

**THE ROLE OF QUALITY ASSURANCE IN THE IMPLEMENTATION OF  
PROFESSIONAL BOARDS' CURRICULUM IN TANZANIA: A CASE OF  
PROCUREMENT AND SUPPLIES PROFESSIONALS AND TECHNICIANS  
BOARD**

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**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***“The Role of Quality Assurance in the Implementation of Professional Boards’ Curriculum in Tanzania: A Case of Procurement and Supplies Professionals and Technicians Board”***, in partial fulfillment of the requirements for the Degree of the Master of Education in Curriculum Design and Development (MEDCDD) of the Open University of Tanzania.

.....

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Date



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I, **Jeremiah Haule**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Curriculum Design and Development (MEDCDD).

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Signature

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Date



## **DEDICATION**

This work is dedicated to the Board of Directors, Executive Director and the Management who made the aspiration true for fund commitment.



## **ACKNOWLEDGEMENT**

Conducting this research study was not an easy task that could be completed without the contribution of other people who are acknowledged here under.

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## **ABSTRACT**

The study aimed at assessing the role of quality assurance in the implementation of professional Boards' curriculum in Tanzania. The study focused on three objectives: (i) Assessing effectiveness of professional training, (ii) Assessment of examination procedures and (iii) Measuring intervention strategies for quality assurance improvement in the Board's training and examination process. The review of related literature was done based on theoretical underpinnings and empirical studies. The study adopted descriptive study design employing mixed approach involving a total of 80 respondents. Data were collected through questionnaires, interview guide and documentary review. Then the study findings were analyzed qualitatively using content analysis and quantitatively through descriptive analysis based on frequencies. The study findings revealed that the professional training programs in the Board's review training centers were not effective due to ineffective teaching and learning strategies, incompetence and lack of teaching experience among trainers, poor teaching and learning facilities and substandard quality control mechanisms. It was further revealed that examination assessment procedures were substandard due to lack examination quality assurance guideline, improper continuous assessment and ineffective examination setting. The study recommends improving and establishment of library services, improving trainers' competence, practical professional training and examinations and establishment of quality assurance unit. The study concludes that the role of quality assurance should be a paramount priority in professional curriculum implementation process. The study ends up by making recommendations to Board's Management and Ministries.

**Keywords:** Curriculum Implementation, Professional Training, and Quality Education



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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AQRB	Architects and quantity Surveyors' registration Board
CAG	Controller and Auditor General
CIPP	Context, Input, Process and Product.
CPSP	Certified Procurement and Supply Professional
CRB	Contractors Registration Board
ERB	Engineers Registration Board
ICT	Information and Communication Technology
IFPSM	International Federation of purchasing and supply management
IMF	International Monetary Fund
IUCEA	Inter University Council for East Africa
IUCEA	Inter- university council of East Africa
MESAT	Ministry of Education Science and Technology.
NBAA	National Board of Accountancy and Auditors
NBMM	National Board of Materials Management
PPAA	Public procurement appeals authority
PPRA	Public Procurement Regulatory Authority
PSPTB	Procurement and Supplies Professionals and Technicians Board.
QA	Quality Assurance
SPSS	Statistical Package for the Social Sciences
TOT	Training of the Trainer
UN	United Nations
UNESCO	United Nations educational, scientific and cultural organization
UPE	Universal Primary Education



## **CHAPTER ONE**

### **INTRODUCTION**

#### **I.1 An Overview**

Quality assurance is a means by which an educational institution can guarantee with confidence and certainty that the standard requirements of its educational provision are maintained and enhanced. It is a conscious and planned process that encompasses tools and mechanisms to ensure quality as contended by the United Nations Educational, Scientific and Cultural Organizations (UNESCO, 2013). Also, article 11 of the world declaration on higher education published by the United Nations, quality assurance is conceptualized as a multidimensional concept which embraces maintenance of quality standard requirements of all its functions and activities for curriculum implementation, including teaching and learning process or academic program, research, staffing, students' enrolment, teaching and learning facilities, equipment and learning environment. This research was conceptualized to study the role of quality assurance in curriculum implementation process. In light of these tenets, the chapter presents: the background to the study, statement of the problem, Professional Board profile, objectives of the study, research questions, and significance of the study, scope of the study and definition of key concepts.

#### **I.2 Background to the Study**

The concept of quality is not a new phenomenon in the context of education. It is a major strategic issue in education systems at the globe over several past decades (Enders & Westerheijden, 2014.) In order to provide quality education, quality assurance is fundamental because it guides systems, procedures, processes and actions



towards monitoring, maintenance, achievement and enhancement of quality provision of education. Quality has always been a major issue of concern in any training institutions globally in the process of imparting knowledge, skills and attitudes to learners in developing human capital.

Quality affects the training institutions in a number of ways including: competing for students in a labour market, value addition of graduates in the employment systems and compliance to education standards. This has made Quality assurance more complex in training institutions and Professional Board because of heterogeneous stakeholders with different interest with regard to quality based on the aforementioned quality issues. Educational stakeholders include: the government, the employers, students, professionals, procuring and supply entities, politicians, parents and the society at large.

In the context of training and assessment, quality assurance refers to a system through which an institution demonstrates conditions that are in place for learners to achieve the prescribed standards in educational programs. This enable to ensure appropriate teaching and learning process in course of curriculum implementation process (Pavel, 2012). This was supported by Ram and Lelor, (2008) who urged that quality assurance is the degree of control over what is permitted to ensure that the institution complies with basic requirements for quality in the entire chain of curriculum implementation.

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, and attitudes, required to be applied by the learners in daily life. This is the traditional, teacher centered approach which considers a learner as a recipient and



empty-minded. In modern practice, learning is an active interactive process focusing on self-directed learning. Transfer of learning is a process involving an interrelated series of tasks performed by supervisors, trainers, learners and co-workers before, during and after a learning as the means of intervention in order to maximize the transfer of knowledge, values and skills to improve job performance.

Competence-based learning is an approach to teaching and learning; more often used in learning concrete skills than abstract learning. Under competence learning, the school focuses on preparing learners to be capable of applying a set of related knowledge, skills and abilities required to successfully perform critical functions or tasks in a defined work setting. In this instance, teaching and learning practices emphasize on creation of powerful or rich learning environment that enables students to engage in a meaningful learning process. The most distinctive pedagogical features of this approach include creation of meaningful contexts in which learners learn by practice the competences to be acquired, constructive learning that learners are engaged in the process of constructing their own knowledge as they interact with their own environment (Hang, 2020).

Curriculum design is a process of thinking through on how one wants to organize what is intended to be learnt by learners. Curriculum design is a term used to describe the purposeful, deliberate and systematic organization of curriculum within the course of study. The design involves the way trainers plan instruction for classroom delivery in teaching and learning strategies. Normally, instructors design each curriculum with specific educational purpose in mind, aiming ultimately to improve learners' learning. It refers to the structure, patterns or organizations of the curriculum. Curriculum



design elements are: objectives, content, learning experiences, teaching strategies, and evaluation. Accordingly, the best approach to curriculum design is to combine the various approaches in conformity with students' need, trainers' experience, organizational structure and resources (Schweitzer, 2019).

Learners' assessment is also an important aspect in the curriculum implementation because its outcomes have an effect on students' academic progress and their future careers. Therefore, it is important for assessment to be carried out professionally at all times and that it takes into account the extensive knowledge that exists on testing and examination processes (IUCEA, 2008).

Learners' 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). The assessment evaluates the quality of the specific educational activities specified in the implemented curriculum. It generally follows accreditation in using a combination of performance indicator, self-study and peer review. Assessment of learners 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 the learners learning and the professional development of the instructor. Assessing teaching and learning can help instructors to improve and refine their training practices and help to improve students' learning and performance. This part explains how institutions deal with



monitoring and evaluation of learners and learning outcomes. How assessment is linked to the teaching and learning process. Training institutions have clear pre-defined examination or other assessment methods and techniques in place which includes: regulations and learners' attendance in the training and learning process, assessment plan, absence, illness, examination irregularities or other circumstances.

As a general rule in the management of training and examinations, training institutions are supposed to make sure that entry criteria for enrolment, training program, the assessment methods and criteria are clearly made available for public through their website, public notice or any other means which can make them easily accessible. This ensures that training and assessment are conducted securely in prescribed standard stated in the institutions training and examination policy. To attain the intended quality, trainers should inform learners about these methods and criteria at the beginning of the program and reinforce them during the process of assessment (IUCEA, 2008).

The quality of the academic staff trainers is a key factor to the provision of quality education of the institution. There is no quality education without qualified and competent staff trainers ((Harvey, 2004). Training institution like Professional Board should have ways of satisfying themselves that staff involved in the teaching and learning process are qualified, competent and capable to train and produce intended output. In realizing this, there must be both internal and external mechanism for quality assurance and control in ensuring that training and assessment process yield the intended output and meet the required quality standard. However, most of the



Professional Boards have not established external mechanism of quality assurance in the entire chain curriculum implementation process.

In ensuring quality, training institutions should make sure that the implemented curriculum is in line with available curriculum materials such as trainers' guide book, syllabus, course outline, teaching and learning aids and other essentials for conducive learning environment to meet standard requirement of effective teaching and learning process when examined by educational quality assurance organs (IUCEA, 2008). Digolo (2006) argues that the greatest and most efficient working tool a nation can offer to her younger generations is education. He further urges that a healthy society is nurtured through the provision of quality education that is accessible and relevant.

Due to the importance given to education worldwide, the United Nations (UN) declared education as a basic human right in 1948 as essential component in the society. Specifically, the Tanzanian government is committed to all international conventions on the development of education at all levels. It is a signatory to the 1990 Jomtien Education for All accord and its subsequent Dakar Declaration in 2000. It is committed to the 2000 UN Millennium Development Goals. Several policies and structural reforms have been initiated by the Government from time to time for improving access and the quality of education at all levels. Amongst these include: Education for Self-Reliance (1967); Musoma Resolution (1974); Education and Training Policy (1995); National Science and Technology Policy (1996); Education Sector Development Programme (1997); Policy Paper on Government Reforms (1998) and the National Higher Education Policy (1999). Therefore, provision of high-quality education remains one of top most agenda for the African countries as



they strive to achieve development and join the league of developed nations in the world. However, the role of quality assurance still retarding the education systems in developing nations in the chain of curriculum implementation (URT, 2010).

### **1.2.1 Professional Board's Profile**

Professional Board refers to the established institution that regulates the profession and membership in a particular profession responsible for maintaining specialty standards and professional certification in the field of interest through professional training, examinations and demonstration of continued competency (PSPTB, 2007). Professional Boards in Tanzania include but not limited to Procurement and supplies professionals and technicians Board (PSPTB), National Board of accountancy and auditors (NBAA), Engineers Registration Board (ERB), Architects and quantity Surveyors' registration Board (AQRB), the Pharmacy Council Board and Constructors Registration Board (CRB).

The Procurement and Supplies Professionals and Technicians Board (PSPTB) is a regulatory Professional Board established by PSPTB Act, CAP 179 of the laws of Tanzania under Ministry of Finance and Planning which repealed the National Board for Materials Management (NBMM) Act No.9 of 1981. The Board under this Act is mandated to regulate the practice and conduct of Procurement and Supply Professionals and the Profession to ensure that all professionals maintain professional competence and ethics in the manner that clients or employers receive quality professional services in line with current development practice, legislation and required procedures.



Pursuant to Sections 7 (f) of the PSPTB ACT 2007, the Board is empowered to conduct professional training and examinations in Procurement and Supplies management for professional accreditation and certification. In implementing this function, the Board designs and develops its professional curriculum which is competence-based curriculum with different program stages and certification including Technician and Professional syllabi for the award of Basic or Foundation Certificates and the Professional Syllabi for Certified Procurement and Supplies Professional (CPSP). Given the essence of professional Board to nurture college and university graduates in professional practice and professionalism, It was expected that, Boards' graduates would demonstrate distinctive abilities in procurement and supply functions.

### **1.3 Statement of the Problem**

UNESCO (2004) maintains that teaching and learning is a determinant of the quality of learning outcomes and a process to bring curriculum in real working environment. Similarly, stakeholders' eyes and ears on quality of procurement and supply professionals' graduates are directed towards PSPTB which regulates the profession and certifies graduates from colleges and universities after professional training and passing their professional examinations. The concern of stakeholders come at the moment when there is a remarkable increase in academic institutions offering different programs in procurement and supply management as compared to the NBMM era prior to 2007 at PSPTB era. The main concern of stakeholders are based on low quality of Boards' graduates in real working practices as reflected in the PPRA Report, 2018 which denotes persistence of professional incompetence among



procurement and supply professionals who provide professional advice below standard and subsequent failure to comply with public procurement regulations and procedures.

Also, the controller and Auditor General (CAG)'s reports in Tanzania have consecutively from past five years from 2016 been reporting technical issues and noncompliance to procurement procedures in the public procuring entities. Therefore, the above scenario justified the need to conduct this study on the role of quality assurance in the implementation of Professional Boards' Curriculum focusing on the effectiveness of teaching and learning process, assessment procedures and intervention strategies for improving quality assurance and control mechanisms.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The purpose of this study was to find out the role of quality assurance in the implementation of professional curriculum at PSPTB.

### **1.4.2 Specific Objectives of the Study**

The study is guided by the following objectives;

- (i) To examine the effectiveness of teaching and learning process for the provision of quality education at PSPTB;
- (ii) To appraise Boards training assessment procedures
- (iii) Determine strategies of improving quality assurance in professional training and examination process.



### **1.5 Research Questions**

This study was guided by the following research questions:

- (i) How is the teaching and learning process managed at PSPTB?
- (ii) What are the procedures in place for Boards' candidates' assessment?
- (iii) What are strategies of improving quality assurance in professional training and examination process?

### **1.6 Significance of the Study**

The study contributes to the understanding on how quality assurance is maintained in the Professional Board. The findings will give professional boards an opportunity of strengthening quality assurance in the curriculum implementation in the chain of teaching and learning process. The study also will be helpful for PSPTB trainers to improve their pedagogies and services offered to learners. Furthermore, this study will be a catalyst in strengthening the quality assurance mechanisms at PSPTB and other Professional Boards that will lead to quality graduate professionals who can compete in the world employment market and especially in managing their own life more efficiently.

Moreover, since the study came up with strategies on how PSPTB maintained quality of its programs that can eventually result to produce competent and capable graduates who will be able to manage procurement and supplies at national and international arena. This study revealed a need to improve professional training centers through adoption of Information and Communication Technology (internet, Moodle, e-learning) which can increase efficiency and effectiveness of teaching and learning hence improve quality of teaching and learning processes. Lastly, the study provides



recommendations to the Board, policy makers and the Ministry of education on continual improvement and intervention on maintenance of quality assurance in the Professional Board curriculum implementation process.

## **1.7 Definition of the Key Concepts**

### **1.7.1 Quality Assurance**

Quality assurance refers to systems, procedures, processes and actions intended to lead to the achievement, maintenance monitoring and enhancement of quality. It is a management method that is defines all planned and systematic actions needed to provide adequate confidence that a product, service or result will satisfy consumers given requirements for quality standard and fit for use (Ram and Lelor, 2008).

Therefore, quality assurance implies professional training and examination guidelines, policies, systems, mechanism and procedures adopted to ensure that maintenance and enhancement of the quality of educational provision and assessment within an institution is met in accordance with specified standards. It is a process through which the Board assures itself and the stakeholders that it consistently reaches the highest standards possible in all aspects of its activities to achieve Board's vision of excellence in procurement and supply management. Assurance of quality for the purpose of this study refers to the process of establishing stakeholders' confidence that provision of education (input, process and outcomes) would fulfil expectations or measures up to threshold minimum requirements based on the outcome of equality education to produce competent professionals in performing procurement and supply functions in the country and compete in the global market.



### **1.7.2 Quality Education**

Quality education refers to the state of education that meets society requirements. Quality education is characterized with presence of competent teachers, disciplined learners, adequate and quality curriculum materials, processes of imparting knowledge, environment, parental and community influence. Munguu (2005) asserts that quality education can be associated with good school and competent teachers. Generally speaking, community connects good school with good results in final examinations. However, in practice, good school refers to a school having enough inputs like well trained teachers, adequate equipment for delivering education, disciplined learners and conducive learning environment.

### **1.7.3 Curriculum**

A curriculum can be defined as all the learning experiences planned and directed by the school to attain its educational goals (Tayler, 1957: 79). In other words, it refers to all planned learning outcomes for which the school is responsible. According to the Indiana department of education (2010), curriculum is defined as the planned interaction of learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. In this study, curriculum means as all learning experiences offered to learners within and outside the classroom under the guidance of Professional Board to attain educational goals of producing competent professionals in procurement and supply profession.

### **1.7.4 Curriculum Implementation**

Akwesi (2012) defines curriculum implementation as the way a planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work



and lessons plan to be delivered to students. In this study, curriculum implementation is the actual process teaching and learning process to bring professional curriculum into real working practice for quality learning outcomes.

#### **1.7.5 Professional Training**

Beach (1996) defines professional training as the organized procedure by which learners learn knowledge and skill needed in the labour market and for life. In this study Professional training is the planned teaching and learning activities carried out to help candidates to attempt Board's examination.

#### **1.7.6 Examinations**

The Oxford Advanced Learners Dictionary (2000) defines examination as spoken or practical test at school or training institutions that learners need to do in order to get a qualification. In this study examination refers to an organized assessment technique which presents individuals with a series of questions or tasks geared towards determining learners' acquired knowledge, skills, values from professional training and learning process.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents various literature reviews related to the role of quality assurance in curriculum implementation. The chapter is composed of publications consulted in order to understand and assess the research problem based theoretical underpinnings of the study, present empirical reviews and ultimately identify the research gap that justified the need to conduct this study.

#### **2.2 Theoretical Underpinnings of the Study**

In this section the underlying concepts and theories related to quality assurance have been reviewed in which a theory to guide this study is also pinpointed.

##### **2.2.1 Origin of Quality Assurance in Education Context**

Quality assurance can be traced back to its roots from Western World in large-scale manufacturing industries from early 18<sup>th</sup> century. In keeping track of production, quality became increasingly important during the second half of the twentieth century. At the time in memorial, the whole profession developed around the idea of “quality” related to systems, processes and organizations. Hence “quality has emerged as profession” and developed dramatically, extending to other sector profession including education sector.

Quality assurance in the context of education can be traced from western world in the early 1950's through several charter and declarations. The most remarkable



declaration which made turning point of quality assurance in Europe was that of Bologna declaration in 1999 that made agreement on the adoption of co-operation in quality assurance at European level on academic issues such as comparable degree awards and system of credits. Also, the Salamanca convention of 2001 recognized quality assurance as a fundamental building block of quality education in Europe.

Furthermore, education in Prague communiqué of 2001, European Ministers asserted that building the European Higher Education Area is a condition for enhancing the attractiveness and competitiveness of higher education institutions in Europe with regards to quality education as the major factor in determining the competitive and attractive advantage over one training institution to the other.

As such being in Europe, quality assurance in African education was adopted in higher education on the early established universities and colleges such as Fourah Bay College in Sierre Leone in 1827 which was affiliated with Durham University in England from 1876; the University of Cape Town in South Africa established in 1829 affiliated with university of London. Likewise, Makerere University in Uganda and University of Ghana in 1922 extended to the later higher learning institutions in the African region.

In colonial Africa, quality assurance in higher learning institutions were subjected under Governing Board and some were affiliating institutions, which mainly emanated from former colonial masters such as British, French, German and the Portuguese. Some few newly established universities were also affiliated either by internal or external institutions (UNESCO, 2004).



The post-colonial Africa experienced negative remarkable changes in quality assurance caused by a number of factors including; the end of mentoring relationship with European universities, weakening of external examiners affiliation systems over enrollment, recruitment of unqualified teachers and inefficient regulations the higher learning institutions (Hayward, 2006).

Notwithstanding with non-concern to quality assurance, Mater (2007) contends that quality assurance is an important aspect in African educational context due to increasing demand of education in the continent. It was further urged that, high demand of education leads to rapid growth of enrolment, competitiveness, and demand for increased transparency and accountability as stakeholders concern on provision of quality education that suit real life situation.

### **2.2.2 Quality Assurance Principles**

Quality assurance involves the systematic review of educational programs and processes to maintain and improve quality, equity and efficiency. In designing, developing and implementing curriculum, the design of quality assurance mechanisms including: tools, processes and actors varies across nationals and institutional context. However, both have ultimate goal to support the best outcome of the learners. According to European Commission (EC, 2018), quality assurance principles should include internal and external mechanisms on school monitoring and evaluations that complement each other as part of coherent, integrated systems with different approach of enforcement for quality improvement. In light of this, quality assurance not only focuses on improvement but also on innovations that call the approaches concern of being adoptive over time to better meet needs for feedback and decision making



across systems. Addressing this concern, the European Commission on quality assurance for school development supplies eight (8) guiding principles: coherence systems, professional learning communities, trust and shared accountability; support innovations, shared understanding and dialogue, networks, capacity building and the balance between qualitative and quantitative data.

Coherence systems. is the balance achievement between different mechanisms in place to meet the demands and expectations of stakeholders working within schools and the wider school education system (UNESCO, 2013).

Quality assurance policies should support professional learning communities to make best use of quality assurance data for training institutions and its system on the provision of education with the ultimate goal of ensuring the best learning opportunities for all learners.

Trust, shared accountability, the trust and respect between internal and external actors are fundamental for effective monitoring, evaluation and school development.

In supporting innovations, school leaders and teachers need opportunities to take considered risks in order to innovate and develop. It is essential to pay attention and value any innovations made for improvement in teaching and learning as well as assessing its achievement.

Again, in shared understanding and dialogue, quality assurance approaches should support professional development and shared understanding among internal and external actors. This will objectively lead to effective monitoring and evaluation to support education and school development (EC, 2018).



The link networking between schools with educational stakeholders and wider communities can support collective engagement, build social and intellectual capital and spark new synergies across the curriculum implementation process to school systems in general. Moreover, investments in building capacity to trainers and key actors on school programs' implementation is crucial for quality assurance as the way to enhance improvement.

Finally, there should be a balance between qualitative and quantitative data. Both quantitative and qualitative gathered data over time based on curriculum implementation should be balanced for necessary understanding of school development. These data should communicate authentic curriculum implementation process as feedback mechanism and strategies of the schools to provide accuracy information for decision making both within schools and across educational systems (EC, 2018).

### **2.2.3 Quality Assurance in Teaching and Learning Process**

There has been generally growing awareness on the necessity to change and improve the preparation of learners for quality learning outcome in the continually global changing environment (Miriam Bar Yam et al, 2002). The globalization and liberalization of education systems seem 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 pressure on physical and electronic facilities that facilitate teaching and learning process hence longer consultation hours among the teaching



staff. This exerts a shortage of teaching and learning resources, poor assessment procedures and poor library services as jeopardizing factors for effective teaching and learning process which also quality assurance in curriculum implementation process.

#### **2.2.4 Features of Effective Education Quality Assurance Systems**

Education quality assurance refers to systematic, structured and continuous attention to quality in terms of quality maintenance and improvement in the entire system for the provision of quality education and output (vroejenstijn, 1995a). Further review of literature reveals two schools of thought on national systems of quality assurance in higher learning institutions.

The first attaches quality assurance to a context and as consequence in which quality becomes meaningful (Baird, *et al*, 1996). This school of thought for example make references to the quality of assessment, learners' intake, academic and professional programs, teaching and learning process, learners' experience and program designs. Any attempt to define or attach meaning to the term is largely ignored and one is left to assume that it is high quality that is being referred to as opposed to good or poor quality.

The second school of thought maintains that quality relates to a stakeholder- specific meaning. In this regard, quality is considered having regard to a variety of stakeholders with an interest to particular provision of education, each having the potential to think about quality in different ways. The scholars with this thought highlight the importance and value of considering quality from variety of stakeholder perspectives in order to yield quality output (Harvey & green, 1993). Generally,



effective quality assurance systems in education includes but not limited to exceptional embodiment in excellence, passing a minimum set of standards. Perfection, this involves zero defects, getting things right the first time focusing on the process as opposed to inputs and outputs. Fitness for purpose, this relates quality to a purpose as defined by the provider.

Transformation looks into education as about doing something to learners as opposed to something for consumer. It includes concepts of enhancing and empowering, attitudinal transformation and democratization of the process, not just outcomes. Other features of effective quality assurance systems include: clarity of purposes from design, development and implementation of the curriculum should have legitimacy on the eyes of those on the receiving end and its outcome.

In this aspect the nature of the involvement of the academic community as whole is particularly important, while the balance of ownership of quality assurance between the state and training institution affect little the legitimacy of quality assurance activities. Dynamic link between internal and external processes as advocated by Harvey & Newton (2004) who contend on the importance of enhancing coherence and interactivity between internal and external quality assurance mechanisms. These authors further urge that external quality assurance mechanisms should be complimentary to internal processes. Moreover, they insist that there should be flexibility, confidence and more focus on internal processes. It is urged that in order to achieve quality assurance, trust in the training institutions and professional board in specific needs to be re- established and more attention should be paid to internal processes (Survey, Newton, 2004). Similarly, Thune (1996) highlights the importance



of trust, commitment, and understanding with confidence on internal quality assurance arrangements.

### **2.2.5 Tanzania Education Policy and Global Liberalization**

The Education and Training policy (ETP) of 1995 came into effect as a product of global liberalization policy, which its operationalization in Tanzania started in 1986. The liberalization policy came into effect in the country after signing a binding agreement with both International Monetary Fund (IMF) and the World Bank (Mrutu, 2007). This policy led to privatization and changing of the role of state into facilitation as opposed to state ownership in the provision of services which resulted to liberalization of education systems hence led to remarkable increase in colleges and universities offering procurement and supply programs as the education and training policy allowed private ownership from preprimary to higher learning institutions.

In ensuring quality provision of education, the policy stipulated that teacher in schools and training institutions must have qualifications in education higher than the learners and maintain threshold standard of teacher to students ratio to improve pedagogical issues. In 2014, the education and training policy, which replaced the education and training policy of 1995 was formulated. The education and education policy aimed at achieving increased enrolments, equitable access to education, quality education improvements, expansion and optimum utilization of education facilities and efficiency operation of the entire education system.

Furthermore, the policy aimed at enhancing partnership in the delivery of education including enhanced private ownership of educational institutions, effectiveness of



education and reformation of education management structures through devolution of authority to training institutions, schools, local communities and local government authorities. Yet, the quality of education in the country was still deteriorating (MESAT, 2017). In light of this, The Board regulate curricular in both public and private colleges and universities offering procurement and supply programs to enhance standard and quality learning outcomes.

### **2.2.6 Constructivist Quality Theory**

Constructivist quality theory (1966) was propounded by Beeby who generated a model for understanding quality educational theory. The theory states that quality education should be deduced into three levels. The first is classroom quality. Classroom quality is concerned with the acquisition of measurable knowledge and learning skills as well as harder to measure behaviors and attitudes transformation such as attitude of respect for authority and love of the country.

The second is quality of education, which must serve the economic goals of the community in which learners live and the third level of quality is judged by broader social criteria of relevance education. These last two criteria for quality education are now defined as relevance (Hawes and Stephens, 1990) or “external quality” (UNESCO, 2005).

This theory intended to simply quantitative theories to capture experiences and feelings on quality of education. However, the theory is limited to a description and condemned the three stages of quality for being too systematic hence less suit in the schooling but enrich knowledge and concept of quality and standard criteria.



### **2.2.7 Situated Cognitive Theory**

This theory stresses that learner's knowledge is constructed within and linked to the activity, context and culture surrounding the learner. The theory was put forward by Duguid, Allan, Brown and Collins (1989) who asserted the idea that learning takes place when the individual is doing something in both the real and virtual world that according to this theory learning occurs in a situated activity that has social, cultural and physical context.

The theory further portrays that, in the course of social interaction between the novice learner and experts' important skills, interactions and experiences are shared, thus the novice as a beginner and expert as experiential learner often dominate the methods and traditions which the beginner can learn which is genuine learning. This theory was important to the current study because it helped to understand more widely on how learning takes place within the learners' real-life situation that can be detriment of quality learning outcomes.

### **2.6.8 Program Evaluation Theory and Practice**

Many evaluation theories and modals of evaluation were developed in the 1970s and 1980s, which had profound impact on how designers would come to use the evaluation process. Perhaps the most influential model of that era was that of CIPP model developed by Stufflebeam (1971). The recent theory developed by Donna M. Mertens and Amy T. Wilson (2019) on program evaluation states the set of beliefs about how a program works and why a problem occurs. The theory provides logical and somewhat linear flow from meaning of evaluation and its historical roots towards philosophical and theoretical orientations.



The theory gives guidance on program design, development and implementation whilst thinking about evaluation and feedback mechanism for improvement of the program and practices. According to the theory, quality assurers should evaluate the whole chain of program from policy, planning, design, program structure and implementation practices, which is equally important in regulatory training institutions such as PSPTB.

## **2.3 Empirical Literature Review**

This section presents related studies to quality assurance and quality education categorized as foreign studies conducted outside Tanzania context and local studies conducted in the country.

### **2.3.1 Studies from Outside Tanzania**

Brooks (2006) conducted a study on quality assurance focusing on gap analysis in theory and practices. The study revealed a big gap between quality control theory and practices. According to the study, quality criteria and standards are well documented but great disparity comes in the implementation process that leads to failure in meeting performance standards. Equally, the teaching and learning process quality standards are set and guided by curricular and syllabi, yet there are ineffective teaching and assessment procedures due to failure for implementation.

Ralph (1996) in his study issues in the development of national education indicators disclosed that training packages to teachers and educational managers is essential in simplifying instructional teaching and learning process. It was further emphasized that irrelevant training packages make the national education at risk and affect the entire



nation's economic, social and cultural aspect. Chakanyuka et al, (2009) conducted a study in Zimbabwe about staff related factors on contributing to quality in open and distance learning.

The findings depicted that, staff competence was important component in achieving quality assurance. It was also established that in order to improve quality at the Zimbabwe Open University, there must be staff induction courses and continuous professional development on pedagogical skills in order to achieve acceptable quality assurance in teaching and learning delivery.

The study by Ankoma et al (2005) revealed that, improving quality in education for learners to unfold innate potentials and management of education requires a rational institutional management of both human and physical resources as well as fully exploitation of such resources to help achieving tangible learning outcomes. The role of quality assurance and control should be enhancement of governance in curriculum implementation process to meet quality standards resulted from improved provision of education services.

In Kenya, the study by Eshwani (1993) on education access and quality education portrayed that the quality of education in schools is heavily dependent on the quality of teachers, their motivation and leadership experience. The study further contends that teachers' competence, motivation and leadership experiences are the only way of accounting the differences in performance between schools with similar teaching and learning environment and provision of quality education as well. In summary, although the studies were conducted were conducted outside Tanzania with dissimilar



environment to the present study, still these studies were relevant to the current study as they expound knowledge and experiences and set benchmarking for analysis and discussion.

### **2.3.2 Local Studies**

The study by Godfrey (2013), focused on how quality of education should be re-defined for education achievements in Tanzania? And what are stakeholders' opinions? It was a survey study design in which data were collected and analyzed qualitatively using content analysis. The findings revealed that quality of education is a complex concept. Several studies attribute quality of education as an inclusive concept that contains access as input, training as the process against learning outcome as an output according to this study. Other regard access and input of education as separate but equally important concepts of quality education. Although the study was conducted Chakanyuka et al, (2009) in Zimbabwe, in different subject matter with the current study yet, it provided new insights into the ongoing debate on the quality of education.

Nyakyi (2006) in the study quality education in Tanzania contended that teachers' motivation is the pillar of quality education. According to the study quality education is imparted effectively to students by motivated teachers with which students obtain knowledge and skills that can be applied in their daily lives. The findings draw proactive messages to review training owners whose central focus being profit making to consider motivation segment to trainers for quality teaching and learning outcomes for sustainability of the centers.



## **2.4 Knowledge Gap**

The themes contained in this study and literature review in specific focus on the role of quality of quality assurance in the implementation of Professional Boards' curriculum in Tanzania context down sized to PSPTB. It was noted that, the reviewed literature and empirical studies are neither on professional Board context nor focused directly on the role of quality assurance in curriculum implementation as the study by Godfrey (2013) based in secondary schools and that of Nyaki focused on teachers' motivation which necessitates the need to conduct this study.

Also, other studies were conducted outside Tanzania, which have different context such as the study by Eshwani (1993) in Kenya that of Chakanyuka et al, (2009) conducted in Zimbabwe whose environment and education systems are dissimilar to Tanzania context. Based on the described reasons, the constructive and scientific reports of those findings, could not be generalized to the context of Professional Boards' curriculum implementation in Tanzania which nurture the graduates from colleges and universities in professionalism through professional training practices, examination and certification. Therefore, this subject matter has not been exhaustively unveiled justifying the need to conduct this study.

## **2.5 Conceptual Framework**

In order to avail the role quality assurance in the implementation of curriculum, there was a need to have a comprehensive conceptual framework. According to Smyth (2004) as cited in Kombo and Trompo (2006) a conceptual framework should assist the researcher to organize research thinking and complete an investigation successfully. The study was guided by the Stufflebeam model, which is a broad



structure for guiding evaluation of programs with long period effects and seeks for sustainability and improvement of those programs. The model includes: context, input, process and products (CIPP) components.

According to Stufflebeam, Madaus, & Kellaghan (2000), context refers to the environment within which the policy, programs and course of study is implemented. Context evaluation was an assessment of the environment in which an innovation or program would be used to determine the need and objectives for the innovation and to identify environmental factors that impact the success of the program during its implementation. The context is usually associated and composed of political, economic, social- cultural, governance, legal and demographic conditions.

Context in this study is related to the environment and training enablers through which Board's curriculum is operationalized which include; teaching and learning environment, presence of procurement standard documents for practices, regular training of the trainers (TOT), seminars, workshops, conferences and qualified training review centers registered by the Board and library services for candidates learning. In this study it was expected that if Board's professional curriculum were implemented in affirmative with the above context, then less affect to quality assurance as trainers and learners would be in mutual understanding to the Board's professional curriculum implementation process. Likewise, the context in which the above is denied, it is expected that if there is no mutual understanding between the trainers and learners in the teaching and learning process hence curriculum implementation will negatively affect quality assurance and underperforming in terms of enhancing quality education and producing competent professionals.



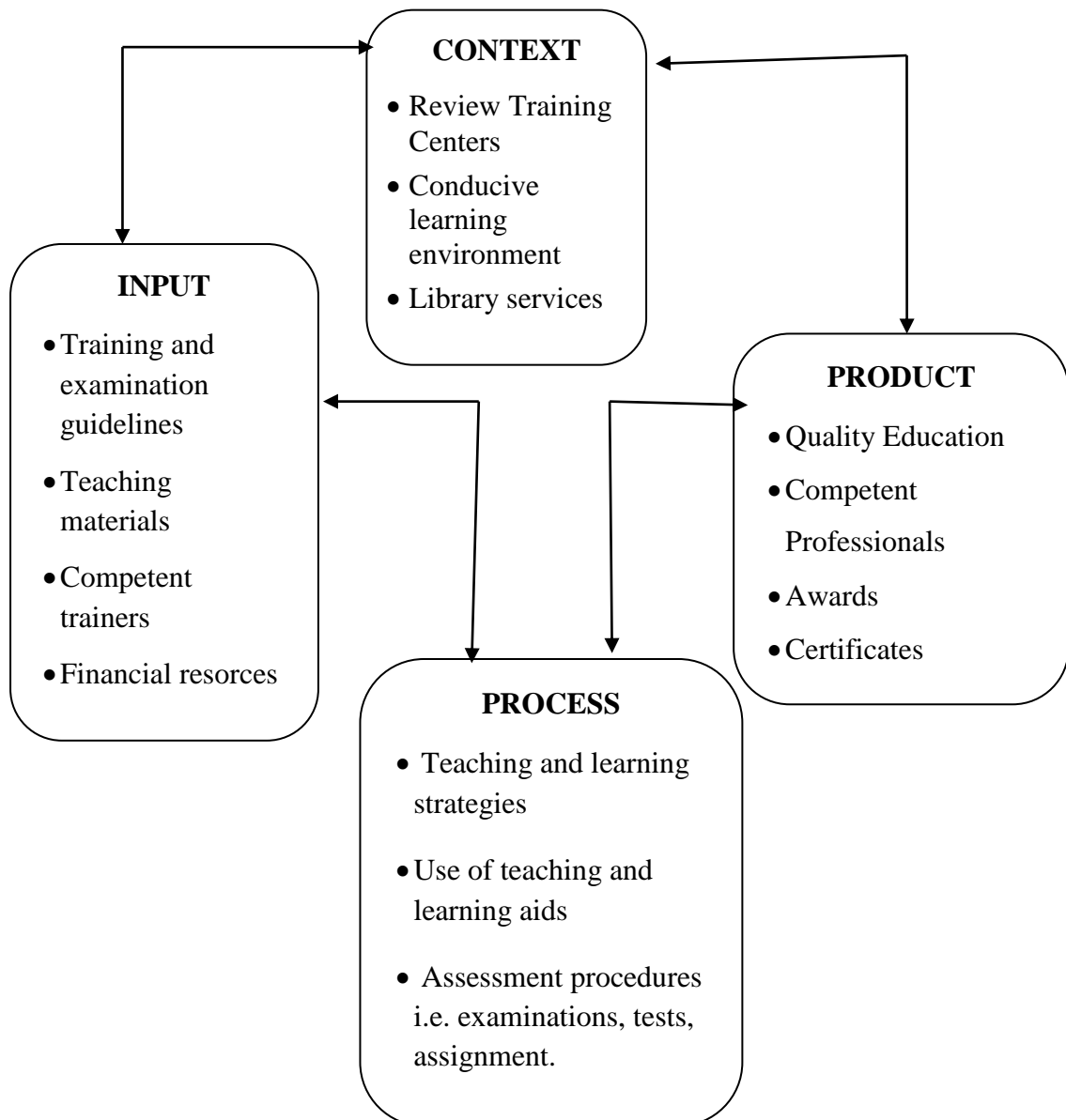
Input entails both curriculum materials and human capital vested for curriculum implementation. In this study input entails: availability of teaching and learning resources, trainers' guide, syllabi, seculars, institutional almanac, training guidelines and schedules. It also includes the course outlines, examination policies and regulations, examination by laws, assessment plan, seculars, moderation guidelines, trainers' motivation and commitment in collaboration with the Board. It is expectation that if the above input are in place and applied in course of curriculum implementation then meet quality requirement standard with better implementation of the Board's professional curriculum and realization of the role of quality assurance and its control mechanisms.

Process consists of variables, which are organized and manipulated to produce the desired goals. The process in this study entails: the teaching and learning, manipulation of teaching and learning methods as suggested in the Board's professional curriculum, learners' attendance, effective examination procedures, involvement of both Board's Stuff and review centers' in the preparation and marking of examinations, internal and external curriculum monitoring and evaluation.

Therefore, if these processes were put into practice for implementation, quality education would be promoted that could yield positive resultant to quality assurance in the implementation of the Boards' curriculum. Product or output as per Stufflebeam (2020) refers to what the community and stakeholders' desires. It is what is expected after investment and implementation for input and process. In this study output consists of high-quality education characterized by high performance.



Professional examinations conducted bi annually in May and November each year, ability of Boards' candidates to cope with the local environment in solving their daily problems and professional competence enhanced in performing procurement and supply activities, displaying maximum responsiveness in different responsibilities in procuring entities and achieve value for money in procurement and supply functions.



**Figure 2.1: The Role of Quality Assurance in the Implementation of Boards' Curriculum**

Source: Adopted and modified from Stufflebeam, Katz and Khan (1971).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter present research methodology that has been employed in the study. The methodology entails; research approach, research design, area of the study, target population, sample size, sampling procedures, data collection methods, validity & reliability and data management and analysis.

#### **3.2 Research Approach**

Research approach is the plan to conduct research. It involves the intersection of philosophy, research designs and specific methods (Creswell, 2014). This study employed a mixed approach. That means it used both qualitative and quantitative approaches. As contended by Creswell (2014: 4) a mixed approach is an approach of inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical framework. The employing both approaches provides more complete understanding of the research problem than using a single approach (ibid). This was done to give freedom to a researcher to accommodate qualitative aspects like feelings, processes and meanings that cannot be quantitatively measured as well as likewise accommodating quantitative aspects like causal analysis on variable relationships.

#### **3.3 Research Design**

Research design is the plan structure and strategy of investigation conceived so as to obtain answers to the research questions and control variance (Bhattacharyya, 2006).



This study used a cross-section survey design to enable the researcher to collect data from heterogeneous respondents at one point in time (Vignoles, 2017). In this regard, the research collected data from the management team, trainers, and learners at one point in time. Also, this design assisted the researcher to easily make inferences from study findings.

### **3.4 Area of the Study**

This study was confined in Dar es Salaam at PSPTB and its approved training review centers. According to Cohen et al, (2000), it is very important for a researcher at the planning stage to clearly specify and define the area to be researched. In light of this, the researcher chose PSPTB and its review centers as a study area because professional training centers involving Board's examination were mostly concentrated in Dar es Salaam, which was easily accessible.

### **3.5 Target Population**

Target population is a group of people with common characteristics of interests that are eligible for study (Schuster & Powers, 2006). It is the group of elements to which the researcher wants to make inference.

Target population of the study comprised PSPTB Staff, candidates, graduates and trainers given survey conducted at PSPTB that informed the researcher on staff population of 40 employees and established target population of 280 of the trainers, graduates and candidates making a total of 320 target population who are key stakeholders in professional curriculum implementation process.



### 3.6 Sample Size

Sample size is the number of items to be selected from the universe to constitute a sample (Kothari: 2004: 56). It is a direct count of the number of subjects or respondents involved in the survey or research study. In order to have robust results from the field study, one would have wished to include all study population units around the country. However, this desire was practically not possible due to various constraints such as funds and complexities inherent in the data collection exercise. Hence, sampling approaches were adopted in order to obtain a representative sample size from the case study population segments as depicted in Table 3.1. Since the population of study was known from the Board, Yamane's (1967) formula was adopted to get reliable sample size as follows;

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n= Sample size

N= Total population size under study (320).

E= Error of detection (10%)

**Table 3.1: Sample Size**

S/N	Category of respondents	Sample population size	No. of respondents	% of respondents
1	PSPTB Staff and Management	40	10	12.5%
3	Trainers, CPSP Candidates and Graduates	280	70	87.5
<b>Total</b>		<b>320</b>	<b>80</b>	<b>100%</b>

Source: Field Survey, 2021



### **3.7 Sampling Procedures**

Sampling procedure involves the procedure through which the 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). The research study employed both probabilistic and non-probabilistic sampling for simple random and purposive sampling respectively as described hereunder.

#### **3.7.1 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 was employed to select trainers, PSPTB candidates and CPSP graduates from the sampled population, which was important to make equal chance of selection for each respondent.

#### **3.7.2 Purposive Sampling**

Purposive sampling is a non- probability sampling technique whereby representatives are selected because of their relevance to the research question (Bryman, 2012). In this research study purposive sampling was employed to PSPTB Staff and management team with regard to their relevance in obtaining reliable data given the nature of responsibility related to curriculum implementation process.

### **3.8 Data Collection Methods**

Data collection is a process whereby a researcher collects data from various sources of information in accordance with the research plan. Data can be obtained through



personal interviews, telephone calls, e-mails, internet search, documentary review, questionnaire, and observation. In this study, the researcher collected data through questionnaire, interview guide and documentary reviews.

### **3.8.1 Documentary review**

A document refers to any written materials or non-written document such as TV, radio, taped, interviews, photographs, video, and internet which contain information relevant to the study undertaken. In this study, the researcher reviewed various reports and documents related to curriculum implementation and quality control which include; examiner's reports, examination and training policy, continuous professional development (CPD) policy, PPRA reports, as well as PSPTB syllabi to collect secondary data for this study.

### **3.8.2 Questionnaire**

A questionnaire is a research instrument consisting of series of questions asked to respondents to obtain statistically useful information about a given topic or subject matter under study. This study distributed a structured questionnaire to PSPTB staff, trainers, candidates and CPSP candidates respondents to obtain data pertaining to effectiveness of teaching and learning process and assessment procedures and strategies for improving quality assurance in professional training and examinations. The use of a questionnaire as method of data collection in this study was important because it was relevant to this study as respondents were educated who could easily read and give responses in writing and some respondents were in busy schedule that could be difficult to get enough time for interview.



### **3.8.3 Interview Guide**

Interview guide is an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Thus, the study employed interview guide instrument to grasp experiences, feelings, thought of respondents on curriculum implementation to supplement questionnaire and get insight of the strategies for improving quality of training and examination process.

## **3.9 Reliability and Validity**

The study sought important to establish reliability and validity of data for consistency and trustworthiness' of the research data and realistic findings.

### **3.9.1 Reliability**

Reliability is the extent that the instrument yields the same result over multiple trials. In establishing reliability of the obtained data, the researcher administered the questionnaire to three candidates whom they gave the same responses at the interval of two days.

### **3.9.2 Validity**

Validity refers to the extent that the instrument measures what is designed to measure. In determining validity of the instrument, the researcher conducted a pilot testing to four (4) respondents amongst trainers, CPSP graduates, and candidates. Equally, the testing was administered to two (2) respondents from PSPTB Staff before actual data collection.



### **3.10 Data Management and Analysis**

Data management is the process that involves the organization and maintenance of data throughout the research process. Data were managed through assigning appropriate labeling and coding and storage for analysis. Quantitative analysis was performed descriptively in frequencies and presented in tables and figures with the aid of a computer software; statistical package for social science (SPSS). Unlike qualitative data where the study employed content analysis in five steps. Firstly, the researcher read thoroughly the information and categorize study themes. Secondly, the researcher placed themes in sub topics.

Thirdly; the researcher repetitively read common patterns in each sub topics to select required information while dropping redundant. Fourthly, the researcher validated the themes quantitatively based on frequency of occurrence and finally, the researcher interpreted theme narrated by respondents. In some instances, recording and quotation was made to capture respondents' opinion, experiences and feelings.



## **CHAPTER FOUR**

### **PRESENTATION OF STUDY FINDINGS, ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents, analyses, and discusses the research findings generated through fieldwork. The study findings are organized and presented to reflect the following specific objectives:

- (i) Examining the effectiveness of teaching and learning process for the provision of quality education,
- (ii) Appraising examination assessment procedures
- (iii) Determining of strategies of improving quality assurance in training and examination process.

The findings in this study are presented, analyzed, interpreted and reported based on the research objectives as well as the research questions related to the role of quality assurance in the implementation of Professional Board Curriculum a case of Procurement and Supplies Professionals and Technicians Board (PSPTB).

#### **4.2 Demographic Characteristics of the Respondents**

The essential demographic characteristics of the respondents were established to form basis in exploring the role of quality assurance in the implementation of professional Board curriculum. The profiles were: respondents' nature, age rank and academic level and professional qualification. These are analyzed hereunder.



#### 4.2.1 Nature of Respondents

Data were collected based on the nature of respondents in order to establish the distribution nature of respondents based on occupation category for candidates, and trainers in the review training centers and certified procurement and supply professional (CPSP) graduate. Given that the Board is a regulatory training body, the respondents were sampled based on the nature of their occupation and their involvement in the implementation of the curriculum and quality control. The nature of the respondents and their responses are indicated in Table 4.1.

**Table 4.1: Nature of Respondents' Distribution**

Nature of respondents in review training centres	Frequency	Percentage (%)	Nature of respondents at PSPTB	Frequency	Percentage (%)
Candidates	52	74.3	Training and examination staff	6	60
Trainer	12	17.1	Management	4	40
CPSP Graduate	6	8.6	Total	<b>10</b>	<b>100</b>
Total	<b>70</b>	<b>100</b>			

Source: Field Data, 2021

Table 4.1 shows the number of respondents from the training review centres who trained candidates preparing for Board's examinations. The table also shows respondents from the Board who regulate the review training centres in course of implementing professional syllabi. Respondents sampled in the category of review training centres were 52 (74.3%) compared to 12 (17.1%) of trainers and the rest 6 (8.6%) CPSP graduates. This implies that, the number of candidates was higher than other categories of respondents. The fact that these actively participated in this study enabled data from recipients of professional training and examination to be realistic.



Hence the data provided reliable information data for this study. Likewise, the sampled category of PSPTB included; training and examination staff had 6(60%) more members than the management staff 4 (40%). The training and examination staff was involved directly in regulating the implementation of Boards' curriculum more than the number of management Staff hence their higher number as respondents was important in getting reliable information for this study.

#### 4.2.2 Respondent Age Rank

The age rank of the respondents was established to determine maturity and working experience of the respondents sampled for this study as shown in table 4.2 below.

**Table 4.2: Respondent Age Rank**

<b>Respondents age rank from review Centres</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Respondents' age rank from PSPTB Staff</b>	<b>Frequency</b>	<b>Percentage</b>
18- 30	33	47.1	20- 45	5	50
30- 45	30	42.9	41- 60	5	50
45- 65	7	10.0	Total	10	100
Total	70	100			

Source: Field Data, 2021

The study revealed that age rank among the candidates, CPSP graduates and trainers ranked between 18- 30 by 33(47.1%) followed by a rank between 31- 45 for 30 (42.9%) and only 7 (10%) ranked between 45 to 65 years old. While at PSPTB the age ranks were 20- 40 by 50% and 41- 60 by 50% age rank. This implies that, there was a high number of young trainers and candidates at the age of 18 to 45 years of age cumulatively by 63(90%) compared to only 10(10%) who were aged 45 to 65 years



old. It was further found that at PSPTB 5(50%) respondents were junior and senior staff aged from 20 to 45 years old. These findings had implication that Boards' candidates joined Professional training and examination immediate after college and university graduation. These were taught by their fellow age-mate who just graduated CPSP.

#### 4.2.3 Respondents' Academic and Professional Profile Education

The question on respondents' level of education based on academic and professional qualification established. This was an essential information for quality standards in professional curriculum implementation process. Table 4.3 shows education profile of respondents from review training centers.

**Table 4.3: Education Profile of Respondents from Review Training Centers**

<b>Academic Qualification of trainers</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Professional level of candidates</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	1	05	Foundation Stages	9	18
Bachelor Degree	15	75	Professional Level 1- V	37	74
Master's Degree	4	20	CPSP	4	8
<b>Total</b>	<b>20</b>	<b>100</b>	<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field Data, 2021

Table 4.3 illustrates that among 70 respondents from review training centers 1 out of 20 which was equal to (5%) of trainers were diploma holders; 15 (75%) had bachelor degree and the rest 4 out of 20 which was equal to (20%) of the trainers had master degree. The table further depicted that the 50 respondents were candidates and that



among CPSP graduates, 9 out of 50, equal to (18%) were candidates in foundation stages, 37 (74%) were candidates from professional level one, two, three, four and professional level five and the rest, 4 out of 50, equal to (8%) were CPSP graduates.

The study noted that trainers with bachelor degree were either CPSP holders or professional levels four and five involved in teaching professional level one to three and that professional level four to five respectively had negative implication related to quality assurance and control as examination and training policies requires trainers in the professional levels to be holders of both master degree and CPSP in addition to experience in training or working experience in procurement and supply.

Also, the study thought important to establish academic and professional profile of respondents from the Board to determine implementation of quality standard in performing regulatory training function of PSPTB. Table 4.4 shows education profile of respondents from review training centers.

**Table 4.4: Academic and Professional Education Profile of Respondents at PSPTB**

<b>Academic Qualification</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Professional Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor Degree	3	30	CPSP	7	70
Master's Degree	7	70	Non CPSP	3	30
<b>Total</b>	<b>10</b>	<b>100</b>	<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field Data, 2021



Table 4.4 indicates that 3 out of 10 which was equal to (30%) of the PSPTB Staff respondents were academically holders of bachelor degree and 7(70%) were holders of master degree. On part of professional qualifications, it was found that 7 out of 10 which is equal to (70%) were also holders of certified procurement and supply professional (CPSP) and the rest 3(30%) had no professional qualifications. This implies positive indication on quality assurance in regulating the implementation of professional curriculum and the profession as the Board had qualified Staff consistency to the training and examination policy and Board's scheme of services, which requires a minimum of bachelor degree.

### **4.3 The Effectiveness of Teaching and Learning Process**

The study examined the effectiveness of teaching and learning process for the provision of quality education. Effectiveness of teaching and learning process is pivot in curriculum implementation process. Study findings were gathered through questionnaire, interview guide and documentary review from the trainers, candidates and PSPTB Staff. Sub themes for study findings under this objective include: teaching and learning strategies, teaching and learning aids, trainers' competence, library services, adequacy of instructional materials, learning facilities, learning environment and review training center's quality control mechanisms as presented and analyzed here under.

#### **4.3.1 Teaching and Learning Strategies**

Teaching and learning strategies are methods that teachers or trainers use to deliver course material in ways that keep students engaged and practicing different skill sets. In achieving the effectiveness of teaching and learning process, trainers use different



teaching and learning strategies. Respondents were asked to rank teaching and learning strategies as per PSPTB syllabi. The findings revealed that 56 (80%) of the respondents from review centers indicated use of lectures, question and answers and group discussion as main teaching modes.

In ranking, lecture method was ranked extremely high by 60 (85%) followed by question and answers 42 (60%) and group discussion by 36 (52 %) out of 70 respondents from review training centers. Unlike power point presentation, case-based scenario, seminar presentation, team idea mapping and role play seems to be less employed in teaching and learning strategies as 11 (15%) indicated the usage of these strategies and 3(5%) indicated non usage of such teaching and learning strategies. This implies that some teaching and learning methods suggested in the syllabi were not employed in the teaching and learning process. The study noted that trainers were not even aware of the means to employ some suggested strategies in the syllabi.

This was evident when further interview was inquired on challenges they face in the provision of quality education in which one of the trainers replied as follows.

*“We face difficulties in the employing some strategies in the teaching as it is suggested in the Board syllabi. I can frankly say that some of us do not have background in teaching methodologies. We teach using lecturing and candidates understand, simple like that. Teaching methods like role play or that of team idea mapping mmm.... The Board can prepare session for review centers to share.”*

Another trainer stated that:

*“The Board insists on interactive teaching and learning but to our candidates it is a challenge. We are obliged to lecture and give students notes. If centre owners set time for learners to discuss, for common understanding. The methods obviously require interactive strategies to be adopted. As I know, it a challenge to many of us”.*



### **4.3.2 Teaching and Learning Aids**

Teaching aids are an integral part in the teaching-learning process. It is a useful tool used by review trainers or facilitators to help learners reinforce knowledge, skills, fact, or idea in the teaching and learning process. Also, teaching and learning aids illustrate or reinforce a skill, fact, relieve fears, or boredom when teaching aids employed like games and simulations lead to proximity between learners and facilitators and hence enhance meaningful learning.

The study sought to understand the usage of teaching and learning aids in the review training. It was revealed that case studies, benchmarking practices, charts and drawings, public procurement appeal cases were not used as teaching and learning aids in the review centers.

However, the findings depicted that 58 (82.9%) of the respondents used procurement and supply standards and 12(17.1%) “Indicated not used at all”. When respondents were asked to rank the usage of syllabus, 67 (95.7%) indicated usage and 3(4.3%) indicated not used at all; in relation to course outline 57 (81.4%) indicated usage and 13(18.4) indicated to have not used at all.

Meanwhile, 69(98.6%) of the respondents indicated usage of question and answers and only 1(1.4%) indicted to have ‘not used at all’. This implies that teaching and learning aids recommended in the Board syllabi were not effectively used in the review training centers and as it was noted that some recommended aids like case studies, benchmarking practices, charts and drawings, public procurement appeal cases were found not employed in the training review centers.



### 4.3.3 Trainers' Competence

The study sought to understand the competence of the trainers in the review training centers to determine satisfaction level on their ability to demonstrate classroom teaching and learning process. The respondents' responses are indicated in the Table 4.5.

**Table 4.5: Trainers' Competence**

<b>Respondents' responses</b>	<b>Frequency</b>	<b>Percent</b>
Very good	10	14.3
Good	24	34.3
Poor	26	37.1
Very Poor	8	11.4
Not applicable	2	2.9
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field Data, 2021

From table 4.5 the study revealed that 10 (14.3%) of the respondents from the review centers ranked trainers' competence to be very good, 24(34.3%) ranked good, 26 (37.1%) ranked poor, 8 (11.4%) ranked very poor and 2 (2.9%) of the respondents indicated not applicable.

This implies that trainers' competence in the training review centers was inadequate as the findings depicted that, more than 51% of the respondents were dissatisfied with trainers' competence which is threat to quality of training. The study noted that review training owners favored recruitment of bachelor degree and CPSP fresh graduates who used to teach before securing formal employment because they easily agreed on the minimal payment compared to experience trainers and practitioners as recommended



by the Board. The documentary review revealed that the trainers' profile submitted to the Board during registration of the centers were high profiled trainers with enough experience inconsistency with the current trainers teaching in these centers. Surprisingly, there were no update list of trainers used to be submitted in each training and examination session as required in the condition of the registration of these centers.

The study by Chinyuka et al (2009) highlights on the importance of trainers' competence in achieving quality standards in the teaching and learning process. Furthermore, the study maintained that continual improvement of quality in teaching and learning process requires continuous professional development on pedagogical skills to achieve quality teaching and learning delivery.

#### **4.3.4 Library Services**

The research study probed the status of library services at the Board and the review training centers to determine the provision of learning opportunities for candidates preparing to seat for Board's examinations. The findings revealed that, there were poor library services provision in the training centers and at the Board as 66 out of 70 respondents indicated poor library services. It was further noted that, most of the training centers had no library services at all while Board's library had inadequate reference books and materials suggested in the Board syllabi.

The researcher also found that the Board's library could hardly accommodate twelve candidates at time and there were no online library and e- learning platform formally established by the Board. The findings indicate a mismatch between the reality and



what is prescribed in literature. In literature, institution that oversee training institutions have been urged to established library services as one of the crucial elements of standard criteria and elements of quality training standard; hence it is the heart of training institutions. The necessity of library services is equally true with the documentary review at the Board in which the registration guidelines for training review centers requires availability of library service as important condition and quality requirement standard to be met prior to registration of training review centers.

The implication of this study findings to the educators and policy makers involved in the implementation and quality control of PSPTB is that library services are critical to teaching and learning process as also contended by IECEA (2008) that Library services guide teachers on the most appropriate reading materials available that reflect diverse learning needs among the learners and compliments what was taught in the classroom and encourage private study to attain enduring education. Therefore, library service is an essential segment to ensure the programs offered are of good quality.

#### **4.3.5 Teaching and Learning Facilities**

Teaching and learning facilities are educational facilities provided to learners so that they can be able to use and develop full potential. Such facilities include buildings, classrooms, building fixtures, furnishings like tables and teachers and other equipment necessary for the operation of the program of study that play a pivotal role to smoothly teaching and learning process. In light of this, the study thought important to enquiry from the respondents on the status of teaching and learning facilities and their responses are shown in the Table 4.6.



**Table 4.6: Respondents Opinion on Teaching and Learning Facilities**

<b>Respondents' responses</b>	<b>Frequency</b>	<b>Percent</b>
Very good	1	1.4
Good	20	28.6
Poor	28	40.0
Very poor	21	30.0
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field Data, 2021

Field data from the Table 4.6 portrays that majority of the respondents 49 out 70 which is equal to (70%) were dissatisfied with the status of teaching and learning facilities in the Board's review training centers and against 21 (30%) of the satisfied respondents. These findings imply that, teaching and learning facilities in the review training were inadequate.

When respondents were further probed one trainer narrated;

*“I am tired with the situation at this review training center. Imagine I opted to use my own laptop and obliged to buy modem so that I can access materials for the subject I teach titled ‘Procurement and Supply Chain Risk Management’ because there is no any book even pamphlet or training manual apart from the syllabus I was given when I reported here.”*

The inadequate of teaching and learning facilities posed a challenge to effective teaching and learning. This is in line with the observation by Mdope (2015) who contends that, adequate teaching and learning facilities enables the teacher or facilitator to successfully accomplish tasks as well as helping the learners to learn. Availability of teaching facilities positively affects students' academic achievement and ensure quality provision of education in the curriculum implementation process.



#### 4.3.6 Teaching and Learning Environment

Learning environments includes educational approaches, cultures, and physical settings for all types. In the context of this study, the teaching learning environment include; traditional classroom, Web- based teaching and learning environment and Blended teaching and learning environment that stimulate actual teaching and learning process for learners' performance in the real working environment. The study thought important to probe on the status of teaching and learning environment and the responses are displayed in the Table 4.7.

**Table 4.7: The Status of Teaching and Learning Environment**

<b>Respondents' responses</b>	<b>Frequency</b>	<b>Percent</b>
Very good	1	1.4
Good	17	24.3
Poor	30	42.9
Very poor	22	31.4
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field Data, 2021

Table 4.7 illustrates that 52 out of 70 respondents which is equal to (74.3) perceived that there was an uncondusive teaching and learning environment; the rest 18 (25.7) perceived that the environment was good. As per these findings, the status of teaching and learning environment in review centers seems to be of uncondusive status. The researcher noted that candidates preparing for Board's examinations had no place for discussion outside the teaching rooms. It was also observed that there was inadequate ventilation in some classes in the review centers; some classrooms were small classroom in size; below the average of 8 meters traditional classroom size.



According to Modi (2013), there is a mounting evidence that a suitable learning environment with adequate space, ventilation and learning facilities provide confidence to quality assurance in curriculum implementation and thus, quality provision of education. Similarly, UNESCO (1990) states that, a high-quality education implies conducive environment that actively seeks to assist learners to learn and quickly adapt to the learning needs. This is consistent with Shamaki, (2015) who maintain that students' conducive learning environment significantly determines the quality of teaching and learning process.

This supports the fact that, students were learning better in conducive classroom environment. Arguing on the ideal teaching and learning environment, Murugan and Rajoo (2013) conclude that clean, quiet and comfortable environment are important quality components for effective teaching and learning process. They maintain that creating an ideal teaching and learning environment must be a top priority of the school management and every educator. The comfortability, according to them, means a combination of several factors like temperature, lighting, ventilated classrooms and noise control. This was supported by Bosque and Dore, (1998) who affirm that effective teaching and learning takes place within conducive teaching and learning environment full-fledged with learning components like furniture, ventilation, and thermal comfort that bring a sense of safe and productive learning environment.

#### **4.3.7 Quality Control Inspection Visit**

Quality control inspection visit is the planned and systematic activity visit focused on determining the fulfillment of teaching and learning standards to provide confidence on the achievement of learning outcome. Quality control inspection covers a wide



range of matters that influence the quality of teaching and learning including; teaching and learning strategies, teachers' lesson attendance, candidate's attendance, syllabus coverage, feedback on candidates' progress from the trainers, suggestion for quality improvement and sharing experiences related to the profession and prevailing challenges. The study thought that it was important to establish the extent of quality control visit in review training centers. The findings are illustrated in Table 4.8.

**Table 4.8: Quality Control Inspection Visit Status**

<b>Year</b>	<b>Existing Review training Centers</b>	<b>Inspected Review training Centers</b>	<b>Percentage (%)</b>
2016	13	6	46.2
2017	13	5	38.5
2018	13	6	46.2
2019	16	5	31.3
2020	16	4	25
2021	16	3	18.8

Source: Field Data, 2021

Table 4.8 illustrates the extent of quality inspection visit since 2016 when the implementation of the current syllabi came into effect. The findings depict an inadequate number of reviewed training centers inspected annually compared to existing training centers in the country as in the 2016. Only 6 out of 13 training centers were inspected.

Similarly, in year 2018, only 5 (38.5%) were recorded. Equally, from 2019 to 2021 addition of three more review training centers recorded the while the number of inspected ones decreased compared to previous years. The findings imply decline in



quality control in the review training centers. The study also noted that, all review training centers inspected based Dar es Salaam because. It was further disclosed that Dar es Salaam review training was easily visited for inspection prior to examination session to because it is cost serving in terms of money and time.

This implies that, the quality control visit was conducted below the required average standards. This was inconsistent with training and examination policy of the Board that requires to conduct training quality control visit bi-annually for both in and outside Dar es Salaam prior to the conduct of examinations. Also, section 21 of the PSPTB regulations G.N 364, 2009 requires to conduct inspection to all training review centers or providers of training to measure compliance of quality requirements standards as determined by the Board for the provision of procurement and supplies education at least once every year.

#### **4.3.8 Challenges Hindering the Provision of Quality Education**

The research sought to get insights from the respondents on the major challenges, which hinder the provision of quality education. The study disclosed the following challenges lack of library services, shortage of teaching and learning resources, incompetence among trainers, unconducive teaching and learning environment, poor teaching and learning facilities and improper continuous assessment. These were repetitively mentioned by 75 out of 80, which is equal to (93.8%) of respondents from review training centers and PSPTB. The Study noted consistency in responses on factors hindering the provision of quality education from both review training centers and PSPTB Staff which implies reliability of these information provided.



#### **4.4 Assessment Procedures**

Assessment refers to the processes in which evidence of learning is collected in planned and systematic way in order to make judgment about students' or candidates learning achievement. In reviewing the current Board syllabi, it was found that assessment is conducted based on summative assessment through the conduct of professional examinations bi-annually in May and November.

It was further found that part of research paper examination was treated separately on two parts based on research proposal where formative assessment based on external marking. The external marking aimed at examining the research proposal progress prior to data collection and report writing. Candidates for CPSP research report were exposed to summative assessment through oral research defense examinations. However, the syllabi have not detailed the assessment procedures.

##### **4.4.1 Examination Syllabus Coverage**

A syllabus is a kind of instructive tool that sets a standard of what is expected to happen after the completion a course session or course of study. It prescribes the topics and concepts based on the course objective that can be tested in the final examination. A syllabus actually serves as the contract between students and the teachers that define teaching and learning roles based on course objectives that can be used for the assessment of teaching and learning achievement.

The study attempted to establish the status of syllabus coverage to determine validity of examination and its results is shown in the Table 4.9.



**Table 4.9: Examination Syllabus Coverage**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Very good	4	5.7
Good	20	28.6
Poor	33	47.1
Very poor	13	18.6
<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Field Data, 2021

Table 4.9 illustrates respondents' statements on syllabus coverage from review training centers. It was revealed that 4 out of 70, which is equal to 5.7% participants indicated a very good syllabus coverage 20(28.6%) in examination while 33(47.1%) indicated poor examination syllabus coverage and 13(18.6%) indicated very poor coverage. This implies that respondents had a view that examinations did not cover the entire syllabus as 46 (65.7%) of the respondents denoted poor syllabus coverage. In the documentary review of examiners' reports, it was affirmed that some questions were set out of the syllabus.

#### **4.4.2 Examination Planning**

Examination Planning is the intellectual anticipation of possible future situations, the selection of desirable situations to achieve teaching and learning objectives at reasonable cost. Examination planning involves series of professional events from assessment planning, examination setting, pre and post moderation, to examination production prior to the conduct of examinations. The study sought to know how examination quality was maintained at this stage. The interview findings disclosed that planning started with the office responsible with examinations developing



examination activity plan and schedules that must take place within a year for May and November examination sessions. It was further narrated that, planning was necessary to identify examination setters in each session in order to assign setting of respective course under the guidance of syllabus issued to each examination setter.

These were undertaken in accordance with the number of examination candidates in order to book examination venues in the established region of examination centers. One of the examination officer insisted that: “we must know annual examination dates and place in the Board calendar and prepare time table for public and candidates notification for effective planning as examination demands close supervision due to its sensitivity”.

However, it was noted that the examination officers did not have planned document of examination of process neither previous examinations and nor the next scheduled examinations at time of conducting this study. When they were further asked on a plan for preparation of assessment plan examination setting, moderation and production which are the part of examination planning they claimed that it was a work of the management.

The researcher noted that all the examination officers were junior officers who received directives from their reporting supervisor. One of the officer asserted that:

*Among examination officers here, no one exceeds three years in public service and in examination work. Other sensitive examination issues like assessment plan, setting, and moderation are handled by management or senior officers. We are not instructed by our supervisor to deal with these issues together with other sensitivity matters in examination.*



When the management was probed on the matter, respondents asserted that examination planning rests on the respective directorate and that managements may be convened to deliberate and provide guidance to assist the head of the institution papers and issues tabled for management. It was further noted that, the examination process emphasis on examination was confidentiality and value addition in examination, which to them justified the means for professional examinations.

One respondent affirming on the foregoing argument asserted that;

*What matters in the examination planning and the whole examination process is maintaining confidentiality and value addition because it involves nurturing and creating human capital in which I think need experienced personnel to forecast the whole series of professional events for effective implementation.*

On the issues of examination planning, scholars' urge that examination officers should have experiential practices for thinking and forecasting the future while trying to assume control over all examination future events by organizing and managing scarce resources so that they cater to the successful completion of the objectives set forth while maintaining reliability and validity of examination process (UNESCO, 2010).

#### **4.4.3 Effectiveness of Continuous Assessment in Review Training Centers**

Continuous assessment is a form of assessment that measure students' ongoing progress with respect to the attainment of outcomes/objectives in the respective subject or module. It is a general rule that, effective continuous assessment contributes to final examinations to determine and develop competencies of a learner. The study sought to establishment the status of assessment procedures to determine its appropriateness in the review training centers. Respondents' responses are displayed in the Table 4.10.



**Table 4.10: Effectiveness of Continuous Assessment Procedures**

<b>Respondents' responses</b>	<b>Frequency</b>	<b>Percent</b>
Very good	2	2.9
Good	11	15.7
Poor	30	42.9
Very Poor	26	37.1
Not applicable	1	1.4
Total	70	100.0

Source: Field Data, 2021

The table illustrates the responses on the status of the effectiveness of continuous assessment. The table was revealed that, 13 (18.6%) of the respondents in the review centers affirmed effectiveness of continuous assessment procedures by affirmative response of ‘‘ good’’ and very good against 56(81.4%) of the respondents who indicated negative response of ‘‘poor’’ and ‘‘very poor’’. This implies that continuous assessment were not effective in the review training centers. Also, the interview findings revealed that continuous assessment was mostly managed by course trainer in form of tests, quiz, and assignment with neither coordination nor supervision with the review training institution. It was further noted that, such assessments were not recorded by the trainer to monitor candidates’ progress.

One trainer affirmed the foregoing argument as asserted that;

*‘‘When I joined to train at this center, I used to assess candidates’ progress through quiz and tests and recorded for submission to academic coordinator. As time went on my candidates used to run away from these assignments. When asked they replied they do not see the effectiveness of my assignments as they did not add anything to their final examinations. Since then, I used to give quiz and mark within the lesson without recording score. Sometimes, I give them take home assignment for their own use and I do not request for making and no one asks on the feedback of continuous assessment and life goes’’*



In addition, the documentary review revealed that, the syllabi recommended continuous assessment in assessing candidates' progress in teaching and learning approaches. The syllabi neither provided any details regarding the assessment procedures nor recommended the contribution of such assessment to Board's examinations. Likewise, it was found that, examiner's reports and candidate results were not included in continuous assessment. This ineffectiveness of continuous assessment.

#### **4.4.4 Invigilation and Examination Leakage**

Data from interview suggested that the examination invigilators were appointed by letters and notified four days before the date of examinations to collect their appointment letters. Appointment was followed by meeting discussion on the do's and don'ts for the invigilation assignment and allocating the invigilators to the respective examination centers. Discussing about examination invigilation in relation to examination malpractices, the respondents revealed that chief internal invigilators were vetted staff including examination officers under strict rule that in case they r lead to examination malpractices they would be subjected to criminality and employment disciplinary procedure.

If found guilty they shall have summary dismissal from employment and can be imprisoned for twenty years or more. It was further noted that, the assistant invigilators were either appointed teachers from public secondary and primary schools or appointed host assistant lecturers from respective examination centers outside Dar es Salaam and in some cases appointed officer by the respective institution examination center. They were bestowed with trust, good ethical behaviors and



commitment treating it as confidential assignment that help to minimize risk of examination leakage. The invigilation procedures were stipulated in the invigilation by laws issued to all invigilators in each examination session that according examination officers, the invigilators were supposed to arrange tables and chairs in the spacing of one meter to sustain examination safety when administering the examinations. Also, invigilators placed examination numbers on top of the table and prepared sitting plan which is placed at the entrance of examination venue so that each candidate could identify his or her seat prior to entering the examination venue. The candidates were inspected so that they do not enter with any unauthorized materials.

During the examination, the chief invigilator was supposed to pick examination and request candidate to inspect examination packed in a rapped and sealed examination hard cover before the candidate sign in the security declaration form which allows the invigilator to open examination. Moreover, this study found that, examinations were handled by the vetted staff who is the chief invigilator who was trusted to be faithfully ethical and committed to examination assignment. The documentary review found that, since the implementation of the current syllabi, there were no any reported cases neither invigilation malpractices nor examination leakage which is the indication of safe custody and control of examination.

#### **4.4.5 Understaffing and Shortage of Examination Storage Facilities**

As noted earlier, the examination process was undergoing different stages before approval. That, release of examination results was subject to different stages before the approval and release. In the same line of thinking, this study revealed that the directorate of professional training under examination section had the responsibility of



compilation and processing all examinations from Basic to professional examinations schemes comprising of 34 examination papers. This was affirmed by the participants who explained that after marking, the results were crosschecked, processed, and scrutinized at the level of the directorate before presented for management deliberations.

Finally, the results were presented to the Board examination committee meeting before approval and certification by the Board of directors. Interviewing the respondents from the directorate of Professional Training which was also responsible for examination. It was evident that there was inadequate human resources and shortage of examination office facilities.

One of them urged that;

*Shortage of facilities like laptop computers, and photocopy machines, examination envelop packages and storage, and worth enough shortage of examination and curriculum staff makes our work difficult''*

Another respondent asserted;

*''Standard of examination papers sometimes bears with a lot of typing errors like subject code numbers to be different from title and content, numbering errors that can mislead learners giving wrong answers. What makes examiners giving free marks on the ground of benefit of doubt for fairness during examination marking is due to shortage of facilities and shortage of staff in the directorate of professional training.''*

The research further found that problem of connectivity and unstable software for accuracy recording and release of examination results were due to instability of online registration system. The research also noted that, examinations were treated as



confidential and sensitive assignment that some instances even examination and curriculum officers were not involved in processes like setting, moderation and production which the eyes of the profession lower the quality of examination and erase as sense of professional accountability related to education and examination technicalities.

#### 4.4.6 Relevance of Examination to Work Based Environment

The study sought to determine relevance of Boards' examinations to real working environment to determine candidates' motivation to learning. Field results are shown in the Table 4.11.

**Table 4.11: Relevance of Professional Examinations to Fieldwork**

<b>Respondents' Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	8	11.4
Good	26	37.1
Poor	30	42.9
Very Poor	6	8.6
<b>Total</b>	<b>70</b>	<b>100.</b>

Source: Filed Data, 2021

The Table 4.11 indicates that 36 (51.5%) of 70 respondents pointed out that Boards' examinations were not related to real working environment and that 34(48.5%) affirmed that Board's examinations is related to real working environment. This implies positive indication that Board's examination are not relevant to real working environment. The findings deviates from training and examination policy and syllabi requirements, which requires training and examinations to foster real working environment to enhance work performance among professionals in private and public



organizations. It was further noted that the syllabi and examinations schemes emanates from competence-based curriculum reflecting competence-based performance in the real working environment that basically would motivate candidates' learning for professional practices. The study conducted by AICPA (2019) states that, Professional examinations are meant to enable prospective professionals to demonstrate abilities at work place and motivate learning. The study further asserts that, if professional examinations measure relatively superficial knowledge and skills either based on academic or inconsistency with work related tasks of the respective profession. Therefore, the essence and purpose of professional examinations is jeopardized.

#### **4.4.7 Assessment Procedures Guidelines**

The study sought to establish the extent of significance and use of assessment procedures guideline to determine quality standard system of assessment procedures in the Board's examinations. The results show that, examination procedures were extremely important for quality assessment procedures as shown in table 4.12 below.

**Table 4.12: Opinion on the Importance of Assessment Procedures Guideline**

<b>Respondents' responses</b>	<b>Frequency</b>	<b>Percent</b>
Extremely important	7	70.0
Very important	2	20.0
Moderate important	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Field Data, 2021



The findings in that table is an indication that respondents including examination, training staff and management positively affirmed the importance of assessment procedures guidelines for effective quality standard system procedures. However, the documentary review of examiner's reports, examination policy by laws and online examination application documents found that there was no single document that detailed examination procedures. This was supported by the interview findings where examination officers opined that examination quality assurance guideline was in progress for preparation at the level of the directorate that intended to detail all assessment procedures for effective examination quality control in the implementation of the prospective professional curriculum implementation under way for its review and development.

#### **4.5 Quality Assurance Improvement Strategies**

The third research question of this study sought to explore opinion for quality improvement intervention strategies from the respondents in order to establish more improved quality assurance and control systems in professional training and examinations opined hereunder.

##### **4.5.1 Improvement and establishment of library services**

Improvement of PSPTB library services and establishment of library services in review training centers was mentioned by 75 out of 80 respondents. They addressed the concern of establishing both physical and digital library services in procurement and supply profession in order improve the quality of library services at PSPTB and training review centers to meet candidates' expectation for professional training.



Respondents further recommended that, the Board should make use of diverse development of the new information and communication technologies to create a room of online libraries and repositories for procurement and supply which would lead improvement of library services and positively change the image of library services and professional training as a whole. Furthering the argumentation.

One candidate asserted that:

*Automation of specialized library services for our profession would help Boards' candidates to approach the library primarily everywhere they are, saving time and obtaining global e-books and keep pace with the development of science and technology accessing electronic materials in improving professional learning and practice.*

The study also found that automation of Board library was identified to be an inevitable trend to streamline library services with value-based library collections. The library automation solution according to them could reduce librarian's workload and improve efficiencies in the areas of cataloging, acquisition, circulation, and assist candidates, professional members and staff to access resources and search for the right information in a safe and secured custody. Further they recommended improvement strategies to accommodate as per respondents' opinion was the establishment of mobile library landscape. It was urged that mobile library landscape takes your library everywhere you go and get real-time updates of circulation on iPhone, iPad mobile technology and Android devices. According to participants, with online option, PSPTB candidates and stakeholders can conveniently access the library collections from classroom, working places, at home and from any location. Therefore, Librarian can only schedule programs using events calendar and share with candidates, professional members and other stakeholders in the profession.



#### **4.5.2 Teaching and Learning Materials**

Teaching and learning materials are referred to as spectrum of educational materials that teachers use in the classroom practices to support specific learning objectives, as set out in the planned lesson. Teaching-Learning Materials (TLMs) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students.

These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans. In education system there has been use of teaching and learning materials from ancient time in memorial as contended by Machumu, 2014 who further asserts that within classroom setting, the major role that has been rendered by the teaching and learning materials to make learning real, practical and pleasurable to learners.

In the context of this study, when the respondents recommended on the improvement of teaching and learning materials, they meant learning material context supportive to professional syllabi in respective course of study for candidates and trainers that include; learning manuals, teacher's guide, training manuals, reference books, procurement and supply standard manuals and examination scheme guide. Candidates recommended improvement to enable them acquire teaching and learning materials' package as they register for professional training and examinations.

Some candidates from training review centers in Dar es Salaam had their comments recorded as follows:



One candidate said;

*In real sense, I do not see what the PSPTB is doing concerning the provision of learning materials to their candidates rather than being instructed to buy syllabus and question & answers' booklet. This means they promote rote learning than meaningful learning to us. It is high time for the Board to develop learning manuals and give the package to their candidates as what other professional Boards' are doing.*

Still another candidate had these comments:

*The Board does not do anything to candidates on learning materials. I see them with much focus on financial resources to meet examination cost only rather than investing on learning materials as input to attempting examination. The Board needs to enhance learning by issuing learning packages.*

Yet another student reported that:

*Our Board needs to keep pace with the current situation by focusing on nurturing professionals by developing learning materials to promote learning and producing competent professionals rather than focusing only on money for examination. I expect this improvement to be done because it will equip candidates with knowledge, skills' and content exactly needed in the syllabi than it is today that we are obliged to cram question and answers booklet for examination.*

Furthermore, trainers disclosed that hardship in teaching and learning rests on the availability of teaching and learning materials on some course module which were newly introduced in the Board syllabi apart from customized ones from colleges and universities.

As one trainer commented.

*There is problem on availability of teaching materials on Procurement and supply chain risk management because it is a new course I never studied in university. Finding materials to suit our local working context is a toiling struggle and delivery content is different from one trainer to another, which affect quality. At least the Board could issue to us training manual on it.*



The research noted that, shortage of teaching and learning materials made teachers and candidates to work in difficulty teaching and learning process in the classroom situation leading inconsistency delivery content from one review training center to another hence ineffective delivery. Teaching materials made teachers to work under constraining pedagogy leading to ineffective delivery of knowledge and skills that call upon Board's intervention to make sure that the delivery content be consistency and meet quality standards. Experience shows that, in training institution where trainers are not grounded from education, the problem of teaching and learning materials like training manuals, stationeries, relevant references lead to substandard teaching and learning process hence creating a gap of the role of quality standard is un covered which negatively affect quality of education provision. OECD, (2009) shows that, more learning materials shortages are perceived to hinder quality instruction.

Furthermore NACTE (2004) insists that, availability of sufficient and appropriate teaching and learning materials enable learners to attain learning outcomes. This research study noted that, the problem of teaching and learning material or instructional material is contributed by trainers' reliance on talk- chalk method during their teaching which is a traditional teacher centered approach. In modern teaching instructional materials help to provide variations in the ways in which teaching and learning process is shared across between the teacher and the learner (Samwel, 2009).

The analysis of various documents including strategic plan, it shows that, the Board is committed curb the problem of teaching materials through the development of different curriculum materials such as training and learning manuals. However,



synthesis of the research evidence on teaching and learning material intervention highlights four challenges in this area;

- (i) Challenge of teaching and learning methodology among trainers as heavily relied on talk- chalk method and one way traffic of lecturing;
- (ii) Lack of quality input like structured teaching and learning content and materials;
- (iii) Lack of alignment between teaching content and the level of the learners; and
- (iv) Failure to link the content with real working environment of the learners.

Kapur (2018) urges that teachers should make use of teaching and learning materials to illustrate or reinforce a skill, viewpoint, perspective and cementing on idea generation in the whole process of teaching and learning process.

#### **4.5.3 Competence among Trainers**

Competences in the context of trainers' competence meant overall system of values, attitudes and beliefs, knowledge and skills which can be put into practice during teaching and learning process managing diverse complex situations and related tasks in procurement and supply functions successfully. Besides that, competence should involve self-trainers' confidence, motivation and well-being of the trainers. The research noted that, the Board has had competent Staff employed according to Scheme of service under public service act and its regulation.

It was further noted Board staff were not directly involved in training for CPSP program but coordinated and regulated the training review providers who train on behalf of the Board. Interviewing the respondents, claimed on intervention strategies to curb the challenge of competence among trainers. The proposed intervention



strategies by the respondents included: effective monitoring and evaluation of review training centers, enforce sound trainers' qualification and experience, provide training awareness on Board programs and standard, provide trainers' manual and prohibit review training centers from recruiting fresh CPSP graduates with no experience in the field and training and have regular meeting between the Board, review trainers' management and trainers.

This research revealed that, incompetence among trainers was contributed by entrepreneurial mindset among review centers management who used the training centers as entrepreneurship carrier than focusing on quality training delivery thus they recruit fresh graduates with no experience for minimum payment as part time trainers. It was further noted that the trainers and qualifications submitted to the Board during registration of training centers were of high experiences personnel trainer's inconsistency with the current young fresh graduate trainers with no update to the Board. Also, trainers did not have teaching and learning pedagogical knowledge and skills and once recruited they embark on training without training orientation and training of the trainers.

During the interview with the Board on intervention strategies to curb incompetence among trainers in the review centers, they acknowledged on the existence of the problem and revealed that there had been challenge on budget to conduct training of trainers but that they had invested and dedicated budget to develop training standards guidelines, training manual and planned to have regular meeting with trainers and training of the trainers in the financial year 2021/2022. The documentary review found the directive of the Board to PSPTB management to conduct training of the



trainers (TOT) to all trainers for quality training to enhance competence of procurement and supply professionals.

#### **4.5.4 Practical Training and Examinations**

Practical training means studying which takes place in a company or organization offering the learners the opportunity to adapt what she or he has learned in practice and develop professional carrier. Since practical training is part of the learners' studies. It must be well-planned and guided by the curriculum. In the guiding interview questions with the respondents on intervention strategies to be taken for improving quality assurance in the Board's training and examination, they proposed enhancement of practical training and examinations based on the following improvement strategies:

- (i) Trainers' Capacity building on teaching and learning methodology based on ability to link subject matter content with real working environment;
- (ii) The use and manipulation of procurement and supply standard documents and seculars in the teaching and learning process;
- (iii) The use of real working-based case scenario and procurement appeal cases in the teaching and learning process; and
- (iv) Examination should reflect the work field practice as opposed college and university examinations.

Involving review trainers in examination setting and marking for improving training practice and syllabus coverage. On the other hand, data from documentary review and benchmarking practices found that, Professional Boards needed to capitalize in competence-based practical skills practices. It was noted that, the curricular and



training programs had to be professional curriculum practices different from content based curricular and training from college, universities and lower levels of education that learners pass through before joining the professional Board. The PSPTB act and its regulation cements on the development of professional curriculum and training programs to make better provisions for regulating practice and conduct of procurement and supplies professionals and for the related matters in the profession.

Data from both interview and document review as reported above imply that the practical training must emphasize teaching and learning activity that enabled learners acquire real working experience in procurement and supply functions. Linking the subject matter under study to real working environment whilst giving learners opportunities to acquire knowledge, skills and attitude needed in the labour market was highly emphasized.

#### **4.5.5 Establishment of Quality Assurance Unit**

Quality assurance unit underpins the Board's commitment to excellence in service provision. The existence of the unit would support the continual improvement in professional training and examinations. Respondents urged that the establishment of quality assurance unit would assist the Board to establish quality assurance and control system that could be a coordinating center on quality improvement for professional training and examinations.

This could provide confidence stakeholders on quality improvement implementation strategy to ensure the Board realize its vision of Excellency in procurement and supply practices and meet expectation of stakeholders of getting competent



professionals for best performance of procurement and supply activities and fulfilling the requirement of the law established PSPTB as regulatory professional Board. In reviewing different documents, it was noted that establishment of quality assurance unit was featured agenda in the syllabi evaluation reports, and institutional self-evaluation report 2020.

According to the director of professional training, the proposed scheme of service at the time of data collection incorporated the establishment of quality assurance and control unit. The quality assurance unit was found to be crucial in ensuring that conditions and standard criteria set are in place to achieve Board's quality standards in its professional training and examinations.

In documentary review, it was noted that similar professional Board other than procurement and supply, had established quality assurance and control unit as internal quality assurance mechanisms that supported evidence-based decision-making for internal accountability. The unit was found to be charged with the responsibility of systematic review of professional training programs and examination improvement, maintenance of quality and improve their quality, equity and efficiency.

The unit also acted as a bridge to external quality mechanisms during monitoring and evaluation for external quality benchmarking in the respective profession. Equally, it was noted that, the International Federation of Purchasing and Supply Management (IFPSM) based in United Kingdom with more than forty (40) member countries in the profession in which PSPTB an affiliate member had integrated some combination of internal and external quality assurance mechanisms in assessing quality standard met



among the member professional Boards and insisted to have quality assurance unit that make continual improvement advisory roles through quality inspection, inter professional curriculum implementation assessment, trainers' appraisal and submitting annual report to the federation which is not being implemented by the Board up to the time of conducting this study.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the study findings and draws major conclusions based on the main findings of the study. The chapter also provides recommendations for action to be taken for improving quality assurance in professional curriculum implementation process and ends up by providing suggestion for further studies.

#### **5.2 Summary of Study Findings**

The study aimed at assessing the role of quality assurance in the implementation of professional Board's curriculum using PSPTB and its review training centers as case study. The study specifically focused on the effectiveness of professional training, Assessment procedures and intervention strategies to be taken to improve quality assurance in the Board's training and examination process. The review of related literature backed up the study based on theoretical underpinning and empirical studies. Data were collected, managed and analyzed qualitatively and quantitatively.

The study findings revealed that, the professional training programs in the Board's review training centers were not effective due to ineffective teaching and learning strategies; ineffective use of teaching and learning aids; incompetence and lack of teaching experience among trainers, poor teaching and learning facilities and environment as well as substandard quality control mechanisms. On the part of assessment procedures, the study found that assessment procedures were ineffective due to ineffective examination setting, inadequate experience for examination planning among the examination officers, shortage of examination storage facilities



and lack of examination quality procedures guidelines. Finally, the study proposed the intervention strategies to be adopted for improvement of quality assurance and control system. The measures include; improvement and establishment of library services and bookshop, availability of teaching and learning materials, improving trainers' competence, practical professional training and examinations, establishment of quality assurance unit and timely feedback of examination results.

### **5.3 Conclusion**

The study concludes that the role of quality assurance is a paramount priority in the entire chain of professional curriculum implementation process. The Professional Board should strengthen the mechanism of quality assurance and control systems for effective management of professional training, assessment procedures and adoption of quality assurance improvement strategies that would yield positive results of producing competent procurement and supply professionals. Hence, achieving Board's vision of excellency of procurement and supply practices.

### **5.4 Recommendations for Immediate Action**

The study recommends the following intervention action to be implemented by the Board's management, Ministry of education science and technology, and ministry of finance and planning as highlighted here under;

#### **5.4.1 Boards' Management**

The study recommends the board management to do the following:

- (i) Amend regulations to allow the formulation of technical examination and certification committee that will be charged in conformity with validation of



examination results and certification, prior to the recommendations for approval to the Board of directors for quality governance.

- (ii) Establishment of internal and external quality assurance and control mechanisms for professional training and examinations to enhance quality standards.
- (iii) Enhance training centers registration with effective quality monitoring and evaluation.
- (iv) Develop and implement examination quality assurance guideline.

#### **5.4.2 Ministry of Education Science and Technology**

The study recommends the following intervention by the the Ministry of education science and technology to enhance quality assurance and control of education system of the country;

- (i) Establish national qualification framework Board to oversee the quality of education system in the country including professional training and examination process in the professional Boards and councils for quality education system in the country.
- (ii) Formulate a detailed education and training policy to guide the entire education system and detailing quality standards with specific section of part of education provision from kindergarten, primary and secondary schools, colleges and universities, sectorial professional Boards.
- (iii) Oversee quality of education provision in all training institutions offering awards by ensuring that technical personnel in curriculum and examination



submit their annual quality assurance report to the ministries like the practice of internal auditors.

#### **5.4.3 Ministry of Finance and Planning**

The ministry of Finance and Planning have to:

- (i) Formulate procurement and supply policy that will guide quality standard of this cadre on personnel, harmonization of management and regulatory roles of all institutions for procurement and supply profession.
- (ii) Facilitate amendment of the Professional Board act and regulations allowing appointment of the Board chairperson in the professional Boards to be vested on the respective minister enhancing accountability.
- (iii) The Ministry through the office of commissioner for public procurement policy division should oversee technical procures of professional training and examination as external mechanism to enhance quality.

#### **5.5 Recommendation for Further Research Studies**

- (i) Similar study can be conducted on the effectiveness of curriculum design and development process in Tanzania Professional Board.
- (ii) Related comparative study can be conducted on quality education provision analysis between the Professional Board and Higher learning institutions.



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## APPENDICES

### Appendix I. Questionnaire for Cpsp Candidates and Trainers

#### Introduction

My name is Jeremiah Haule a Master's student at the Open University of Tanzania. I am conducting research on 'the role of quality assurance in the implementation of Professional Boards' Curriculum in Tanzania'' A Case of PSPTB and its review training centers in Dar es Salaam. I kindly request for our participation in filling the questionnaires. Please be assured that, the information collected shall remain confidential and be used only for academic purposes only.

Thank you in advance for your time and assistance in this study.

#### SECTION A: General information inquiry Tick (√)

1. Nature of respondents:

- |       |                |                          |
|-------|----------------|--------------------------|
| (i)   | Candidate      | <input type="checkbox"/> |
| (ii)  | Trainer        | <input type="checkbox"/> |
| (iii) | CPSP Graduates | <input type="checkbox"/> |

2. Respondent age rank: ☐

- |       |        |                          |
|-------|--------|--------------------------|
| (i)   | 18-30  |                          |
| (ii)  | 30- 45 | <input type="checkbox"/> |
| (iii) | 45-65  | <input type="checkbox"/> |



3. Highest academic and professional qualification (Tick where appropriate).

Professional (√)		Academic (√)	
Foundation stages		Diploma	
Professional Stages 1- V		Bachelor Degree	
CPSP		Master's Degree	
		PhD	

#### Section B. Specific information inquiry

4. Which teaching and learning strategies used at training review centers in conducting PSPTB programs?

Tick ( √) in place where the itemized strategy is used and put (X) where the strategy is not used in the teaching and learning process

Teaching and learning strategies	√	X
Lectures		
Use of Guest Speaker/ experts		
Team-idea mapping		
Power point presentation		
Questions and answers		
Case study scenario based training		
Seminar presentations		
Group discussion		
Use of games like role play, imitations		



5. Rank the use of the following teaching and learning strategies used at your review training centers.

Teaching and learning strategies	Please tick (√) where appropriate				
	Extremely high	Very high	Moderate	Low	Not used at all
Lectures					
Use of Guest Speaker/ experts					
Team-idea mapping					
Power Point Presentations					
Question and answers					
Case study scenario based training					
Seminar Presentations					
Group discussions					
Use of games like role play, imitations					

6. Which of the following are used as teaching and learning aids at training review centers in conducting PSPTB programs?

Tick (√) in place where the itemized teaching and learning aids is used and put (X) where the respective teaching and learning aids is not used in the teaching and learning process at your training review center.



<b>Teaching and learning aids</b>	√	X
Procurement and Supply Standard Documents		
Syllabus		
Benchmarking professional practices		
Course outlines		
Questions and answers		
Charts and drawings		
Case Studies		
Public procurement appeal cases		

7. Rank the use of the following teaching and learning aids used at your review training centers.

Teaching and learning strategies	Please tick (√) where appropriate				
	Extremely high	Very high	Moderate	Low	Not used at all
Procurement and Supply Standard Documents					
Syllabus					
Benchmarking professional practices					
Course outlines					
Question and answers					
Charts and drawings					



Case Studies					
Public procurement appeal cases					

8. Which of the following assessment is used to assess learners' progress in the teaching and learning process at your review center?

Tick (√) in place where the itemized assessment is used and put (X) where the assessment is not used in the teaching and learning process

<b>Tick (√) where appropriate</b>	<b>√</b>	<b>X</b>
Quiz		
Group Assignment		
Term paper		
Test		
Case studies		
Class work		
Individual Assignment		

9. Assess the following education and assessment components at the review centres.

Please tick (√) where appropriate

<b>Education and assessment components</b>	<b>5 Very good</b>	<b>4 Good</b>	<b>3 poor</b>	<b>2 Very poor</b>	<b>1 Not applicable</b>
Trainers' competence					



Adequate instructional materials					
Extent of checking candidates' attendance in training centres					
Quality syllabus content					
Adequate library services					
Relevance of subjects' content to field practice					
Continuous assessment procedures					
Examination's syllabus coverage					
Usefulness of examination in enhancing relevant knowledge and skills to real working environment					
Learning facilities					
Conducive Learning environment					

10. What are your opinion on the major challenge which hinder the provision of quality education in the review training centre and the Board?

(i) .....

(ii) .....

11. What are your opinion on intervention strategies to be taken for improving quality assurance in the Boards' training and examination process?

(i) .....

(ii) .....

(iii) **Thank you for your time and cooperation!!**



## Appendix II: Questionnaire For Psptb Mangement and Staff

### Introduction

My name is Jeremiah Haule a Master's student at the Open University of Tanzania. I am conducting research on "the role of quality assurance in the implementation of Professional Boards' Curriculum in Tanzania" A Case of PSPTB and its review training centers in Dar Es Salaam. I kindly request your participation in filling the questionnaires. Please be assured that, the information collected shall remain confidential and be used only for academic purposes only.

Thank you in advance for your time and assistance in this study

### SECTION A: General information inquiry Tick (✓)

1. Nature of respondents:

(i) Training and Examination Staff ☐

(ii) Management ☐

2. Respondent age rank:

(i) 20-40 ☐

(ii) 41- 60 ☐

3. Highest academic and professional qualification (Tick where appropriate).

Professional (✓)		Academic (✓)	
Foundation stages	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
Professional Stages 1- V	<input type="checkbox"/>	Bachelor Degree	<input type="checkbox"/>



CPSP		Master's Degree	
		PHD	

### Section B. Specific information inquiry

4. Which teaching and learning strategies do you recommend in conducting Professional Training programs

Please, tick (√) where the itemized strategy is recommended and put (X) where the strategy is not recommended

Teaching and learning strategies	√	X
Lectures		
Use of Guest Speaker/ experts		
Team-idea mapping		
Power point presentation		
Questions and answers		
Case study scenario based training		
Seminar presentations		
Group discussion		
Use of games like role play, imitations		

5. Rank the following teaching and learning strategies in conducting professional training programs in procurement and supply

Teaching and learning	Please tick (√) where appropriate
-----------------------	-----------------------------------



strategies	Extremely important	Very important	Moderate important	Less important	Not important at all
Lectures					
Use of guest speaker/ experts					
Team-idea mapping					
Power Point Presentations					
Question and answers					
Case study scenario based training					
Seminar presentations					
Group discussions					
Use of games like role play, imitations					

6. Rank the following teaching and learning aids in conducting professional training programs in procurement and supply

Teaching and learning strategies	Please tick (√) where appropriate				
	Extremely important	Very important	Moderate important	Somewhat important	Not important at all



Procurement and supply standard documents					
Syllabus					
Benchmarking professional practices					
Course outlines					
Question and answers					
Charts and drawings					
Case Studies					
Group Discussions					

7. Please rate importance of the following items in professional training

Items	Please tick (✓) where appropriate				
	Extremely important very	important moderate	important somewhat	important not important	at all
Syllabus					
Trainers' guidelines					
Training standards					
Internal and external quality assurance and control					
Learners' attendance					
library services					
Training of the trainers (TOT)					
Class size and space					



Learners' evaluation					
Competent trainers and professional experience					

8. Please, rate importance of the following items in Board's assessment and examinations.

Items	Please tick (√) where appropriate				
	Extremely important	very important	moderate important	Somehow important	important at
Assessment plan					
Moderation guideline					
Examination quality assurance guideline					
External Marker					
Learners' attendance					
Review trainer's involvement as markers					
Continuous assessment					
Examination questions syllabus coverage					
Case study-based scenario					
Assessment procedure guidelines					
Examination Regulations and by laws					

9. What are your opinions on the challenge which hinder the provision of quality education in the review training centre and the Board?

(i) .....



(ii) .....

(iii) .....

10. What are your opinions on intervention strategies to be taken for improving quality assurance in the Boards' training and examination process?

(i) .....

(ii) .....

(iii) .....

### Appendix III: Documentary Review Checklist

The researcher intended to review the following quality control documents.

Document	Remarks
Trainers' guideline/ Teacher's guide	X
Review training centres quality visit reports	√
PSPTB Syllabi	√
Assessment plan	X
Moderation policy	√
Examination quality assurance guideline	X
Examiners' s report	√
Assessment procedures guideline	X
PSPTB Act and its regulation	√
TOT reports	√

### Key

X= un available document

√= Reviewed Document



**Appendix III: Guiding Interview**

1. What are your opinions on the challenge, which hinder the provision of quality education in the review training centre and the Board?
2. What are your opinions on intervention strategies to be taken for improving quality assurance in the Boards' training and examination process?
3. What do you do with examination planning and what are the challenges?
4. What is your comments Board's professional training and examinations?
5. What is the status of teaching and learning environment?

**Thank you for your time and cooperation!!**



## Appendix IV: Letter from Minister of Finance and Planning



**UNITED REPUBLIC OF TANZANIA  
MINISTRY OF FINANCE AND PLANNING**



**PROCUREMENT AND SUPPLIES PROFESSIONALS AND TECHNICIANS  
BOARD**

In reply please quote:

**Ref. No:** PSPTB/PF.102/01

**Date:** 16<sup>th</sup> March, 2021

Vice Chancellor,  
The Open University of Tanzania,  
P.O.BOX 23409,  
**DAR ES SALAAM.**

Dear Candidate,

**RE: RESEARCH CLEARENCE FOR MR. JEREMIAH HAULE**

Refer to the above subject matter together with your letter Ref. No. PG201803047 dated 10<sup>th</sup> March, 2021.

2. The permission is granted for our employee mentioned above who is pursuing “Masters of Education in Curriculum Design and Development (MED CDD)” to collect his data at PSPTB office and registered review training centers in Dar Es Salaam.

3. We wish him all the best.

Godfred B. Mbanyi  
**AG. EXECUTIVE DIRECTOR**

NJ/jje

C.C Jeremiah Haule,  
PSPTB.  
P.O.BOX 5993,  
**DAR ES SALAAM**