according to established standards.

Curriculum; is a teaching and learning experiences taking place in learning institution and include the aims and objectives of learning. What is taught is provided in terms of learning outcomes for realization of target qualification requirement, teaching and learning strategies for realization of outcomes and form of assessment and evaluation.

Learner/student; in this study these two words used interchangeably meaning a person enrolled to pursue a certain course/programme.

Enrolment; refers to legal or formal registration of qualified students by entering the names into a list of the students in the professional programme

Academic staff; these are tutors and lecturers who are teaching certificate, ordinary diploma and bachelor degree levels at the IAE.

Academic quality; refers to how well the learning opportunities made available to students enable them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.

1.10 Conceptual framework

Conceptual framework is defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation, (Kombo, et

al 2009). It is a summary of what is discussed in literature review, (Chilisa and Preece 2005). A conceptual framework explains the concepts and principles from which knowledge is derived. The study of this nature which involves interactions of variables needs conceptual framework which meets the purpose and objectives of the study. The conceptual framework has been derived from the analysis of the process of learners' assessment, the status of teaching resources and availability of adequate competent and qualified teaching staff.

The inputs which are availability of adequate competent and qualified teaching staff, availability and availability of modern teaching and learning resources. The IAE has to invest on wireless services which will facilitate the use e- learning materials and automation of its library to access e- materials. The library at IAE remained inadequate to the expansion of enrolment for the past five years which call for the strengthening the application of Information and Communication Technology (ICT) in teaching and learning process. The teaching staff recruited should be dedicated to generating and imparting knowledge as well as demonstrate their professional capabilities as teachers, researchers and managers (UNESCO, 1998). The presence of these inputs facilitates teaching and learning processes that assure the quality graduates.

Another component is process which in this study is the use of effective teaching and learning methods, effective assessment procedures. Teaching and learning methods are very crucial in any academic institution as this is among the key factors in the whole process of teaching and learning. The uses of participatory methods make

learners to participate in the process of teaching and learning something which make a learner to acquire the required competences.

The last component in the conceptual framework is outcomes which are the result after inputs and determining factors are properly followed and adhered to. This is the result of the whole process. The outcomes can be seen in the products which in this case are graduates with relevant knowledge and who can be employed and sustainability of the programme.

If inputs are available and determining factors are in place good quality of teaching and learning process is likely to be realized. If all these are in place the IAE will be in good position to produce competent graduate who can well compete in global market. In educational institution the major yardstick used to measure quality of education offered is performance of students in examinations (outcomes). These outcomes however, achieved after various inputs into the educational process which undergo what is referred as the educational production process. This is the result of the whole process. The output can be seen in the products which in this case are graduates with relevant knowledge and who can be employed and sustainability of the program.

This study applied CIPP model which insists on four aspects which are context evaluation which reflect on the environment, identified needs, vision and mission of the programme. Input evaluation assesses the competing ways to achieve the goals specified in the context evaluation. Process evaluation reviews how the programme

operates. Product evaluation focuses on programme results, convicting outcomes with the date obtained via areas of evaluation. The CIPP can determine whether programme are achieving their goals and objectives and inform the changes needed to improve the design, content or delivery of processes and processes and programmes, (Stufflebeam et al 2000).

The model adapted for two main reasons first the model places emphasis on guiding planning, and implementation effects and second the model emphasizes that the most important purpose for evaluation in improvement, (Stufflebeam 2007).

<p>Factors Determining Quality Assurance in Teaching and Learning Process at the IAE</p>
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INPUTS	PROCESS	OUTCOMES
<ul style="list-style-type: none"> • Qualified and competent teaching staff • Availability of modern teaching resources 	<ul style="list-style-type: none"> • Effective teaching and learning methods • Effective assessment procedures • Quality of teaching staff • Use of ICT resources (moodle, computer, ipads, tablets, internet and power point) 	<ul style="list-style-type: none"> • Graduates with relevant knowledge and skills • Sustainable programmes

Figure 1.1: Determining Factors for Quality Assurance in Teaching and Learning Process at the IAE

Source: Literature Review (2015)

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review in relation to the study on factors affecting quality assurance at the Institute of Adult Education. This is the works the researcher consulted in order to understand and investigate the research problem. It is a critical look at the existing research that is significant to the work that the researcher will be carrying (Kombo et al, 2009). The chapter discusses the concept of quality assurance, quality assurance in teaching and learning process, qualifications of teaching staff at the IAE, teaching and learning resources and last identifies the research gap in literature.

2.2 The concept of Quality Assurance

Quality as a concept is a 20th century phenomenon that has its roots in the industry and management. Quality becomes an issue in the development of industries and adoption of new scientific approach to management based on strict development of labour and propounded by Taylor in (NAAC, 2006). Therefore, quality originally developed in manufacturing industry. In the area of higher education, the adoption of quality control has been diluted by the exercise of academic freedom (Largosen et al, 2004). Quality assurance is a means by which an institution can guarantee with confidence and certainty, that the standard and quality of its educational provision are maintained and enhanced. It is a conscious and planned process, and therefore there should be tools and mechanisms to ensure quality. According to the article 11

of the world declaration on higher education published by the united nations, quality is a multi-dimensional concept, which should embrace all its functions and activities including teaching and academic programme, research, staffing, students, buildings facilities equipments, services, the community and academic environment. Quality as such is a qualitative abstraction, but there are many quantitative tools available for assuring quality some are analytical tools and others are facilitation tools and techniques which can ensure quality in education institutions (Ishikawa, 1982). Actually quality in education becomes very much difficult due to the fact that every individual has own perception about the quality for example academic staff perceive quality in their own, parents perceive quality differently from learners themselves as well as employers, academics and other stakeholders.

Quality assurance is the responsibility of everyone in an institution, though the top management sets the policies and priorities. Thus, assuring quality should be continuous and ongoing process. It should not be considered as one time activity for accreditation alone. However, accreditation as external quality monitoring can be found in all types of higher education system (Harvey, 1998).

2.2.1 The Origin of Quality Assurance in Education

The quality assurance clearly emerged as a principle business methodology in the western world throughout the 1950s and in the early 1960s. The evolution of quality assurance in Europe undergo several charter and declarations such as the Bologna declaration in 1999 which agreed on the adoption of a system of easily readable and comparable degrees, a system of credits and cooperation in quality assurance at

European level. The Salamanca convention of 2001 considers quality as a fundamental building block in education in Europe. Prague Communiqué 2001 regards quality as a major factor in determining the competitiveness and attractiveness just to mention but a few.

In Africa, the history of quality assurance in higher education goes back to the founding of the first universities in Africa Fourah Bay College in Sierra Leone in 1827, which were affiliated with Durham university in England from 1876; Liberia College; the University of Cape Town in South Africa, established in 1829, affiliated with University of London. Makerere University in 1922 also affiliated with the university of London and University of Ghana just to mention a few. In that period the quality in those institutions were under their governing board and some the affiliating institutions which mainly were British, French and Portuguese. Some of the new universities established were also affiliated by either internal or external institutions (UNESCO, 2004).

Since 1960s, after independence most of African countries mark the changes in quality assurance which caused by a number of factors including; the end of mentoring relationship with European universities, weakening of the external examiners system, the growth of enrolment and emergence of private institutions. The growing of unemployment of graduates increased pressure on education to initiate changes that would improve quality. The growth of enrolment poses the negative effect on the quality of teaching and learning. Most the government started to face problem related to the growth of private higher education institution in

1990s. Some recognized by the government and others operating on their own with little regard for quality (Hayward, 2006). The government began to talk about setting national benchmarks. In Africa the most common processes of quality assurance in higher learning institutions are the use of external examiners, self evaluation and academic audits. (Materu, 2007). He also insisted that the notion of quality is hard to define especially in the context of tertiary education where institutions have broad autonomy on their own vision and missions. In order for quality to take place there should be a relative measure against common standards. Such a common standard is not existing.

According to Materu, (2007) the quality assurance is important in Africa at this time due to the increasing importance of tertiary education to competitiveness and economic development. The quality assurance is much needed in Africa by this time due to the increase demand for education especially tertiary education and rising of private institutions, rapid growth of enrolment, demand for increased transparency and accountability as well as control of part time staff.

SADC also play its role in assuring quality in education. At a summit held in Blantyre Malawi in September 1997, the heads of states and governments signed the SADC protocol on education and training which among others established a technical committee on certification and accreditation (Hayward, 2006). SADC was supposed to develop and recommended policy guidelines, instruments structures and procedures that would facilitate equating, harmonizing and eventually standardization of accreditation and certification qualification in SADC.

2.2.2 Factors Affecting Quality Assurance

In general sense everyone is in favour of quality improvement. According to Hayward, (2006) when it comes to deciding what that involves and how it will be measured, there is a tendency to fall back on things that can be measured easily and steer away from those that involve qualitative judgment for fear of subjectivity and bias or measure that require individual assessment or long term data collection. The main challenge among others is lack of financial resource and inadequate human capacity. Quality assurance is affected by different factors include the following; Human capacity; Effective quality assurance depends on the availability of highly qualified faculty members and administrators (Hayward, 2006). The problems face most of the institutions are scarcity of human resource as the magnitude of quality assurance process requires too much time from administrators and teaching staff.

In case of IAE academic staff and administrators are the ones who are direct concerned with quality assurance of the programmes especially in teaching and learning process. The number of academic staff at the IAE becomes inadequate due to the increase number of students compared to available resources. This happened after the IAE accredited in 2009 by NACTE which is a regulatory body ensuring quality provision of education to technical colleges of which IAE belongs.

Financially, to set a system for quality assurance needs enough money and also knowledgeable and committed academic staff. Therefore many institutions face problem of enough financial resources for implementation of quality assurance system the IAE included. An institution might have a very good quality assurance in

place but the implementation becomes a problem. The issue of finance will also play a big part in solving the issue of adequate teaching and learning resources include effective library services, ICT connectivity, conducive lecture halls and small groups work rooms. Those are some of challenges which are badly affect quality assurance. Unavailable teaching and learning resources are also very crucial factor affect quality assurance in any academic institution. Teaching and learning facilities include power point projectors, computers, and internet connectivity, photocopies and printers. These affect the teaching and learning process because unavailability of resources makes the process of teaching to be not effective hence poor products of graduates.

2.3 Quality Assurance in Teaching and Learning Process

The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demand environment (Miriam Bar Yam et al, 2002).The growing globalization of higher education seems to impose burdens and threats on every institution. (UNESCO, 1998) argues that growth in demand for higher education has been a worldwide phenomenon witnessing the expansion in student enrolments from 13 million in 1960 to 65 million in 1991.In institutional context the expansion of enrolment has placed a pressures on facilities of all kinds on one hand and longer hours for the teaching staff on the other. This is the situation facing IAE after expansion of enrolment from 1047 learners in the year 2012/2013 to 1770 in the year 2014/2015. This exerted a shortage of teaching and learning resources, poor assessment procedures and poor library

services. Among the most difficult problems faced by the education system are those associated with teaching effectiveness and quality assurance of their programmes.

2.4 The Process Guiding Curriculum Design at the IAE

The IAE was accredited by NACTE in 200; among other things NACTE had given conditions on curriculum, teaching staff qualifications, assessment criteria, teaching methods and teaching and learning resources. According to (NACTE 2004) curriculum should undergo different stages before approved by NACTE. It is suppose to be designed and reviewed by qualified and subject experts. Curriculum must be coherent with well defined graduate profiles, well constructed and clearly defined enabling learning outcomes appropriate to realize the principle learning outcomes as prescribed in the qualification standards (NACTE 2004) Normally curriculum is to be reviewed after every four to five years or when there is an abrupt changes which cause the need to change or review curriculum. (OECD 2008) insist that the institution upgrade the input of teaching by ensuring the quality of the learning environment, improving the learning process and paying attention to the value of learning outcomes.

The curriculums at IAE qualified to adhere to all these conditions and finally were successfully fully accredited in 2009. The curriculum developed by qualified subject experts and undergo different processes under supervision of NACTE.

NACTE also requires an institution to use competence based approach in teaching. A learner is more responsible in his/her learning. Application of competence based

approach need a manageable class of not more than 40 learners per session. At the IAE most of programmes has more than 100 students. For example first year diploma students of the intake 2014/15 exceed 250 per session. It becomes a challenge to adhere to NACTE's requirement of applying competence based approach in teaching where mostly a facilitator needed to use participatory methods. NACTE insist that delivery modes and teaching learning methods are to be appropriate to the level and contents of the programme as well as to the class size of learners.

2.4.1 Quality Assurance in Teaching and Learning Process at IAE

Higher education business becomes more complicated in running programmes not only in implementation of quality management but also in the ability to measure it. This implies that management of programme requires managers that are flexible enough to respond to the needs of customers with quality services. Failure to respond to this will result the institution to lose its credibility, as a result of students to riot to demand quality services. A good example is Arusha University which last week of August 2015 demands the institution authority to shift them to other institutions where they would get quality services.

Academic staff have a big role in ensuring quality in any academic institution as insisted by UNESCO in the world teachers day held annually on 5th October on world teachers day 2008 asserted that "the need to ensure that the role of teachers in achieving quality education is clearly articulated and reflected in policies which will foster a motivated valued and effective teaching force" (UNESCO, 2009).

Quality assurance in education is ongoing process of evaluating assessing and improving the quality of services offered. According to Vlasceanu,et al, (2004) there are two types of quality assurance; internal and external. Internal quality assurance ensures an institution's or a programme's policies and mechanisms in place for making sure that are meeting its own objectives and standards. External quality assurance refers to the action of an external body from institution, which assess its operation or that of its programme in order to determine whether it is meeting the agreed or the predetermined standards as mentioned.

Quality assurance within an institution of higher learning takes place throughout the teaching and learning process Materu, (2007) these include screening of candidate for admission, staff recruitment and promotion procedures, curriculum review, teaching and learning facilities, student evaluation of staff and external examiners for end of semester examinations.

At the IAE the external quality assurance mechanism is National Accreditation Council for Technical Education which is responsible for ensuring quality of the programme offered at the IAE.

Internally at the IAE there are different quality assurances mechanisms in place include examination regulations, which is a document that indicates different assessment procedures and processes which a teacher and a learner should adhered to. This is specific for ensuring assessment standards; quality and relevance are maintained and enhanced across the entire examination process. Field work regulation is another tool for quality assurance which guides both teachers and

learners on how field work should be conducted. Human resource policy and staff regulations are documents which direct on qualifications for both teaching and non-teaching staff. This indicates different categories of teaching staff with their teaching responsibilities. All these documents were developed by following directives from NACTE as regulatory body and quality assurer.

Though information on implementation of all these is very little some of the information available indicates that implementation of some of these is sometimes weak due to financial constraints, failure to keep up with new teaching and learning approaches for example the use of Information and Communication Technology (ICT's), inadequate teaching and learning facilities and increasing workload results from large number of student numbers. (Mihyo, 2006) on the study conducted at University of Dar-es-Salaam academic panel on quality assurance among their recommendations are teaching methodology as well as ICT courses should be offered more regularly to all staff and teaching should be given some weight in the incentive systems. This is also the case at the IAE where there is very few and irregular in-service training for teaching staff especially for new teaching staff. The IAE should invest on ICT in teaching and learning process by using the advantage of having a national optic fibre for two years now. The investment on wireless service could facilitate teaching and learning process as well as ensuring quality of IAE programmes.

2.5 Specific Factors Affecting Quality of Teaching and Learning Process

Regarding the purpose of this research as per specific objectives stated here in the

following subtopics are considered to be the specific affecting the quality of teaching and learning process. Quality of teaching staff, teaching and learning resources and assessment procedures as factors affecting quality of teaching and learning process.

2.5.1 Quality of Teaching at the IAE

The most notable problem that most developing countries face to date continues to be that of staffing their universities with appropriately qualified and competent personnel (UNESCO, 1998). Staffing is the part of the process of management which is concerned with obtaining, utilizing, and maintaining a satisfactory and satisfied work force (Gupta, 2005). The importance of staffing in management lies on the fact that it helps not only in discovering and obtaining competent personnel for various jobs but also improve job satisfaction and morale of employees in order to retain them (ibid). Teachers work efficiently when they are well motivated.

Experience shows that, a teacher who is academically and professionally qualified but works under unfavourable conditions of services would be less dedicated to his work and less productive to his work than a teacher works under favourable conditions of services. Several studies have been conducted concerning factors affecting performance of teachers. Some of those studies are (MOEC, 1995), (Sumra, 2004) and (Davidson, 2005).

The most common factors for teachers loose morale that have been analysed in those studies include, lack of motivation and incentives, poor working conditions, inadequate teaching and learning facilities and teaching and learning materials.

Through his research (Davidson, 2005) recognized that though improvements need to occur in teacher training and other related issues, these initiatives are unlikely to succeed unless the issue of teacher motivation is addressed. (MOEC, 1995) suggests that teachers poor performance is caused by lack or poor motivation, poor living and working conditions, inadequate teaching facilities and irregular meetings with management.

Higher learning believes that quality assurance is a shared responsibility. Collectively, teaching staff and academic managers are responsible for ensuring that the design, development, management of the programmes is effectively done. Teaching and assessment of courses facilitate effective learning while students have responsibility to engage in the learning process. (IAARR, 2010) Teachers have responsibility to collaborate with colleges to ensure that subject and courses in which they teach achieve agreed learning outcomes. According to Onucha, (2002) teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play major role in the sudden change of educational system. They can influence the teaching and learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. Teachers are to be considered when addressing issues such as quality assurance; quality delivery (teaching), quality content, and quality learning outcomes. They are custodians of the educational and school system since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, and values that is worthwhile in accordance

with certain professional principles; there is a need for the services of efficient teachers whose knowledge is bonded with innovations in order to achieve educational objectives. Teaching makes learning take place and the teacher determines the quality of learning that will be given to learners. This is more reason why they should be well qualified and motivated properly for effectiveness and efficiency in the educational system.

Teachers at the IAE are well qualified as per NACTE's requirements. According to IAE scheme of service for lecture cadre teaching staff is categorized into tutorial assistant (holding bachelor degree), assistant lecturer, (holder of masters' degree), lecturer (holder of Doctorate), Associate professor and Professor. The following are teaching staff qualifications at the IAE headquarters.

Table 2.1: Teaching staff at IAE with their qualification 2014/2015

Qualifications	Number
Holder of Doctorate PhD	3
Holders of Masters degree	43
Bachelor degree holders	14
Total	60

Source: IAE scheme of service 2015

The table 1.1 presents the composition of IAE in during academic year 2014/2015. Teachers at the IAE are faced with challenges low teaching morale due to low incentives which demotivate them. Some of allowances like invigilation and marking are very small in such that discourage teachers and force them to find other alternatives like loans and decided to do small business. This makes teachers not

very serious in their co business which is teaching and concentrate with their business. This can affect badly the quality of services offered by the teachers.

Poor communication by IAE management is another issue of concern as communication make teachers to discuss issues raised during teaching and learning process..Communication is a very crucial issue where teachers can discuss with management to find solutions on problems facing them.

Chakanyuka et al, (2009) conducted study in Zimbabwe of staff related factors contributing to quality in open and distance learning. Their findings support the IAE on staff concerning the quality assurance. The study established that in order to improve quality at the Zimbabwe Open University, there must be staff induction courses, staff development, caring workers, adequate funding and result based incentives.

Using Zimbabwe model one can learn that, the staff at IAE are not motivated, they are few and there is no clear remuneration on staff development. Given these scenario it is a miracle for the Institute to achieve acceptable quality assurance in its teaching deliverances.

2.5.2 Assessment Procedures

Assessment stands at the centre of any effective education system. It plays a very crucial role in educational institutions because it forms means for assessing teaching and learning achievements (IAE, 2015). Examinations, tests and other assignments given to learners are common tools for conducting teaching and learning assessment,

which encompass the process of gathering information in order to determine achievement level of the stated objectives.

Assessment is another aspect in teaching and learning which insisted by NACTE. As per NACTE's guideline all sub enabling are supposed to be assessed. A learner is to be assessed according to the competence acquired after completion of each learning outcomes. Prior commencement of the semester a facilitator has to develop assessment plan which indicates how each sub enabling will be assessed and activity plan which indicates contents to be covered. Assessment at IAE comprises of two parts which are continuous assessment and end of semester examinations. Continuous assessment is any form of learning evaluation such as classroom tests, projects and assignments made before sitting for semester examinations. This comprises 50 marks. Another part is end of semester examinations which is done at the end of module or a self contained package of learning related to an academic programme studied by a student during a semester. This also comprises 50 marks. A student will be allowed to sit for semester examinations after scores at least a minimum pass mark of continuous assessment. Normally, assessment requirements and criteria made available to students at the start of each module (NACTE, 2004). Assessment is faced by many challenges including poor facilities for processing examinations, understaffing and poor connectivity is also an issue of concern.

The process of assessment at IAE starts at the beginning of each semester. The end of semester or module examination starts by teachers setting examinations questions and submit them to examination office which then undergo both prior moderation.

After this exercise the moderated examination items then submitted to examination office for inserting comments from moderators which is done by examination secretariat. The aim of moderation is to check for consistency and module content coverage. At the end of moderation, examinations items are compiled ready for printing and packaging of examinations. For effective management of examinations there are some conditions to be abided by a learner as insisted by Irima (2012) who holds that, students must have registered for the course to be examined and entry of students using appropriate entry requirements. Examinations are invigilated by the academic staff appointed by the deputy director academics two weeks before commencement of examinations.

The examinations are collected by the invigilators to examination office to start marking exercise. The examinations are marked by course facilitators in a specified area allocated for marking exercise. The marked scripts are sent to examinations office. The examinations office sends the marked scripts to external examiners to assess the performance of script markers (post moderation). External examiners are drawn from outside the institute to assist in checking the quality of the examinations. They sign a letter of contract which indicates terms and conditions for moderation. Examination office compiles, standardizes and grades the examinations results ready for tabling to the internal examiners meeting for discussion. The internal examiners meeting will scrutinize the examination results at departmental level and forward those to the examinations board (IAE, 2015). The examinations board has responsibility of deciding on all cases of passes, failures, supplementary examinations, repetition, carryovers and discontinuation. After the examinations

Board's recommendations, the results will be released as provisional results. The academic committee of the council shall scrutinize and endorse all the examinations results. (IAE, 2015). The endorsed results forwarded to the council for approval and ready to be used for certification (IAE, 2015), examination officer publish the examinations results to internet and notice board and copy to NACTE.

Generally, the whole exercise needs proper management and enough human resource and materials resources. Short of these the issue of quality become a challenge as Irira (2012) insisted that effective management of examinations is a challenge to the quality of education in many academic institutions of the world especially with the advancement in technology where the typed and stored questions papers in electronic can be retrieved and downloaded via different gadgets like mobile phones misused (examination leakage).

2.5.3 Teaching and Learning Resources

Teaching and learning resources is another aspect emphasized by NACTE in teaching and learning process. The provision of physical resources to meet academic requirements is to be effectively planned and reviewed (NACTE 2004). At the IAE teaching and learning resources are not enough compared to the number of students enrolled. The number of students keeps increasing each year especially after introducing double sessions i.e. morning and evening sessions and establishment of bachelor degree four years ago. The introduction of new courses apart from the existing also is the reason for increasing enrolment at the IAE. For example at headquarters the enrolment in the year 2012/13 was 1047, 2013/14 was 1706, and

2014/15 was 1770 respectively. No ideal changes done to the existing resources like library service which has a capacity of 30 clients at a time. In some of lecture halls there are more than 250 learners per session during lecture hours. The situation becomes worse during examinations and invigilation sessions. In this situation the issue of quality becomes a challenge. See the following table which shows available number of seminar rooms and lecture halls with their capacity.

Table 2.2: Number of Lecture Halls and Seminar Rooms with Their Capacity

S/No.	Item	Capacity
1	Lecture hall 1	90
2	Lecture hall 3	131
13	Lecture hall 4	130
4	ENP hall	168
5	Basement 1	230
6	Basement 2	192
7	Seminar room 1	40
8	Seminar room 2	40
	Total	1021

Source: From the Field 2015

Table 1.2 indicate the number of lecture halls and seminar rooms available at the IAE which are used for all programmes conducted at the IAE headquarters which are Bachelor degree in Adult and Continuing Education first, second and third year, Bachelor degree in Adult and Community Development first year and Diploma in Adult and Continuing Education both first and second year.

NACTE insist that availability of sufficient and appropriate physical resources enables students to attain the required programme outcomes. Different studies have been done at the IAE for example (Balige, 2007) on the determinants on the

enrolment to the diploma students and (Irira, 2013) on the examining the management of examination. No enough studies conducted concerning quality assurance in teaching and learning process specifically after the IAE accredited by NACTE. Therefore, this study attempts to examine the quality assurance indicators in teaching and learning process on diploma programme at the IAE.

The Literature Gap

Different studies have been done at the IAE for example (Balige, 2007) on the determinants of the enrolment to the diploma student, and (Irira, 2013) on examining the management of examination. No enough studies conducted concerning factors affecting quality assurance in teaching and learning process specifically after the IAE accredited by NACTE. Therefore, this study is focused on the factors affecting quality assurance in teaching and learning process on diploma programme at the IAE.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology which applied to collect data in this study. This study covered the research approach, area of the study, population, sample and sampling techniques, data collection methods, validation of data instruments as well as data analysis plan.

3.2 Research Approach

This study applied qualitative approach which involves description. This is in-depth study of a particular situation which allows the researcher to gather relevant data to fulfil the objectives of the study. Qualitative research uses natural settings which in this case was the Institute of Adult Education. Maxwell, (2014) suggest that qualitative research is much better than quantitative research at identifying the process which events or outcomes occur. Qualitative research relies on a research strategy that is flexible and interactive (Kombo et al, 2008). According to (Hancock et al, 2009), qualitative research attempts to broaden and /or deepen understand of how things come to be the way they are in our social world. Usually qualitative approach is needed where a researcher want people's views on something, or looking at the real life context.

Nevertheless, qualitative approach had been chosen because of correspondents with its data collection methods (interviews, focus group discussion, documentary review

and observation). These methods allowed the procedure of thick data collection which is there then provided a room for thick description and narration of factors affecting quality assurance in teaching and learning process at the IAE. According to Babbie, (1997) descriptive survey is a method of research that describes what we see over and beyond. Normally almost all the data collected through these methods can be comprehended easily compared to other to other tools such as statistical measures which employ numerical description of events. The researcher seeks to experience in-depth the factors affecting quality assurance in teaching and learning process from the participants themselves. A qualitative approach was adopted purposely to allow the flexibility in study basing on the assumption that human behaviour cannot be predicted, so the researcher found the need to adopt this approach so as to be flexible and make use of open probe questions rather than standardized questions. Flexibility and use of the open ended questions with probing questions at a time would enable the researcher to obtain genuine information concerning factors affecting quality assurance in teaching and learning process at the IAE.

The qualitative approach also suits the sample of this study which is small and not representative. In qualitative research samples are small and not necessarily representative of the broader population (Patton & Cohran, 2002). So it is difficult to generalize the results and also sometimes it is difficult to tell how far the findings are biased by researchers' own opinions. Qualitative approach offers a chance a researcher to probe into responses or observations as needed to obtain more detailed description and explanations of experiences, behaviours and beliefs (Denzin & Lincoln, 2005).

The inductive and flexible nature of qualitative data collection is particularly useful for reaching deep into internal psychological processes such as values, motives, and causes of behaviour. According to Smith & Pell, (2003) social and behavioural researchers are interested in explaining why or how individuals do certain things, how social systems function or the relationship between two or more processes.

Limitations of qualitative study are neither representative nor generalized (Bogdan & Biklen, 1992). This was expected to affect the findings since they could not be generalized.

Secondly, during the interviews the respondents might intentionally decided not to reveal some important information particularly, when the issues are sensitive to their lives or observed as a shameful act to reveal them to other people. In this case the issue of quality in teaching and learning process is among the sensitive issues at IAE. This might affect the flow of information from the respondents to the researcher, in that case the researcher applied triangulation method by employing focus group discussion, documentation and observation to supplement the in-depth interviews in order to increase the validity of the research findings.

Lastly, is the subjectivity of the data collected by using qualitative method. It was claimed that, data collection, their interpretation and analysis depended on the researcher's insight. Therefore the nature of the researchers' perspectives might influence the value of inquiry, findings and interpretations. To clear this doubt the researcher considered the ideas of Bogdan & Biklen (1992), in their argument that, there is no form of research which is free from human bias, all research whether

qualitative or quantitative has some forms of subjectivity. However, the researcher strived her level best to be as fair as she could to avoid biasness in this study.

3.3 Research Design

3.3.1 Employing Qualitative Design

3.3.1.1 Meaning of Qualitative Design

The study employed qualitative approach. Maxwell (2014) suggests that, qualitative research is much better than quantitative research at identifying the process by which events or outcomes occur. Qualitative methods can get inside the “black box” of experimental and statistical designs and reveal the mechanisms (mental as well as physical) that caused the result. According to (Creswell, 1998), a qualitative study is defined as an inquiry process of understanding a social or human problem based on building a complex, holistic picture formed with words, reporting views of informants, and conducted in natural settings. Denzin & Lincoln (1994) define qualitative research as a multi - method in focus involving an interpretive and naturalistic approach to its subject matter. According to (Ary, Jacob & Razavieh 1996), human behavior is always bound to the context in which it occurs, attempting to make sense or interpret phenomena in terms of the meaning that people bring to them. It involves collection of a variety of empirical materials, case study, personal experience, introspective and life stories. Patton, (2002) concludes that, qualitative research is useful at gaining meaningful information from underserved populations such as deviant groups. For the case of this study, qualitative design was deemed appropriate because of the following reason. The study intended to find the factors that affect the quality assurance in teaching and learning at the institute of adult

education (IAE), getting the experiences on how the people at the institute experience these practices, it was rational to employ the qualitative design as it can collect the experience of people than the rigid method of quantitative which ignore the experience of the people and banks on numerical indices (Patton 2009; Silverman 1997).

3.4 Location of the Study

This study was conducted at the IAE headquarters, due to the fact that it is the place where the Diploma in Adult and Continuing Education programme is conducted. This is the place where teaching and learning process takes place therefore; the researcher had easy access to information from learners, administrators, academic staff and librarians.

3.5 Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo et al, 2008). The population of this study will be all academic staff at the IAE, all diploma students, administrators, quality assurance committee and librarians at the IAE headquarters.

3.6 Sample and Sampling Techniques

3.6.1 Sample

This is a part of population. Kothari, (2000) defines a sample as a group of respondents or elements drawn from a population with individuals who have one thing in common that provides representative from which a researcher is interested to

gather data and draw conclusions. Sample is always a subset of or a small part of the total number that could be studied. This study comprised 48 informants as indicated in the table 3.1

Table 3.1 Type of Informants

Category of respondents	Number of respondents
IAE senior officers	3
Academic staff	10
Students	30
Examination officer	1
Examination secretariat members	2
Librarian	1
Human resource officer	1
Total	48

Source: Researcher's data, 2015

Table 3.1 above indicates the type of informants who involved in the study. The head of department of training involved in this study because is the one who is directly responsible for the diploma programme offered by the IAE. Human resource officer was included in the research due to the fact that the department is responsible with the whole process of recruiting and orienting new employees including academic staff. Examination officers also were among the respondents as they are responsible in the whole process of examinations including setting, moderating, and producing, invigilating, marking, and tabling end of semester examinations. Examination secretariat member involved as they deal with ensuring the quality of teaching, learning and assessment of learners as one of the activity. Learners both first and second year represented all diploma as this group form an important actors in teaching and learning process. The sample also involved librarian as library service is among the important resource needed in the teaching and learning process.

3.6.2 Sampling Techniques

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Sampling techniques is the scientific procedure of selecting sampling. It is important to select a sample in a systematic way so as to ensure that the community/users and external actors see it as credible and indicative sample. Samples in qualitative research are usually purposive. This means that participants are selected because they are likely to generate useful information of the study. In qualitative work sample sizes are typically small whom they will be interviewed until nothing new comes.

In this study two sampling techniques applied which are simple random sampling and purposive sampling.

3.6.2.1 Purposive Sampling

This is a technique which a researcher purposively targets a group of people believed to be reliable for the study. In this study this technique applied to the senior officers such as head of department of training, head of library services and examination officers. All these IAE officers possessed the required information by virtue of their positions.

3.6.2.2 Simple Random Sampling

This is a technique whereby all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Babbie,

2001). This technique employed to academic staff who are teaching diploma, students and member of examination secretariat, students and human resource officer who randomly chosen from the group since all of them had equal chance of being chosen.

3.7 Data Collection Methods

Data collection is a process whereby a researcher collects data from various sources of information in accordance with the research plan. According to Seidman, (1991), the choice of research methods depends on the purpose of the research and the research questions under investigation. In order to find out factors affecting quality assurance in teaching and learning process, the methods used in gathering data included interviews, focus group discussion, observation and documentation.

The choice of multiple methods (triangulation) served, first as means of cross checking authenticity of information and data collected through other methods. Secondly, it took into consideration the fact that no single research technique is adequate in itself in collecting valid and reliable data on a particular problem. Moreover, each research technique has shortcomings and each needs to be complemented by the use of other sources (Nkpa, 1997).

These methods are appropriate for collecting a particular type of data or information especially in qualitative approach which fit itself to a particular type of analysis and interpretation for drawing a meaningful conclusion. These data collection methods were appropriate to this study due to the nature of study which is qualitative research.

3.7.1 Interview

Interview resembles everyday conversations, although they are focused on the researcher's needs. (Patton & Cohran, 2002). Interview is a process of communication or interaction in which the subject or interviewee gives the needed information verbally (IGNOU, 1992). They are supposed to be conducted in accurate way in order to ensure validity and reliability. The techniques used aimed to be reproducible in such that someone else can use the same topic to guide to generate similar information and also systematic and credible means that the questions asked was reasonable for generating valid information. The technique used was transparent to indicate how exactly the data collected interpreted and analyzed.

According to (Patton, 2002), in qualitative methods there are different types of interviews ranging from semi structured which are conducted on the basis of a loose structure made up of open-ended questions. In this study open ended used for respondent who divert from what a researcher planned. According to Patton, (2002) in interviews both the researcher and the users of the findings can be as confident as possible that the findings reflect what the research set out to answer rather than reflecting the bias of the researcher or of a group.

In an interview there is direct feedback from respondents that means that a researcher is assured that the response are from the person intended. In an interview a researcher has an opportunity to probe verbal or non verbal prompts so as to encourage more complete and better explained responses and in-depth information.

In this study semi structured used to collect information from IAE senior officials, examination officers, academic staff, examination secretariat members, librarian and human resource officer.(see appendices 1, 2, 3, 4 & 5). This is a two way person conversation initiated by interviewer with a clear list of items to be addressed and questions to be answered (Brymen, 2001). According to Cohen et al, (2000) semi structured interviews allowed respondents to project their own way of defining the world, permit flexibility of sequence of discussions, enable participants to raise and pursue issue and matters that were not included in the pre set schedule.. The time spent for interview ranged from thirty minutes to one hour for all respondents.

Interviews in this study conducted in a variety of locations and times and also their knowledge, expertise and interpersonal skills utilized to further explore unintended ideas or themes raised by respondent that related to the purpose Interview sessions were carried out in the respective offices of the concerned respondents. During the interview sessions the researcher observed clarity of questions and answers throughout the field work period. As Enon, (1998) contends clarity of instruction given to those using the research instruments should be observed because the clearer the instructions the higher the reliability and validity. Data collected through this instrument enabled the researcher to supplement data that were collected through documentary review, observation and focus group discussion, hence serving as a means of cross validating the information collected (triangulation). (Denzin, 1970) extends the idea of triangulation by distinguishing four forms of triangulation namely; data triangulation, investigator triangulation, theoretical triangulation and methodological triangulation. For the case of this study, the researcher was interested

in methodological triangulation which refers to the use of more than one method for gathering data.

Interviews yields rich data, details and new insights as it allow respondents to describe what is sensitive due to the conversational tone an interview had. Also a researcher was able to use a quote as an effective testimonial to further illustrate a statistic.

Personal interaction with senior IAE officials, examination officers and librarians developed rapport with the interviewee which in turn make respondent more relaxed and comfortable.

Apart from all these advantages, interviews are time consuming means that scheduling, conducting the interview and inputting notes for analysis takes time.

In this study interviewers were prepared before the actual interview in order to get the needed information. Training interviewers was necessary to ensure that the interviewer has knowledge of the subject matter, and feels confident in his/her ability.

3.7.2 Documentary Review

Documentary review is an important is an important source of data in many areas of investigation. This is a large body of data which is related to the study at hand and have already been collected by others, whether published or not published. These are existing records often provides insights into setting and groups of people that cannot

be observed in another way. Lincoln & Guba, (1985) defined a document as any written or recorded materials not prepared for the purposes of the evaluation or at the request of the inquirer.

Documentary review is useful in describing institutional characteristics, such as backgrounds and academic performance of students, and identifying institutional strengths and weaknesses. They can help a researcher to understand the institutional values, processes, priorities and concerns. They provide a record or history that is not subject to recall bias. Documentaries are relatively inexpensive and good source of background information which is mostly accessible to many people. Documentary information provides a behind the scenes look at the programme that may not be directly observed by other means for example interviews for fear of disclosing some weaknesses of an institution and also may bring up issues not noted by other methods.

In other side, the information may be inapplicable, disorganized; unavailable or outdated hence they need thorough analysis to get appropriate information to the study. Also the information may be incomplete or inaccurate and no clarifications or one to clarify. Documentary review may be time consuming due to its nature it need one to collect, review and analyze many documents.

In this study the review was done to different documents such as the IAE prospectus, IAE Institutional audit report, examination regulations, staff regulations, IAE self analysis report and staff training programme The researcher needed to go through

these documents so as to compromise with what had been obtained during interviews, observation and focus group discussion. The purpose of this study was to assess factors affecting quality assurance in teaching and learning process.

3.7.3 Observation

This is a tool that provides information about actual behaviour (Kombo et al, 2008). It concerned with systematic selection, watching and recording behaviour and characteristics of living being objects or phenomena. Observation is used to understand fully the complexities of many situations, direct participation in and of the phenomenon of interest may be the best research method (Marshall & Rosman, 1999). Non participatory observation was used on consideration that some hidden factors which affect the quality of teaching and learning process could be delineated. An observation guide was developed to collect data on factors affecting quality of teaching and learning process such as availability of teaching and learning resources, the use of ICT in teaching and learning, sitting arrangements during classroom sessions, examination invigilation, capacity of library services and daily operation systems.

Observational data is very useful in overcoming the discrepancies between what people say and what they actually do and might help to uncover behaviour of which the participants themselves may not be aware (Neuman, 2000). The advantage of observation is that one can get a true picture in natural settings for example observation in a classroom teaching or examinations in session can see directly what people do rather than relying on what they say they do. Observations not rely on

people's willingness to provide information and also can collect data where and when an event or activity is occurring. In this study observation was done on different activities takes place during teaching and learning process such as classroom sessions, invigilation and marking process, library facilities and its uses and teaching and learning resources. Limitations of observation are that, normally people perform better when they know that they are being observed hence they can produce unrealistic data. In order to limit the possible effects of unforeseen events which could interfere with the observation task, other methods of gathering information were employed in order to cross check the data collected through observation.

This method applied to this study to observe the real situation especially in teaching and learning activity at the IAE. Observation was done at library, lecture halls, study rooms computer room and seminar rooms and classroom sessions to observe quality practices during teaching and learning process.

3.7.4 Focus Group Discussion

Focus group is another method of data collection employed in this study. Kumar,(1987) explains that, focus group discussion is a rapid assessment, semi structured data gathering method in which a purposively selected set of participants gather to discuss issue and concerns based on a list of key themes drawn up by the researcher /facilitator. These are groups organized on purpose to meet sampling criteria seeks broad range of ideas on open ended topic. Debus, (1988) talks on focus group discussion that, it provides a fast way to learn from the target audience. These

are formal, controlled, pre arranged in time and place usually audio taped and transcribed for analysis. In this study this kind of technique were used to explore service user's views from students at IAE. Focus group discussion was appropriate for some topics such as dissatisfaction with services offered which were more easily discussed in groups. Some sensitive topics like quality in teaching and learning because all members of group share an experience. Focus group discussion is cost effective technique for eliciting views and opinions of respective clients, customers and end users. It used to obtain the insights into target audience, needs, problems, beliefs and reasons for certain practices. The views obtained in a group are treated as an interaction between a group therefore the analysis also will be done at the group level rather the individual, (Igras et al 1998). However, focus group discussion proved to have its shortcomings because some members might not participate freely due to fear and shy to other group members.

To run group discussions it is better to have people who will discuss (Igras et al, 1998), if the group is not well recruited then it will be difficult to get the participation needed. The common problem in focus group discussion is inadequate recruitment of members of group.

Sometimes the topic can be not well understood to the group or not interested to the group therefore, they think that they will not gain anything by attending the discussion.

Sometimes if the group is too small or large it is difficult to sustain a discussion and control the group. Normally the minimum number is six and maximum of ten

participants per group. When the group is too large it is advisable to split the group into small groups not exceed ten people.

This method applied to IAE students so as to give them a chance of interaction and discussion as quality assurance in teaching and learning process is among the crucial issues which need sharing experiences to come up with common standing. In this study the researcher constructed one major question (theme) that was discussed in the focused group discussion among students. Dane, (1990) suggests that those involved in focused interviews are normally well informed so as to provide maximum understanding on the issue in question. In order to make the discussion effective the researcher provided the clear explanation of the purpose of the group, facilitates interaction and ensure that everyone speaks while not favouring any participant. With regard to those limitations, the researcher employed documentary review, and observation methods to ensure validation of data collected.

The focus group discussion involved thirty students who were divided into five groups consisting of six members each. The researcher form group discussion sessions which took forty five minutes to one hour. The focus group discussion sessions were held in the allocated classrooms within the institute premises while the discussion were tape recorded and note taken.

3.8 Validation of Instruments

Validation is the way of making sure that the research instruments bring intended outcomes that can apply to other situations (Bhola, 1990). Validity refers to the

quality that an instrument used in the research is accurate, correct, true, and meaningful and right (Enon, 1998). Validity in qualitative research relates to whether the findings of the study are true and certain. This study applied triangulation approach to validate data instruments used. Triangulation refers to all instances in which two or more research methods are employed. Multi-method triangulation is a means to enhance the internal validity in a qualitative study on the factors affecting quality assurance in teaching and learning process. The issue of quality assurance is multidimensional concept requiring multiple instruments for its exploration. In the triangulation procedure data collected with four different instruments namely interviews, focus group discussion, observation and documentary review were analyzed to each other. More than one type of triangulation can be used in the same study. In this study focused on triangulation by method by developing the data collected with four different instruments. The study followed Kopnak's definition of multi- method triangulation pertaining to the same method, primarily in order to determine if there is convergence and hence increased validity in research findings (Kopinak, 1999), the use of more than one instrument provided more detailed and multi-layered information about phenomenon under the study.

3.9 Data Analysis Procedures

Data analysis is the process of editing, classification and tabulation of collected data so that they are manageable to analysis (Kothari, 2007). The study applied thematic approach to analyze data. Data analysis in interview need to follow five steps, which are categorization of meaning, condensation of meaning, structuring of meaning through narratives, interpretation of meaning generating meaning (Kvale 1996). In

the data analysis of interviews and focus group discussion the information was first read by a researcher. Secondly, the data were placed in sub topics of the study basing on the themes of information obtained from respondents. Third, the researcher reread the common patterns in each category and decided which to take and which are redundant. Fourth, the researcher narrates in each category using quotes from interviewees. The fifth step was to interpret narrates from respondents to gain meaning out of it.

This approach helped a researcher to gain insight and knowledge from data gathered and also develops a deeper appreciation for the group or the situation in the study. According to (Boyatzis, 1999), thematic approach is a process of encoding qualitative information which is highly inductive. The researcher also applied some statistical analysis to validate themes. The aims of data analysis are the formulation of conclusion that can be analyzed both in qualitatively and quantitatively. In qualitative analysis context analysis was done and later explanation to give clear interpretation of the findings and all data were guided by the research questions.

3.10 Ethical Considerations

The researcher abides to human rights in the whole process of data collection and analysis process. Attention was paid to rules and regulations governing research work as asserted by Leedy and Ormrod, (2005). They categorized research ethical issues into four groups: informed consent, right to privacy, honest with professional colleagues and protection from harm. This study considered ethical issues as it followed all procedures needed by research professional practices. The researchers

got clearance letter from the supervisor to seek permission from The Director of Research and Postgraduate Studies at the Open University of Tanzania for a researcher to be allowed to collect data. The letter directed to the Director of the Institute of Adult Education where data collected. The permission letter was granted to the researcher through the human resource department which allows the researcher to collect data to different participants from the Institute of Adult Education.

The data was collected on voluntary basis and no individual forced to participate without his or her willingness. Permission was also sought to take photographs whenever needed. The researcher acknowledged scholarly documents consulted for the study. Likewise, data collected from the field were reported without exaggeration. Data collected presented in chapter four, analysis and discussion are presented in chapter five.

CHAPTER FOUR

4.0 DATA PRESENTATION

4.1 Introduction

This chapter presents the data gathered from the field on the factors affecting quality assurance in teaching and learning at the IAE, under adult education programme. The presentation was guided by four research objectives which focusing on the quality of teaching staff, assess the assessment procedure, examine the status of teaching and learning resources and examine on how the IAE should maintain the quality in teaching and learning process.

4.2 Quality of Teaching Staff

Teaching staff is the most crucial segment in teaching and learning process. Any academic institution has to make sure that its teaching staff is of good quality in order to ensure quality of its products.

During the interview discussion with IAE senior officers, it was revealed that there are two categories of teaching staff namely part time teaching staff and permanent teaching staff. For acquiring permanent teaching staff there are formal national requirements for the competence when hiring them. Research data through the human resource officer indicate that there is IAE staff regulations which indicate the requirements of different cadre including teaching and non teaching staff. NACTE which is regulatory body directs all requirements for both academic and non academic staff. An institution specifies their own requirements for competencies of permanent staff when recruiting them.

The IAE senior officer narrates that another category of teaching staff is part time tutors. They are supposed to send application letter through Deputy Directors academic and consultancy office. After scrutinizing the application together with the training department and satisfied with the qualification and experience the appointment of part time tutors will be accordance with the regulation of such appointment as stipulated in the letter of contract. The contract can be renewed according to the performance indicated by a part time tutor. The research revealed that permanent teachers are faced with a number of challenges which threat the quality of programmes offered.

4.2.1 Low Morale of Teaching Staff

Research findings during interview show that, some of allowances were regularly paid but others not paid to academic staff. Leave and travelling allowances were paid regularly to academic staff. House allowance has not been paid for the past eight years now. This supported by the claim from one of the teaching staff during the interview he said that;

We are living in a very hard condition as now we are just depending on salary which does not suffice our daily needs. No any extra money. I have two children in secondary school and one in primary school both studying in private schools. Life is very hard I have to support myself with some small business to be able to pay school fees for my children, house rent and others, it is real difficult.

The issue of low morale to teachers also noted by students during FGD when one of them pointed out that;

Some of our teachers not provide us with what we expected. For example it is almost four weeks after the commencement of semester a teacher is still introducing module. Last week he has two hours session he came

and provides us with questions and told us to consult him for any problem. Surprisingly, he told us that he has a private tuition somewhere outside the city centre during weekends and one has to pay 5000 shillings per three hour a day

Students are discouraged with this situation because some of them can't afford as they have families depend on them as well as incur other costs in college including fees, meals, and transport and hostel payments. Students said that there is one subject a teacher teaches only three sessions per semester.

As for other allowances such as invigilation, supervision of independent study of students and marking examination scripts, the rates used to pay academic staff are low compared to other institutions under NACTE. To support this two of teaching staff interviewed said that they were paid ten thousands to invigilate one subject examination for three hours. They wonder how IAE compute those rates per hour.

Some of allowances are paid very late for example supervision of independent study normally paid very late as one teaching staff claimed during the interview;

It is now about six months now we are waiting for allowances of supervising independent study since the last semester we are not yet paid. No any information provided to us on the delay of such allowances. This discourages us a lot.

On the other side during FGD students observed that majority of teaching staff were doing well their jobs but few of them seemed to be disappointed in such a way they were giving bad languages to students something which discourage them.

4.2.2 Lack of regular meetings for teaching staff

Lack of regular meetings among teaching staff is among the issue revealed by the teaching staff during data collection.

Four teaching staff equivalent to (40%) of respondents claimed that there is no regular meetings to discuss different issues arise during the process of teaching which would help to improve the teaching and learning process and hence quality product (graduates). One of them claimed that;

We have so many challenges facing us during teaching process and also we have a lot to discuss with management to improve our programmes but there is no forum or workshop.

Another teaching staff further claimed that;

We started a new semester without any general evaluation on what happened in the last semester. I expected teaching staff to come together with management so that we can work on issues raised during the last semester unfortunately nothing like that happened. You know there are a lot of issues such as inadequate teaching and learning facilities, materials, poor library services and so on. I wonder what management expects from this situation.

4.3 Assessment Procedure

Assignments and tests are major assessment tools in any educational programme. They give both teaching staff and students feedback on students' progress and thus help determine the next action. Thus accurate ways of students' grades recording and ensuring that learners are given regular feedback is of greater importance not only for learners' satisfaction with their teachers' performance but also for sustainability of the programmes offered.

The research through two senior officers and examination officers interviewed revealed that the process of assessment start at the beginning of the semester where a teacher assigned a module to teach and suppose to prepare course outline and assessment plan which indicates what will be taught and how the module will be

assessed. Assessments at the IAE are grouped into two parts which are continuous assessment and end of semester examination. Both carry equal weight i.e. fifty marks for continuous assessment and fifty marks for the end of semester examinations.

4.3.1 Improper Continuous Assessment Procedures

Interview with senior officers revealed that continuous assessment comprises of different mode of assessments such as group assignments, individual assignments and classroom administered tests. The research revealed that the continuous assessment is mostly managed by subject/course tutors. One administrative officer affirms that in past years when the enrolment was low continuous assessment was centrally coordinated in by examination office, but with expansion of enrolment every course tutor administers his/her continuous assessment. A course tutor is responsible in setting question papers, administering examination, marking, award of marks and compilation of course work.

Through the interview with three teaching staff equivalent to (30%) was noted that most of teaching staff work on this exercise properly except for few teaching staff as it was proved by 4 (40%) teaching staff and students during FGD that some teachers assign them only one question in such a way that if a learner did not cover that area it is obvious that may end up failing. Such kind of assessment has no reliability.

The issue of course work was also a concern of learners as it was proved during FGD. They noted that in some of the subjects they sat for the end of semester examinations without knowing their course work performance. One student claimed that;

Some of teachers collect some assignments one day before we enter in the examinations. How do I know that I qualify for the end of semester examination or not?

Through documentary review, according to NACTE guidelines a student has to know his/her coursework performance two weeks before sitting for the end of semester examination. Also a learner has to score at least half of the course work as minimum requirements for sitting for end of semester examinations, (Exam regulation, 2015).

4.3.2 Poor Organization of Examinations

Interview revealed that there is an annual calendar which indicates all academic activities to be performed throughout the year including examinations. The examination officer insisted that there is a very clear plan for examination although sometimes it is not properly followed due to some interference. One of the senior officers commented that examination preparation undergoes different stages including planning and setting examinations, invigilation, marking and release of examination results, as follows.

4.3.3.1 Inadequate Facilities in Planning and Setting of Examinations

Research through the interview with two (100%) examination officers observed that before the starting of examinations the examination office has to develop an activity plan which shows the plan of all activities and schedules that are supposed to take place within a year. In planning an examination it is also necessary to identify and clarify before on how many students will be sitting for particular courses, examination halls to be used and determine whether the space and furniture for sitting are adequate for conducting safe and secure examinations. The interview

revealed that all these are done at the IAE as it was proved by one examination officer and two senior officers. One examination officer insisted that;

First we must know the annual calendar so that the examinations office can plan accordingly as examination is a sensitive issue which needs thorough supervision. Failure to do that may cause chaos to teachers, students and the management at large.

In addition the research revealed that planning of examination at IAE includes notification to course teachers to set examination questions with marking scheme and submit them to examination office at least two weeks before the examinations. The researcher wanted to know how the quality is maintained at this stage where there are many people involved in this stage, including secretaries for typing and production.

The examination officer had this to say;

Since the first semester of 2014/2015 the examination office ordered course teachers to provide typed examination questions but there is a challenge of the shortage of adequate facilities like computers and internet connectivity in such a way that some teachers opt to use secretaries to type questions and print them as hard copy. This rise a point of assuring safety of examinations as some secretaries might not be very much faithful.

One of the senior officers also commented on this by saying that it could be better if there were adequate facilities so that every course teacher could type and process his/her examination up to the end point. The involvement of different people on a sensitive issue like examination is a challenge and also not acceptable according to the examination regulations. The examination is a purely academic staff responsibility.

Preparation of examination timetable is also part of examinations planning. The documentary review from the IAE examination regulations 2015 indicated that a

timetable for semester examinations should be released two weeks before the examinations so as to allow students to have enough time for preparation and also notice any case of collision among the examination halls and rooms allocated for the examinations. All academic staff interviewed equal to (100%) of respondents admitted that the examination timetable at IAE is properly prepared and released to both teachers and students on time as per examinations regulations.

The research revealed that the examination at IAE has to undergo pre and post moderation as one of senior officers pointed out that there are internal and external examiners. Internal examiners are all course/ module facilitators including permanent and part time tutors.

External examiners are drawn from accredited universities and colleges with outstanding working experience. External examiners signed a three years contract which may be renewed according to the performance of an individual. Interview with examination officers revealed that the external examiners moderate the set examination questions and comment or propose for substitution. The external examiners may propose for substitution of examination questions in any question paper submitted for moderation and provide correspondence solutions (Examination regulations 2015). The proposed solutions will be accommodated in examination papers by examination secretariat.

Post moderation is done by external examiners going through the students marked scripts to check if there is a technical error on recording or addition of the

candidates' marks. The interview with examination officers revealed that all these are done properly.

4.3.3.2 Low Payments of Invigilation, Marking and Examination Leakage

Invigilation is another segment of examination preparation. Information from one of senior officers revealed that invigilation involves among other things assigning invigilators with module to invigilate. Invigilators are appointed by letters and notified two weeks before the date of examinations. Together with a letter is the timetable which indicates an examination to be invigilated, halls or room to invigilate and time for each examination to be invigilated. The interview with examination officer revealed that invigilators are supposed to collect examination papers thirty minutes before the start of examination. They are suppose to inspect learners so that they do not enter with unauthorized materials and also arrange them in manner to sustain examination safety. One of the examination officers revealed that some of teachers came late and found learners already arranged themselves others do not appear at all and no action taken to them by the management. When the researcher asked what made teachers not to appear in examination invigilation one of teaching staff said that is due to low payments and sometimes others are located to invigilate twice a day which means that there is no time for taking tea or lunch.

During the interview with teaching staff they claimed that ten thousand shillings paid to them is not sufficient as the timetable indicated that most of examination set for three hours. Another issue observed during FGD with students is examination leakage and cheating. They pointed out that, some invigilators are negligent of their

duties; they are busy with their mobile phones during invigilation and some of them give unnecessary announcements which most of the time end up with disturbance and confusions to learners. They claimed that there is some of examinations leakage whereby some of students had some examination questions before the date of examinations. According to them this discourages learners who are faithful and struggling with their studies.

Examination timetable is another issue reported by academic staff during interview. It was revealed that examinations timetable is scheduled in a very few days something which resulted to overcrowding in examination halls. One teaching staff during interview put it that;

This timetable is made purposely by the management to minimize number of days to be paid to invigilate. It is difficult to ensure safety in this situation.

The research findings with five academic staff interviewed (50%) noted that invigilation of examinations generally is done with few incidences of examination irregularities but five others (50%) claimed that although examinations go smoothly there are some few cases of shortage of invigilators, shortage of examination scripts and typing errors in examination papers.

The interview with senior officers and examination officers revealed that examinations are centrally marked. Scripts are marked by facilitators of the respective courses according to the specification of marking guide. Course teacher collects examination scripts from examinations officers by counting and signing

number of examination scripts taken by a teacher who do the same after marking and recording of marks scores in a special form which indicate number of questions attempted with their scores per each candidate.

All examination officers interviewed (100%) claimed that the exercise of marking is affected by other IAE activities set in that time. This make the marking exercise not to be completed on time as it has been scheduled. Some of teachers who are supposed to mark may be assigned other activity which may interfere with the whole process and delay the release of examination results. The delay of release of examination results is chaos to students, teachers as well as IAE management.

Documentary review on the examination regulations indicated that after the marking a course tutor is suppose to submit marked scripts, filled form for recording students' scores and marking scheme to examination office. The research through interview with examination officers indicated that some of teachers do not observe the deadlines due to interference with other activities or some of them due to individual's negligence. The issue of underpayment in marking of examinations also rose during interview with teaching staff one of teaching staff claimed that;

Number of days allocated for marking exercise is not realistic, for example to mark twenty five scripts per day is not realistic for any quality examination, and this happened due to the fact that number of days allocated means more payments therefore. The IAE management decided to allocate few days to justify low payments.

4.3.3.3 Understaffing and Shortage of Facilities in Examination Office

Examination results undergo different stages before the approval and release. Research revealed that examination office has the responsibility of compilation of

examination results. Senior officers interviewed narrated that the first stage examination results process is tabling the results to the internal examination meeting which comprise of all course tutors, examination officers under the chairmanship of deputy director academic, research and consultancy. The interview indicated that this exercise is done by the internal examiners who have the role of scrutinizing the results at the departmental level then tabled to the examination board of the Institute. The board constitutes all the heads of IAE departments, three representatives from any institution accredited by NACTE and examination officers. The board recommends the results to be released as provisional results. The academic committee of the council is to scrutinize and endorse the examination results. The chairperson of the council approves the results ready for certification.

The interview with examination officers and senior officers revealed that all these processes are properly followed by IAE management.

Two examination officers interviewed (100%) complained on the inadequate human resources and inadequate facilities in examination office. One of them commented that;

Shortage of facilities like printers and photocopy machine, only one printer is not sufficient and we found ourselves working until late hours.

One of teaching staff who participated in this research said that the standard of examination papers is sometimes poor one may find some of the question papers with a lot of typing errors like subject code numbers to be different from title and content. This may lead to learners giving wrong answers. When the researcher

wanted to know the cause of these errors, the staff said it is due to shortage of staff in examination office in such a way that they work under pressure to meet timetable as a result they end up making mistakes. Also all two examination officers interviewed claimed that the examinations office is understaffed, so it needs to have at least five staff instead of the current three.

Poor connectivity and unstable software for recording examination results is also a challenge noted by examination officers. The IAE management since the last semester 2014/2015 opted to use Students Academic Register Information System (SARIS) to record student's examination results. The software is not efficient and stable something which causes a very big disturbance to learners. Examination officers complained that one may save examination results but after sometime the saved results are nowhere to be seen. In case of inserting special and supplementary examinations remarks, the system is not accepting as a result are done manually something which delays the whole examinations process.

One student during FGD complained that the examination results keep on changing several times and cause frustrations to learners. One student during FGD complained that;

I don't know exactly my examination results because three different versions resulted to three different scores so I'm really confused.

4.4 The Status of Teaching and Learning Resources

The aim of this objective was to examine the status of teaching and learning resources at the IAE. The researcher found it important to examine the status of

teaching and learning resources because they constitute a very important part in ensuring the quality of programme offered in any academic institution. The question assumed that availability of teaching and learning resources assured the quality of programme as well as competent graduates. The researcher employed interviews, observation, FGD and documentary review to gather information concerning this part. The findings revealed the following issues; (i) shortage of teaching and learning materials, (ii) shortage of teaching and learning facilities (iii) unconducive teaching and learning infrastructure at the IAE.

4.4.3 Shortage of Teaching and Learning Materials

Shortage of teaching and learning materials is one of the factors affecting quality of teaching and learning process at the IAE. All teaching staff interviewed, equivalent to (100%) of the total respondents acknowledged that, there is shortage of teaching materials such as stationeries and reference books. One male academic staff observed that there was no even a single copy of reference book for his subject titled Entrepreneurship in Small and Medium Enterprise (Code CDU07211)

One female teaching staff claimed that;

I am used to use my own money to buy an internet bundle to search materials for the subject I am teaching because there is no any relevant reference book in the library.

Unavailability and reliability references make students to rely on teacher's notes only. One female teaching staff claimed that she gave an assignment to her students and found that more than half the class copied from each other and claimed that;

It happened that one time I assigned them a group work and I found that they copied from each other and reproduce my own notes I decided to award them zero.

One of the senior officials (male) claimed that students rely only on the IAE library which is under stocked while there is nearby library like National Library and libraries from other institutions like University of Dar Es Salaam, Mwalimu Nyerere Memorial Academy and Social Institute libraries. It seems that they are not aware.

During FGD one of the female students expressed their dissatisfaction on the availability of teaching and learning materials. She claimed that;

It is true that we are surrounded by higher learning institutions like College of Business Education and Dar es Salaam Institute of Technology but their libraries had no materials related to our courses. We just go there as a way to get a chance reading our own materials because sometimes there is no chance in our college.

Generally all students through FGD claimed that there is shortage of teaching and learning materials.

4.4.4 Shortage of teaching and learning facilities

Another factor affecting IAE in ensuring quality of teaching and learning process is shortage of teaching and learning facilities. This was noted by both students and academic staff. The findings through FGD revealed that there is a shortage of teaching and learning facilities such as computers and overhead projectors. There were only 20 computers in the computer room for teaching students computer skills.

During FGD one student claimed that;

We were told that we are starting with the theory in learning computer subject and then we would learn the practical part in next semester. Unfortunately we end up being told how the computer room should look like but we do not even see the computer room!

Observation revealed that there is no enough space in the computer room to accommodate such a big number of students. The computer room has the capacity of

accommodating 25 at a time and the number of second year diploma students for the year 2014/2015 was 293 per session. Therefore, it was impossible to conduct the practical session of the computer subject.

The situation is even worse to the teaching staff. No computer in most of teaching staff offices and apart from this there is no any internet connectivity available for teaching staff. This was supported by almost all academic staff interviewed who acknowledged that academic staff faces the challenge of inadequate computers. One male teacher narrates that;

I am tired with this situation therefore I opted to use my own recourses to buy laptop and modem so that I can access materials for teaching my subject because there was no any book concerning Geography module titled Structure and Geomorphic Features of the Earth (CodeGET05101) the subject I am teaching.

Again (8) teaching staff equivalent to (80%) who participated in the interview acknowledged that there is inadequate ICT facilities and connectivity such as internet services, computers projectors, photocopies and printers. There are only two projectors among them one is fixed permanently in one of lecture halls and the remaining is shared by all teaching staff. One teaching staff commented that;

I am no longer using projector because it is hard to share one projector and also my laptop I used to use is collapsed therefore I opt to go back to using manual which is very tiresome activity to a big class like mine.

4.4.5 Unconducive Teaching and Learning Infrastructure

The other factor affecting quality of teaching and learning process at the IAE is unconducive teaching and learning infrastructure. Infrastructure includes among others lecture halls, seminar rooms, library and staff rooms. Data through

observation revealed that lecture halls are full during lecture hours. For the diploma students are more than 285 students for evening session and 293 students morning session (First year diploma students 2014/2015). Halls have no facilities like air conditions to make it conducive for such big number of students. The available ceiling fans are not enough to supply air especially during hot seasons like in Dar es Salaam as one academic staff narrated that;

Normally when I have afternoon session I asked myself twice to go there or not because it is too hot. I prefer morning sessions before it become too hot.

All lecture halls were not fixed with loud speaker facilities. This makes learning not effective because some of students in back of the room do not hear teachers. Through FGD one student claimed that;

I'm living at Kibamba in the outskirts of the city, I had to wake up early at 4.00 am so that I can manage to sit in front so that I can hear teachers properly, otherwise it is difficult to hear and see even spellings for some words.

This was also supported by one of teaching staff by saying that when teaching he prefer to walk around the class but it become difficult when teaching in a congested class. As a result other students were continuing with other business or even others sleeping as a result they end up with incorrect spelling of some words and loose the meaning of some words or the whole sentence and hence ineffective learning.

The researcher probed further on the status of IAE library. The library had inadequate books and lacked internet connectivity. The head of training department commented that the library was small in size; it had a capacity of 30 clients at one

sitting. Also it was noted by the researcher that the library had small number of staff in such a way that it hinders the possibility of applying shifting sessions. The library staff was only 5 and the library operates from 8.00 am to 18.00 p.m something which goes contrary to the classroom timetable which ends at 20.00 p.m. The table below shows the number of students at the IAE.

Table 4.1: Number of Students at IAE Headquarters Academic Year 2014/2015

	Course	Number of students
1.	Ordinary Diploma	1050
2.	Bachelor Degree	720
	Total	1770

Source; Admission office IAE 2015

Table 4.1 shows that there was 1770 number of students. The library is suppose to accommodate more than 1900 plus distance learning students who resides in Dar es Salaam and outside the city, teaching staff and other library users.

Normally teaching and learning process takes place in and outside the classroom therefore the environment outside classroom should also be conducive to support effective learning. Through observation the researcher noted that learning environment outside classrooms is not conducive in such a way that during the sun or rain learners cannot sit and do their assignments outside. There is only one small hut which can accommodate not more than 20 students and tree shades which cannot suffice a good number of students. This was supported by a librarian who insisted that most of students come to the library not looking for books but sometimes doing their assignments by using teachers' notes because there is no conducive

environment outside their classrooms. During the class session they cannot stay in their classrooms as lecture sessions are going on. One student during FGD asserted that;

I found it very difficult when I joined this college due to the fact that I was really stranger in this environment and where I reside in Uswahilini I cannot study therefore I used to wake up early at 4.00 am so that I can complete my assignments before class session get started at 8.00 am.

4.4.6 Unreliable Power Supply

This is another challenge facing the IAE as it was revealed through interview with teaching staff among the respondents 7 equivalent to (70%) and FGD with students revealed that there is problem of unreliable power supply. Experience shows that the electricity supply at IAE is unreliable following power rationing by the Tanzania Electric Supply (TANESCO). This raised complaint from both teaching staff and students at IAE as the situation negatively affects quality of teaching and learning process.

One male teacher observed that there was unreliable power supply which adversely affected the teaching process. He said that the situation becomes more serious during rainy season and during the evening when teaching become difficult due to darkness in the lecture halls. The situation become even worse when the lecture is being conducted in basement halls, where there is no enough ventilation and light when there is no electricity. Another male teacher added that;

If there is no electricity completely no work can be done due to the fact that my laptop is everything, unfortunately it cannot retain charge for more than half an hour. On top of that one cannot stay in our offices when there is no electricity as there is no ventilation. They only rely on air conditions so without power supply I better go back home.

4.5 What should be done to maintain the Quality in Teaching and Learning at IAE

The last task of this study was to propose how the IAE should maintain the quality of teaching and learning process of its programmes. This was deemed important because the researcher wanted to know what the participants are proposing on facing the challenges identified (under 4.2 through 4.4) for IAE to maintain quality in teaching and learning process of its programmes. In order to make the quality in teaching and learning process manage to produce the acceptable products in the labour market.

4.5.3 Quality of Teaching Staff

The research through teaching staff and examination officers proposed that the IAE management has not done much on the changing of the rates of its teaching staff allowances to increase teaching morale to its teaching staff. Through documentary review it was revealed that invigilation allowances has improved a little from Tshs 2,000/= to Tshs 10,000/= per session of three hours in 2012 that is in use up to date. One of the teaching staff commented that;

The payments are not realistic indeed and of course this frustrates us because the marking exercise is really tough!

Through this study it was proposed to revise the invigilation allowances to match with the current inflation rate. Rates for other allowances such as marking, and research supervision need to be reviewed as well. The improvement of teaching allowances would raise teacher's morale and hence maintain the quality of the IAE programmes.

One of IAE senior officials proposed the IAE management to revise its structure to form faculties or subjects departments instead of the current structure which all subjects/courses are under the head of department. It becomes difficult to attend the challenge of each subject teacher hence the issue of quality become a challenge.

The regular academic meetings (faculty boards) were also among the proposed issues posed by the teaching staff in this study. They proposed to IAE management that there should be regular academic meetings to discuss different challenges that arise during teaching and learning process so as to maintain the quality of its programmes. The meeting function is also to assess deviations and propose activity to address academic problems intended for quality achievement.

4.5.4 Assessment Procedures

This study through two examination officers and four teaching staff proposed different actions to be taken by the IAE in alleviating challenges identified during the interview on the assessment procedure at the IAE. When responded on the assessment procedures they proposed the following to maintain the quality of the courses offered by the IAE.

The interview with two examination officers of the equivalent to 100% proposed that the IAE management should make sure that there is adequate facilities especially in examination office as examinations are among the sensitive issues in any academic institution which need to be handled with high care. For ensuring examination safety the IAE should ensure that the unit is well equipped with necessary facilities like printers, computers, photocopiers and strong and effective management software.

The high capacity standby generator was proposed to be a solution to power woes. If all these are done the quality of examinations will be maintained.

They also propose the examination office to be adequately staffed in order to ensure that all examination activities are timely done for the assurance of quality of examinations and the programmes offered.

4.5.5 The status of Teaching and Learning Resources

The researcher through the interview with teaching staff and examination officers noted such proposals that the IAE is supposed to improve the status of teaching and learning resources. The following are the areas which proposed to be improved; That, the IAE management should set aside part of its collections for improving the status of its resources so as to improve the teaching and learning environment at the institute. The issue of library was suggested by this study that the IAE should automate its library to enable it to use e-materials which will minimize the challenge of shortage of reference materials.

On the issue of ICT, it was also commented on, by examination officers, librarian and teaching staff. They said that ICT can solve many challenges facing teaching and learning process at IAE. It was suggested that the use technology such as moodle, internet, power point projectors, computers, wifi and whatsapp to be a solution of many issues raised by this research such shortage of teaching and learning materials, inadequate facilities and poor library services.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents discussion of the findings. The research questions in correspondence with respondents answers have led to the discussion to be organized in the following categories of broad themes; quality of the teaching staff as a factor affecting quality of teaching and learning process. Assessment procedures as a factor affecting teaching and learning process and the status of teaching and learning resources as a factor affecting quality of teaching and learning process at the IAE and strategies to improve quality practices at IAE.

5.2 Quality of Teaching Staff

5.2.1 Low Morale of Teaching Staff

Research findings revealed that some of teaching staff are living in a very hard condition due to IAE management to stop paying them some allowances like evening class teaching and house allowances. The IAE management stopped paying evening programme facilitators which was established as a teaching staff initiative as it was agreed in one of teaching staff meetings five years ago. The IAE decided to stop these payments something which discouraged teaching staff and lower their working morale. The IAE is one of the institutions which pay very low amount in invigilation, supervision of independent study, and even marking of examinations. The IAE Management claimed not to pay good allowances due to unavailability of funds.

The study further disclosed that teaching staff started to conduct private tuition outside the Institute where they teach IAE students during weekends with payments in order to supplement their earnings. The life hardship had lead teaching staff to engage in loans with very high interest rates as a result they remain with a very small amount of money from their salaries which cannot be sufficient to accommodate the basic needs of their families. Also some teachers have to engage in small business in order to earn their living as depending on salary only does not suffice their lives. Normally teachers work comfortable when they are sure of their basic needs and their families short of that they lose working morale.

Low rate of incentives always lower job satisfaction hence result to other employees seeking new employment elsewhere. Therefore, the incentives are meaningful only if the rates are reasonable to reflect the economic situation of the country. Short of that it ends up with discouragement of teaching staff and hence low delivery. In view of the above it may be concluded that attractive allowances will raise the teaching staff morale and improve of quality education provided. The poor teaching quality affect the organization image badly and not meet the organization expectations. Similar findings have been revealed by Sumra, (2004) who support the issue of teachers' material welfare when he asserts that although efforts are underway towards improving teachers' professional knowledge and skills, for less attention is focused on their material welfare. The above findings extend the findings established by Chakanyuka. (2009) who concluded that, in order to improve quality of ODL programmes at Zimbabwe Open University, the management must consider staff

inductions, staff development, caring workers, adequate funding and result based incentives.

5.2.2 Lack of Regular Meetings for Teaching Staff

The research also discovered that there are no regular meetings for teaching staff at IAE. The research proved that there should be some meetings for teaching staff at least twice per semester to discuss issues/challenges which arise during the process of teaching and learning and discuss together on what action should be taken. The research discovered that there are no regular meetings for teaching staff in such a way that some of issues teachers have nowhere to report. Issues like poor teaching and learning infrastructures, poor library services, inadequate teaching and learning facilities and low incentives are issues which need management attention but no forum for teachers to discuss all these. Poor communication between teaching staff and management may lead to poor implementation of the programme hence distort the quality of what is provided to learners.

5.2.3 Generally, the research revealed the following;

- a) The research revealed that the IAE adhered to all requirements in recruiting its teaching staff. There are standards set by NACTE and IAE staff regulations on qualifications of teaching staff. The quality of teaching staff ensures quality of teaching and learning process.
- b) The study revealed that there is low morale of teaching staff due to low or non payments of some of allowances like evening class, invigilation and marking of examinations. The IAE should revise the rates of allowances to academic staff so

as to raise the morale of teachers. This will make the teaching profession at IAE a pride for academic staff and a credit to the management for making IAE favourable work place and hence maintain the quality of teaching and learning process.

- c) There are no regular meetings for academic staff where teachers can discuss challenges facing them during teaching and learning process. Regular meetings would allow teachers to come together with IAE management to discuss and propose solutions of the challenges facing them and therefore increase work morale which results to quality implementation of the programmes.

5.3 Assessment Procedures

5.3.1 Improper Continuous Assessment Procedures

The research revealed that in continuous assessment some of the teachers assign learners only one question. This kind of assessment has no reliability in such that if a learner do not cover that area it is obvious that a learner may end up failing. An assessment should bear validity and reliability. The research revealed that some teachers release course work after the end of semester examinations. According to NACTE a learner has to know his/her course work scores before sitting for the end of semester examination. Course work enables a learner to qualify for end of semester examinations or not. A learner has to score at least half of course work to qualify for end of semester examinations. NACTE directs that, the first test is to be assigned between fourth and fifth weeks of the semester and mid semester at the mid of the semester which is between seventh and eight weeks. This allows a wide coverage instead of concentrating on one area which may lead to a learner failing completely if

she/he did not cover that area. Normally a course work gave a student direction about the performance of the end of semester examinations.

5.3.2 Poor Organization of Examinations

The research also revealed that the organization of examinations at IAE is poor. The research discovered that there is very clear calendar which shows all academic activities to be performed throughout the year including examinations. The findings disclosed that examinations undergo different stages including setting, invigilation, marking and release of examination results. These stages have the following challenges as it was revealed by this research;

5.3.3.1 Inadequate Facilities in Planning and Setting of Examinations

The research further revealed that there is a problem of adequate facilities in planning and setting examinations. Examinations have to be set by course tutors prior to commencement of examinations. A thorough supervision is needed in this stage where examinations questions have to be typed and produced according to the number of examinees. Course tutor has to type examinations questions and send to the examinations office through e-mail to minimize number of people involved in this exercise. The research revealed that, there are no adequate facilities for doing this activity like computers and internet connectivity.

Therefore, some teachers use secretaries to type questions and print them to submit in the examination office. This is dangerous to examination safety as it is very sensitive activity which need a very few people who are committed and faithful to be

involved. It could be better if there are adequate facilities so that every course tutor could process his/her examinations from start to the end. Examinations are among issues need to handled with much care in any academic institution as any fault happening to this area resulted to a very serious problem to the institution credibility.

5.3.3.2 Low Payments of Invigilation, Marking and Examination Leakage

The research revealed that low payments paid to teachers during invigilation make teachers' loose working morale. This make teachers come late during examinations invigilation and some of them never appear at all. When teachers come late in examinations hall/room they find learners have already arrange themselves. Normally teachers are supposed to inspect learners before entering in examination room to make sure they do not enter with unauthorized materials and arrange learners in a way to maintain examinations safety. Short of that it is obvious that examinations will not be safe due to the fact that some unfaithful students may enter with unauthorized materials. Also allowing students to arrange themselves they will form what they call a "syndicate" through which they can pass examinations answers to their fellows. The research disclosed that teachers are paid ten thousand shillings per examination session of three hours which is very little amount of money. Teachers are to be paid rates which correspond to the reality of economic situation. These rates do not correspond to the reality of today economic situation at all.

Examination timetable is also reported to be a problem in the administration of examinations. Examinations are scheduled in very few days such that there is overcrowdings in examination halls and rooms during examinations. This is done

purposely by management in order to minimize number of days and payments to invigilators. Overcrowding threatens examinations safety.

Examination leakage and cheating are issues disclosed by this research. During examinations some teachers are not committed to this exercise and one find them busy with their mobile phones. According to Tawari, (2002) availability of qualified, committed and competent human resource is necessary and this condition is among of good indicators of quality education provided. Normally students employ various methods to cheat in examinations, starting from writing on their palms, clothes and even entering with some unwanted materials. The role of invigilator is to prevent all these by making thorough checking of students, identify cards, arranging students, moving around the hall to ensure that no student is cheating and attending to students' needs as well as recording attendance.

Shortages of examinations scripts and answer booklets, typing errors in examinations papers are some of factors affecting quality of examinations revealed by this research.

The research further disclosed that the marking exercise is affected by other IAE activities set during this time. This affect the whole process of examinations results something which may affect the Institute's reputation. The research also noted that the number of days allocated for marking exercise is very few and not realistic compared to the number of scripts. This is further implicated by the low payments to teachers which resulted to low morale to teachers and poor deliverance. When there

are multiple tasks to accomplish and teachers are given deadlines to complete marking exercise, this exert a lot of pressure on markers who may end up making mistakes thereby impinging on quality of examination results released.

5.3.3.3 Understaffing and Shortage of Facilities in Examination Unit

The research revealed that, there is inadequate human resource as well as inadequate facilities in examination office something which make examination officers work under a very big pressure resulted to making costly mistakes such as mixing examination codes and titles. When this happens it frustrates both invigilators and examinees raising the question on the quality of the programmes offered.

- a) In the continuous assessment most of the respondents admitted that it was fairly done except for few cases of some teachers who provide only one question in the test and some of them delay or never release their course work to learners. This may negatively affect learners as a coursework is a direction for learners on the specific subject.
- b) There are inadequate facilities which make the safety of examinations at the IAE to become a challenge. Examinations pass in different persons including course teacher, secretary for typing, moderators; production and examination officers. The issue of safety and confidentiality in examinations is not guaranteed hence the quality is compromised when examination pass through many hands as some of them might not be faithful. It could be better for the IAE management to make sure that there are enough facilities so that a teacher can process examination from first the point to the last so that, for any query

the concerned teacher would be answerable. This could minimize chances of examination leakage and maintain quality.

- c) The study indicated that payments of allowances to academic staff were too small and some of allowances were not paid regularly. Invigilation and marking allowances were too small. This cause teachers to lose morale and some of them come late in invigilation session and some of them never come at all as a result the whole process of quality assurance is negatively affected. Therefore, deliberate efforts need to be taken to review the rates in order to raise the teaching morale of academic staff.
- d) The research revealed that there is clear annual calendar which shows activities to be performed for the whole year including examinations. The IAE management should ensure that there is good and clear coordination of activities in order to avoid unnecessary collision of activities especially during examinations which affect the quality of examinations and programmes offered.
- e) The examination timetable is also a problem noted by the researcher whereby the IAE management set a very short time for examinations which cause overcrowdings of learners in examination halls. The proper sitting arrangement minimizes issues of cheating in examinations. The IAE management should set enough number of days for examinations to ensure learners sitting in space to minimize cheating.
- f) Shortage of manpower in examination office was also raised by examination officers during interview. The shortage of manpower makes the examination activities to be done in high pressure to meet deadlines. The issue of

examination needs a thorough and correct data entry of examination scores in order to avoid technical errors which may victimize learners. The IAE management should ensure a good number of examinations officers so as to ensure quality of its products.

- g) Poor connectivity and unstable software for recording examination results are also issues noted by this research. The IAE since the academic year 2014/2015 opted to use Students Academic Register Information System (SARIS) to record examination results. The software is not efficient in such a way that examination results keep on changing which resulted to frustrating learners. The system make the examination activities to be performed for a long time than usual and become tedious as it forced examination officers to verify work manually after the system becomes a chaos. Release of examination results is a very sensitive issue as every learner is anxious to receive after examination therefore, any inconvenience may result to a very negative perception on the quality of the programme offered. The decision of IAE to invest in the use of system is a very good idea in ensuring quality of its programmes but it needs strong, stable and effective software.
- h) Typing errors in examination papers is an issue which was raised by students during focus group discussion. This happen due to shortage of manpower which make examination officers work under pressure or work for long hours hence lose concentration. The IAE should make sure that examination office is well staffed to work effectively to ensure quality of its programmes.
- i) The research revealed that all procedures for examination notification to both learners and teachers are well followed by releasing examination time table

two weeks before the examinations as per NACTE and IAE examination regulations.

5.4 The Status of Teaching and Learning Resource

5.4.3 Shortage of Teaching and Learning Materials

Research disclosed that shortage of teaching and learning materials is among the factors affecting quality of teaching and learning process at IAE. All teaching staff interviewed admitted that there is a shortage of teaching and learning materials such as stationeries and reference books in such a way that some of them use part of their salary to buy some reference books. Reliable availability of teaching and learning materials is crucial in higher learning institutions. Shortage of teaching and learning materials made teachers to work under constraining environment leading to ineffective delivery of knowledge to students and finally to produce incompetent graduates. Experience shows that in any learning institution worldwide shortage of teaching and learning materials such as stationeries and relevant books always result to poor teaching hence affecting the quality of education provided. OECD, (2009) shows that more resource shortages are perceived to hinder quality instruction. Furthermore NACTE (2004) insists that availability of sufficient and appropriate physical resources enable students to attain the required programme outcomes.

5.4.4 Shortage of Teaching And Learning Facilities

The findings revealed that there is shortage of teaching and learning facilities. It disclosed that the IAE is in short of teaching facilities like computers, overhead projectors, unstable internet connectivity, photocopiers and printers. The Teaching

and learning facilities constitute a very essential segment in assuring quality of any programme in higher learning institution. Inadequate teaching and learning facilities frustrate both teaching staff as well as students. The researcher assumed that if teaching and learning facilities are available it is obvious that the programme offered will be of good quality. OECD, (2008) insists that, technological based teaching (e.g. e-learning platform), internets, and discussion forums are pedagogical tools that can improve student to teacher interaction and assess students' progress. The use of ICT is also underlined by OECD, (2001) as a necessity in teaching and learning process.

5.4.5 Unconducive Teaching and Learning Infrastructure

The research revealed that the unconducive teaching and learning infrastructure is among the factors affecting quality of teaching and learning process. The infrastructure includes among others lecture halls, seminar rooms, library and staff rooms. During lecture hours lecture halls and seminar rooms are full. For the diploma students they are about 280 for morning session and more than 270 for evening session. Lecture halls have no air condition to make it conducive for such a big class. The available ceiling fans cannot supply enough air during hot seasons as poor ventilation affects badly students' performance. NIOSH, (1986) put it that students in classroom without good ventilation can't function normally and can't learn at their full capacity. Wyon, (1991) showed that students performance at mental tasks is affected by changes in temperature. Fang et al, (1998) found that office workers are most comfortable in the low temperature and humidity comfort zones. The research by Schneider, (2002) concluded that school facilities affect learning. Acceptable

range of heat, light and air quality obviously bear on students and teachers' ability to perform.

Again all lecture halls are not fixed with loud speaker facilities. This makes learning not effective because some students in the back of classroom do not hear from teachers properly. In lecture halls with big crowds there should be loud speaker facilities which enable students to clearly hear from teachers.

The research further probed on the status of IAE library and found that it had inadequate reference materials like books and internet connectivity. There are no enough reference materials like books and internet connectivity. There are no enough references for each module taught at IAE. Some which are available are outdated. Some of the courses taught at the IAE have no even a single copy of reference book. A library is an essential segment to ensure the programmes offered are of good quality. Also the research revealed that environment outside the classrooms is not conducive in such a way that students have no good environment for them to discuss or do their assignments apart from library which is also very small can hardly accommodate 30 people at a time.

Unreliable power supply is another issue raised during this study. There is a problem of power cut off by Tanzania National Electric Supply Company (TANESCO) due to power rationing which affects badly teaching and learning process. Some offices and classrooms cannot operate without power. Most of evening sessions are not be conducted without electricity. Application of Information and Communication

Technology cannot be applicable without power supply. The IAE management through its academic meeting keeps on telling students and teaching staff that the issue of standby generator is on management to discuss but up to now no official report has been given on the accomplishment of this initiative.

In conclusion, the of findings on the status of teaching and learning resources revealed four major aspects which affect quality of teaching and learning process at the IAE.

- a) First, is shortage of teaching and learning materials and facilities which negatively affects both students and teaching staff. Material resources are the physical and spatial enablers of teaching and learning which will increase the production of results (World Bank Report 2012) they include building structure, equipments, computers and overhead projectors, water supply, electricity, text books, furniture and recreational facilities among others. They constitute vital inputs which are capable of achieving good results when combined with other resources of adequate quality and quantity. However, poor supply and poor maintenance will not encourage conducive environment for knowledge and skills acquisition which will result to poor quality of products in this case incompetent graduates.
- b) The second aspect is unconducive teaching and learning infrastructure. The provision of quality education requires conducive teaching and learning environment. The research revealed that physical infrastructure was not conducive at IAE therefore needed improvements in lecture halls, seminar rooms have to be installed with loudspeaker facilities to allow audibility and air

conditions for good ventilation. Teaching staff offices to be furnished and also improvement of outside environment. However, there have been no deliberate efforts from the IAE management to find or erect new buildings that can serve as lecture halls and seminar rooms.

- c) The third aspect is inadequate ICT facilities in teachers' offices and library where there is inadequate reference books and small space to accommodate number of student enrolled. The IAE could automate its library in sense that to shift from print materials to e-materials which could facilitate a good number of both teaching staff and students. The IAE had not yet utilized the benefits of national fibre optic cable for more than two years now. The effective and efficient library is among the factors which assures the quality of programme offered in any institution.
- d) The fourth aspect is unreliable power supply which cause constant power cut off from TANESCO. This disturbs the whole process of teaching and learning to both teaching staff and students.

The IAE could set aside some of its earnings to buy and renovate some of teaching materials. The IAE also could forecast its programmes to be established to prepare available reference books to each course offered. The IAE is running short of funds because it is no longer getting development funds from the government therefore it could be better to make sure that there is proper management of funds from students' fees and have a good strategic plan and priorities which will be adhered to. For the IAE management to curb the problem of shortage of chairs and tables. The analysis reveals that the problem of inadequate chairs and tables is no more after the

management of the IAE fixed six lecture halls with permanent tables and chairs in 2014/2015 financial year which eliminated the challenge of students moving with chairs from one place to another.

The IAE management has to invest on ICT to use internet, wifi, moodle, CD ROM, power point, whatsapp, computers and tablets which will minimize all these problems of teaching resources. The automation of its library could enable the utilization of e-materials which could reduce the issue of shortage of references in the library. The internet connectivity could also solve the problem of references and other related materials to teaching staff. Contemporary studies suggest that ICT are essential for academic staff to be used in teaching and learning process. The IAE students could be made aware about the possibility of utilizing the available libraries like National Library, University of Dar es Salaam and Mwalimu Nyerere Memorial Academy libraries for the time being to minimize the issue of inadequate library services as it was suggested by one of senior staff during the interview. It was assumed that the improvement of equipments like buying high capacity standby generators, improvement of teaching staff offices by buying computers and internet connectivity would improve the quality of programmes offered by the IAE.

5.5 Proposals on What IAE Should Do to Maintain the Quality of Its Programmes

This is the last task aimed to seek views of the participants on what should be done by the IAE to maintain the quality of teaching and learning process for its programmes. From the findings of this research the following were proposed;

5.5.3 Quality of Teaching Staff

The research proposed that the IAE management has a lot to do in order to raise teachers' morale. The rates of some allowances have to be reviewed to match with the current rates of allowances so that to relate with the economic situation. This will help to raise teachers' morale and increase efficiency in work hence the quality products.

Through this study it was proposed to revise the invigilation allowances to match with the current economic standards. Rates for other allowances such as marking, and research supervision need to be reviewed as well. The improvement of teaching allowances would raise teacher's morale and hence maintain the quality of the IAE programmes.

The regular academic meetings were also among the proposed issues posed by the teaching staff in this study. They proposed to IAE management that there should be regular academic meetings to discuss different challenges that arise during teaching and learning process so as to maintain the quality of its programmes. Through the discussion with management the solutions on challenges will be laid down.

5.5.4 Assessment Procedures

The study revealed that there are some challenges which arise on assessment procedures and proposed the following to maintain the quality of the programme offered by IAE.

For ensuring examination safety the IAE should ensure that the office is well equipped with necessary facilities like printers, computers, photocopiers and strong and effective software for recording students' examination results. The high capacity standby generator is proposed to be a solution to power fluctuations. If all these are done the quality of examinations are expected to be maintained.

They also proposed examination office to be adequately staffed in order to ensure that all examination activities are timely done for the assurance of quality of examinations and the programmes offered.

5.5.5 The status of Teaching and Learning Resources

The IAE is supposed to improve the status of teaching and learning resources. The following are the areas which proposed the following;

The IAE management should set aside part of its earnings for improving the status of its resources in order to improve the teaching and learning environment. On the library, it was suggested by this study that the IAE should automate its library to enable the use e-materials which will minimize the challenge of shortage of reference materials.

The use ICT will solve many challenges facing teaching and learning process at IAE. It was suggested that the use technology such as moodle, internet, power point projectors, computers, wifi and whatsApp to be a solution of many issues raised by this research such shortage of teaching and learning materials, inadequate facilities and poor library services.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the last part of the research report; it covers summary, conclusion and recommendations for actions and for further studies.

6.2 Summary

This study intended to assess factors affecting quality of teaching and learning process at IAE. The study comprised of the specific objectives which were to;

- i) Assess the quality of teaching staff at the Institute of Adult Education,
- ii) Assess the assessment procedure at the Institute,
- iii) Examine the status of teaching and learning resources at the Institute of Adult Education, and
- iv) Propose how the IAE should improve in its teaching and learning process in diploma programme.

Samples were selected from Institute of Adult Education headquarters. The selected participants were expected to provide the needed information. The sample studied included IAE senior officials, examination officers and librarian who were obtained through purposive sampling methods and academic staff, students and human resource who obtained through simple random sampling method. The study had a sample size of 48 participants.

The researcher adopted qualitative design because she intended to get the insights of the respondents and experience on factors affecting the quality of teaching and learning process at the IAE. The researcher triangulated the research tools and the in-depth interviews were used alongside with focused group discussion, observation and documentary review in order to increase the validity of the findings.

6.3 Summary of the Findings

The summary of the findings is organized in themes regard to the following research questions;

6.3.1 Quality of Teaching Staff

Findings under this theme revealed that; there are two categories of teaching staff namely part time and full time tutors. The findings revealed that factors affecting teaching and learning process at IAE are associated with poor living conditions of teachers such as failure to manage their family basic needs and paying school fees for their children. Such hard condition has been associated with low earning and income generating activities. Low rates of incentives paid by the IAE are also associated with hard living conditions of teachers at the IAE.

The research also discovered that there are no regular meetings where teachers can discuss with management on the challenges facing them during teaching and learning process. Issues like poor teaching and learning infrastructures, poor library services and inadequate teaching facilities are believed to cause low morale and hence poor quality of teaching and learning process at the IAE.

6.3.2 Improper Assessment Procedures

Under this theme the research revealed the following; the continuous assessment is fairly done but there are some few cases of some teachers who provide only one question in the test and some delay to releasing course work or never release at all. Issues like inadequate facilities in examination office, low payments in invigilation and marking, shortage of manpower in examination office, poor quality of examinations and poor connectivity and ineffective software in examinations office are among factors affecting the quality of teaching and learning process at the IAE.

6.3.3 The Status of Teaching and Learning Resources

Under this theme the following were revealed; the shortage of teaching and learning materials, uncondutive teaching and learning infrastructure such as lecture halls and seminar rooms with no loudspeaker facilities, inadequate ICT facilities, and inadequate references in library and inadequate ICT facilities in teachers offices, unreliable power supply are among factors affecting quality of teaching and learning process at the IAE.

6.3.4 Strategy to Improve Quality Practice at the IAE

The proposed issues as per themes are as follows.

- i) Establish faculties instead of departments,
- ii) Application of ICT in teaching (use of moodle, internet, power point presentation, whasApp groups)
- iii) Staff faculty boards to check deviations and improve quality.

- iv) The IAE management should review its rates of allowances to make sure that they match with current economic situation.
- v) The status of teaching and learning resources should be improved to ensure effective teaching and learning.
- vi) Examination office should be strengthened by equipping it with necessary facilities to ensure safety and quality examinations.

6.3.5 Implication of the Findings

The study findings have shown that the institute of adult education which has the status of the university is growing faster and the need for education has caused more enrolments of the students over 2000 single intake 2014/2015. This stresses the university to ensure that its education programmes are of quality and the activities are ensured in terms of its quality, to manage this the university cannot rely any more on the traditional system of teaching; it has to apply ICT thus learning management system (moodle, whatsapp, internet & wifi, power point) is inevitable at IAE.

The public and the government agency are of interest in the quality product if it is noted by the authority and the public that the institute cannot control its very key activity like examination, the confidence that the public has will drop this will adversely affect the enrolments of the university, thus seriously lowering the university revenues expected from the students' tuition fees and other dues.

6.4 Conclusion

With regard to the findings of the study and intensive discussion, the following conclusions can be drawn;

- i) The quality of teachers affects the teaching and learning process at IAE. Status of teachers' low morale caused by poor incentives and irregular meetings for teaching staff to discuss issues related to teaching and learning process as a factor affecting quality of teaching and learning process.
- ii) ii) Issues like inadequate facilities in examinations office, low payments to teaching staff, shortage of manpower in examination office, poor quality of examinations and poor connectivity and ineffective software in examinations office, and improper continuous assessment are among the factors affecting the quality of teaching and learning process. Examination is very sensitive issue which need extra care and adequate facilities to perform better. Furthermore, the examination office is suppose to be well equipped, staffed and with effective connectivity so as to handle examination activities efficiently.
- iii) Shortage of teaching and learning materials and facilities are among the factors that affect the teaching and learning process. These include unconducive teaching and learning infrastructure, unreliable power supply, poor ICT facilities and connectivity.

In view of all these, the IAE should design sustainable strategies that will ensure the quality in teaching and learning of its programmes in order to make the Institute the place of great credibility, integrity and development. The IAE should redesign its

teaching to follow ICT, this needs to change both attitude of both staff and students to be positive on ICT in teaching and learning.

6.5 Recommendations

In light of the study findings the following recommendations are suggested.

6.5.1 Recommendation for the Institute of Adult Education

- i) The examination office should be well equipped with all necessary facilities for all examination activities including printers, photocopiers and effective software.
- ii) The IAE should ensure adequate manpower in examination office at least ten with sufficient knowledge and skills in ICT.
- iii) The incentives for teaching staff like invigilation allowances, marking and supervision of learners research should be revised to make them match with the current economic situation.
- iv) The ICT should be given high priority in teaching and learning process to simplify teaching and learning to both teachers and learners as they can share knowledge and skills and give each other feedback. The application of moodle, wifi, whasApp, internet and facilities like computers, power point projectors, tablets and laptops are of very important to simplify teaching and learning at IAE.
- v) The IAE should seriously embark on the use of ICT in teaching and learning process including automation of its library so as to be able to use e-materials.

- vi) The IAE should set substantial budget for ICT undertakings and ensure reliable internet as well as provision of ICT facilities in order to promote the use of ICT in education activities.
- vii) The IAE should deliberately conduct regular meetings to teaching staff to discuss challenges facing teaching and learning process of its programmes.
- viii) The IAE should upgrade department to faculties to improve reputation and increase teaching and learning functions.

6.5.2 Recommendations to the Government

The government should improved funding of education sector.

6.5.3 Recommendation to IAE Students

Student's leadership has to design a forum with IAE management to discuss challenges facing them in their learning.

Reasons why ICT application not penetrated into IAE needs to be investigated so as to get recommendations which will enable the management be informed on the role of ICT in course delivery.

6.5.4 Recommendations for Further Studies

A tracer study needs to be conducted to find how the graduates from IAE are effective in their workplace. Such kind of the study would bring feedback to the IAE so that the identified challenges can be rectified.

A study should be conducted on the marketability of IAE programme something which could inform the IAE on designing courses according to the demand of the market.

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APPENDICES**APPENDIX 1: Interview Schedule for IAE Senior Officers**

Male () Female ()

1. How quality of staff of IAE is assured?
2. What are the mechanisms in place to ensure quality of learner's assessment?
3. How quality is assured in the process of examination?(ie setting and moderation of examinations, invigilation and marking of examinations)
4. What is the state of teaching and learning resources in relation to the increasing enrolment of students? (Library, lecture halls, seminar and study rooms, tables, chairs and outside classroom environment)
5. What are the teacher 'qualifications'? Are they adequate in numbers considering the number of learners?
6. What are your suggestions on maintaining the quality of teaching and learning process at the IAE?

Thank you for your cooperation!

APPENDIX 2: Interview Schedule for Academic Staff

Male ()

Female ()

1. Which module are you teaching?
2. What is the number of learners in your class?
3. What is state of teaching resources at the IAE? Are they adequate and timely supplied (photocopy, computers, printers, and papers)
4. Are the library services adequate for teaching staff? (in terms of availability and relevancy for your module, internet connectivity etc)
5. Is the teaching process at the IAE meet NACTE standards? How?
6. How quality is assured in teaching and learning process at the IAE?
7. Is the process of assessment ensuring the quality of learning outcomes?(in terms of setting and moderation, invigilation and marking of examinations
8. What is your suggestion in improving quality in teaching and learning process at the IAE?

Thank you for your cooperation!

APPENDIX 3: Interview Schedule for Examination Officer

Male ()

Female ()

1. How quality of examinations is maintained at the institute?
2. Are there mechanisms in place to maintain quality of examinations at the institute
3. Are the resources adequate to maintain the quality of examinations at the institute?
4. Is the process of examination assured quality of teaching and learning process?(ie setting, moderating, production, invigilating, marking and release of examinations results)
5. In your opinion what the institute should do to ensure the quality of examinations

Thank you for your cooperation!

APPENDIX 4: Interview Schedule for Librarian

Male ()

Female ()

1. How many staff available in this library? Is the number sufficient to serve the clients?
2. At what time library opened and closed?(in week days, weekends and holidays)
3. What is the capacity of this library?
4. Are all learning materials needed by learners and other library users available at the library?
5. What type of library materials available?
6. What challenges do you experience in attending your clients?
7. What are your suggestions to IAE to make library more helpful to library users

Thank you for your cooperation!

APPENDIX 5: Interview Schedule for Quality Assurer

Male ()

Female ()

1. How the process of assessment of learners at the institute is conducted to ensure quality of outcomes?
2. Are the teaching resources at the institute allow smooth implementation of the programme and ensure quality programmes.
3. How the teaching staff ensure quality implementation of the programmes offered at IAE?
4. What are your suggestions to ensure quality of the programmes offered at the IAE?

Thank you for your cooperation!

APPENDIX 6: Focus Group Discussion Schedule for Learners

1. What is your perception on the quality of programmes offered at the institute?
2. How the quality of teaching and learning process is ensured at the IAE?
3. What is the state of teaching and learning resources at the institute?
4. How is the assessment process at the institute ensuring quality of outcome?
5. What are your suggestions to quality of the programmes offered?

APPENDIX 7: Observation Checklist

1. Library (space, reference materials available, number of computers available, connectivity and library environment)
2. Lecture halls, seminar rooms, open space for studying outside classrooms, computer labs and other services like stationary, internet café and cafeteria
3. Invigilation process
4. Facilities for students ie photocopy, printers, chairs and tables and power point projectors
5. Facilities in classrooms like loud speakers, air conditions or ceiling fans and lighting

APPENDIX 8: Review List

1. IAE examination regulations 2010
2. IAE staff regulations
3. Prospectus
4. IAE Act No12 of 1975
5. NACTE documents
6. IAE examination regulations 2015