

**EFFECTIVE MANAGEMENT OF EXAMINATIONS AS A WAY
OF ACHIEVING QUALITY ASSURANCE: A CASE OF THE
INSTITUTE OF ADULT EDUCATION (IAE).**

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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 entitled: Effective Management of Examinations as a way of Achieving Quality Assurance: A Study of the Institute of Adult Education, in fulfillment of the requirements for the Degree of Master of Education Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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DECLARATION

I, Elinazi Michael Irira, do hereby declare that this dissertation is my own work and it has not been presented, and will not be presented to any other University for the similar or any other degree award.

.....

Signature

DEDICATION

I dedicate this work to my family and my beloved parents who formed the base on which I developed the eagerness to aspire for educational growth.

ABSTRACT

This study aimed at examining the management of examinations at the Institute of Adult Education (IAE). The study was guided by three research questions which focused on management strategies used for examinations at IAE. Specifically the study intended to unveil aspects of management of examinations that guaranteed quality of examinations at the Institution. It also intended to identify challenges that the IAE face in managing examinations and measures taken to address the identified challenges. The study employed a case study design under the qualitative research approach. However, some elements of quantitative research techniques were involved for the purpose of clarifying some data. The study was conducted at the IAE. Sample for the study comprised fifty four (54) respondents including one examinations officer, nine academic staff, four senior officials at IAE, and forty students. Students who participated as respondents to the study were selected using simple random sampling technique while other respondents were purposively selected according to the positions they held. Data collection methods included interview, observation, documentary review and questionnaires. Qualitative data were analyzed through content analysis, which employed some simple calculations, tables, and percentages for handling quantitative data.

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ABBREVIATIONS

CA	Continuous Assessment
CBET	Competence Based Education and Training
CCTV	Closed-Circuit Television
EO	Examinations Office
ENP	Elimu kwa Njia ya Posta
GPA	Grade Point Average
HQ	Head Quarter
IAE	Institute of Adult Education
ICT	Information Communication Technology
ODL	Open and Distance Learning
NACTE	National Council for Technical Education
NECTA	National Examination Council of Tanzania
SE	Summative Examination
UCA	Uganda Christian University
WAIS	Wechsler Adult Intelligence Scale
WISC	Wechsler Intelligence Scale for Children
WPPSI	Wechsler Preschool and Primary Scale of Intelligence
WAEC	West African Examinations Council

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education is a key to development in any nation, and Tanzania's education is no exception (World Bank Report, 2012). This perception has led to a quest to acquire education as employers' emphasize that their employees should qualify with educational credentials particularly from tertiary level institutions before they can be offered positions in the employing organizations. Thus the main objective of attaining tertiary education is to train students to gain requisite knowledge and skills enabling them to contribute effectively to the national development (Tanzania Education and Training Policy, 1995). Education and training requires periodic assessment and evaluation in form of examinations so as to ascertain the level of competences developed among graduating students who are ultimately employed in a variety of the production sectors.

The term examination in the context of this study is perceived as the process or act of testing for knowledge and ability in order to determine its worth. This implies that a test is a means of measuring knowledge, skills and or aptitude of a candidate (Hornby, 2000).

Fagbamiye (1998) describes an examination as a tool for measuring and judging the standard of education in any country. Examinations have therefore emerged as one of the major established yardsticks and the most practical way of assessment.

This condition has led to some students devising or using different types of methods and techniques to pass their examinations (Ogunji, et al, 2005). Sometimes students have employed very costly techniques such as bringing prepared answers into

examination halls after paying exorbitant amounts of money to buy question papers from unscrupulous vendors (Uche, 2005). Some students have even engaged other people to attempt examinations on their behalf (impersonation), and cheating (Ogunji et al, 2005). These illegal tactics in attempting examinations have led to breaching rules governing the conduct of examinations.

Examinations are generally used for evaluation of student's progress, evaluation of effectiveness of instruction, effectiveness of the teacher, and the teaching methods employed. Examination results are also used for selection of individuals for a particular educational institution, or specific type of employment. Examinations are further used for certification; and evidence to determine whether a person has achieved a specified standard of attainment or achievement (Hornby, 2000).

Due to the crucial roles that examinations play in socio-economic life, examinations need to be well managed. The management of examination should be a vital issue to be seriously considered if we want our examination result(s) to be valid and reliable and at the same time to maintain its value.

Collins English Dictionary (2006), defines management as the act or manner of managing, controlling, directing and organising the skilful or resourceful use of materials, time, technology and personnel in order to achieve institutional goals. Manager is an individual or a team constituting of individuals that accept responsibilities to run an organization, they plan how to get things done, organize work to be efficient and effective, direct and control all the essential activities of the organization. Management team does not manage themselves; rather they motivate and coordinate others to execute the work with the target of achieving the objectives of the organization. Management brings together all, men and women, money, machines, materials, methods and markets. In educational settings these resources are used for

achieving the objectives of the higher learning institutions. Some of the objectives are producing employable graduates, developing knowledge through research, publications and ultimately attainment of economic development of the entire community or nation. In the context of this research, effective management of examinations refers to the skilful or resourceful use of resources such as personnel (lecturers, students and supporting staff), teaching and learning materials, time, application of appropriate technique(s) and technology in teaching and examinations processes and maintain ethical practices. If these aspects are effectively practiced, education institutions are mostly like to achieve quality results or set goals.

If at any stage of the managing examination process some ineffective management techniques are employed, different forms of examinations malpractices may occur. These could be examination leakages, or examination cheating. In such circumstances question papers get into possession of examinees prior to the writing of the examinations and can be traceable to printing press or to persons connected with the custody of the examination question papers. It could also involve smuggling of examination answer scripts, examination candidates may have external assistance in taking to, or from the examination hall answer scripts duly done by syndicates in connivance with invigilators and/or supervisors and other examination officials. The situation could as well involve bringing unwanted materials into the examination hall, such materials could be textbooks, past questions papers containing numerous notes, or photocopies of prior prepared answers.

The teacher or examination bodies may construct the best test or examination questions but, if the examination is not properly managed from the time of its construction, through other stages to the level of evaluation of the examination process the purpose of the examination will be defeated since the quality of the examinations will not be ensured. Ineffective management of examinations at any stage is a social evil that can

damage society to the extent of leading to a failed state. It has very serious economic, political and social consequences because employees who emerge from the education examination systems and their performance are the same people who fill different employment positions that need trust worth and highly qualified individuals mostly from effective quality examination systems.

In the past ten years alone, the West African Examinations Council (WAEC) had to cancel the results of 814, 699 candidates in its May/June Examinations of 2004 (Aminu, 2006), because of massive examination malpractices. Equally to note is the 1990, 1992 and 1995, study by McCabe (1999) of the Center for Academic Integrity (CAI) in Nashville USA. About 7,000 students from 26 small-to-medium-size college campuses were surveyed. It was found that nearly 80 percent of the students surveyed admitted to cheating at least once. McCabe describes the findings as “a dramatic increase in the more-explicit forms of test cheating and illegitimate collaboration” (pp. 208).

In 2012, the Uganda Christian University (UCU) cancelled a number of examination papers for the two semesters on the ground that the examinations had leaked (New Vision Magazine December 05, 2012). The cancellation followed an alleged arrest of the university’s students with different examination papers similar to those which were printed by the university. Examinations’ leakage has dominated our media and reports. For examples, in Tanzania, the National Examination Council of Tanzania (NECTA) nullified all form four examinations in 1998 due to leakages and in the year 2008 the mathematics examination was called off because the examinations were on the market before it was officially conducted . The situation caused public doubts on the authenticity of the examinations (Daily News Paper May 08, 2012).

Currently, the Institute of Adult Education established the Examinations Office after being accredited by the National Council for Technical Education (NACTE) in 1999 to coordinate and manage its examinations. The office is responsible for managerial function of planning for date of examinations and setting of time table, control production of examinations, arrange sitting plan during examinations, coordinating and supervising invigilation process, marking and moderation of examinations. In the Examinations Board Report of 2011 and 2012 respectively of the Institute of Adult Education (IAE) indicates that a total of two (2) students were discontinued from studies because of cheating during examinations by copying answers from unauthorised written sheet of papers and in palms contrary to the examination rules of IAE of 2010. This condition shows that ineffective management of examination has reached a point of bringing the academic dishonest in the education sectors and the situation justifies the need to conduct a study at the IAE so as to investigate the situation of examinations in the aspect of management.

On the basis of the background above, the researcher intends to find out whether the management of examinations at IAE guarantees quality and secure examinations at the Institute.

This study was conducted using a qualitative research design that employed a case study approach. Questionnaires and Interview schedules were the main instruments for data collection. However, documentary review and observations were employed where applicable to triangulate the instrument for adequate and precise data.

1.1 Statement of the Problem

The study sought to find out whether the management of examinations at the Institute of Adult Education (IAE) enhances effectiveness of the examinations offered. The

IAE has increased its student's enrolment from 400 in 2006/2007 to about 1060 in the 2012 academic year (IAE, 2013). Trends in education consider increased enrolment of students as a positive aspect for any higher learning institution (Bhalalusesa, 2006). The increase in enrolment was possible after the IAE acquired mandate from NACTE to run a degree programme in Adult and Continuing Education. The increase was also a result of attractive non-degree programmes offered at the Institute.

Expansion of students' enrolment has always raised a question on how to facilitate such a big number of students at IAE in terms of management of examinations while the Institute still faces the problem of shortage of teaching and learning resources such as power point projectors, white board markers, and current text and reference books related to adult education. This situation has fuelled a debate between members of the academic staff and students at the IAE on the attempt to balance between access and equity on one hand and quality assurance of education on the other. Therefore, the task ahead is for IAE to ensure that expansion of student enrolment, matches with provision of adequate effective management of the examinations. Such a balance will positively contribute to the quality of education provision.

Further, at the IAE no study has been conducted on matters related to the management of examinations, yet examinations forms one of the core activities of the institution. Few studies which have been done around this area of examinations and assessment for example Bhalalusesa, 2006) have focused on tutors and their ability to mark assignments thoroughly and fairly, grade them accordingly and put constructive comments, Balige's (2007) study focused only on determinants of enrollment at IAE and not on the management of examinations.

The effective management of examinations at any level of educational stratum constitutes one of the major quality assurance measure of the validity and reliability of examinations and consequently to the authenticity and recognition of the credentials

issued thereafter. Ineffective management of examinations which results into numerous examination malpractices among education institutions over the years have become a growing concern (Aminu, 2006). Effort should therefore be directed towards ensuring effective management of examinations and also towards finding possible causes of ineffective management of examinations at higher education institutions such as the Institute of Adult Education.

This study intended to identify and examine the mechanism used for the management of examinations at the IAE. The study was an attempt to guide the provision of quality education through appropriately managed examinations at the institute. Effective management of examinations is one way of developing and graduating production of competent individuals who are needed for the different job positions in the country. Hence the need for this study to be conducted.

1.2 Purpose of the Study

The purpose of this study was to interrogate mechanisms used at the Institute of Adult Education in the management of examinations. It also aimed at establishing how effective management of examinations at IAE contributes to the quality assurance of the credentials offered at the Institution.

1.3 Objectives of the Study

The main objective of this study was to investigate the effectiveness of management of examinations as a way of achieving quality assurance of education provision at the IAE. From the major objective, specific objectives have been developed as to:

- Establish whether the Institution's examination management system or processes enhances quality assurance of the examinations it offers;

- Ascertain aspects of examination that were likely to compromise quality assurance of examinations at the Institute;
- Explore opportunities that the Institute employed in the management of its examinations more effectively so as to maintain high quality of its examinations.

1.4 Research Questions

The study was guided by the following three research questions;

- What management strategies are currently used in managing examinations at IAE?
- Which aspects of examination at IAE have most likely constrained the quality of managing examinations at the Institute?
- How can the constraints experienced in the management of examination at IAE be addressed?

1.5 Scope of the Study

The study was limited to the Institute of Adult Education at the Head Quarters (HQs) which is located along Bibi Titi Road in Dar es Salaam. The scope was determined by the fact that academic staff, examination officers and students who pursue Certificate, Diploma and Bachelor programmes in adult and continuing education are located at the HQs. Hence, examinations for these programmes are managed at the HQ.

1.6 Significance of the Study

The study is going to contribute to the understanding of the importance of effective management of examinations as a way of maintaining quality assurance and

controlling examinations malpractices to Exams authorities for example the National Examinations Council of Tanzania (NECTA), academic institutions and universities, and to the academicians/ scholars as well.

The study further aimed at informing policy makers to formulate laws and procedures that emphasize the assurance of quality exams through an effective management system at the institution. This significance was grounded on the researcher's belief that, if challenges are illuminated, and mitigatory strategies identified and employed, the management of examinations at the IAE can be improved in line with quality assurance standards.

1.7 Limitations

This is a case study which holds an ambiguous place in social science (Reinharz, 1992) because most students, lecturers, education officials and other education stake-holders consider the issue of ineffective management of examinations as involving candidates when they are provided with the examination questions. However, examinations involve procedures or processes that can be disrupted or tampered with. Tampering with any examination processes corrupts the validity of target examinations and requires regulations and effective management that control such occurrences.

Because of the sensitivity and legal nature of this case study it was difficult for the participants to be objective in giving correct answers to interview questions. For example, unethical management of examination involving buying examination question papers from lecturers or examination officers may have legal implications, thus students refrain from providing cases where such breaching of regulations was involved. The question of objectivity was raised by lecturers when responding to questions linked to causes for leakage of examination question papers, assessment

malpractices and collection of bribes from candidates because the question was interpreted as provocative.

1.8 Ethical Considerations

Punch (2000: 57) asserts that, “all social research involves consent, access and associated ethical issues, since it is based on data from people about people”. Interviews of participants were conducted to meet the general protocols and procedures for interviewing. The researcher ensured that informed consent was obtained from all participants. He intended to provide respondent with full information about the research including the reasons the selected participants have been included. Participants’ privacy, confidentiality and anonymity were guaranteed through hiding their identity from the public. Consent forms were filled and a covering letter from the IAE was provided to each participants.

Similarly, the IAE as the target institution for this research was requested to provide permissions for accessing archival materials and documents that were useful for the study.

1.9 Definition of Terms

For the purposes of common understanding of the narrative in this research, the following terms have been given operational definitions;

Examination: refers to written exercises, oral questions or practical tasks set to test a candidate’s knowledge, skills and values.

Effective management of examinations: refers to effective management of all examinations related activities, from the process of setting examination items to the publication of results for the same.

Quality examinations: refers to a high degree of performance in which a student demonstrates his/her capacity of understanding of the subject matter and the ability to transfer what has been learnt to real life situations at a particular level of study.

Quality education: refers to knowledge, skills and values which are facilitated so as to meet the needs and demands of the students and society at large. Quality education is defined by level of academic achievements or new attitudes and values and it can be looked at in terms of learning achievements as measured by assignments, tests, examinations and practical implementation of what is learnt by a student(s).

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

Examination Malpractice: ‘A misconduct or improper practice before, during or after any examination by the examinees or others with a view, to obtaining good results, by fraudulent means.

Input: Human and non-human resources provided into an organization from the beginning of a programme to the implementation stage and to the end of the programme.

Process: Activities such as teaching, learning, and counseling, in which personnel in the educational institutions engage.

Output: In the context of this study, output refers to employable graduates, growth in knowledge through research publications and economic development.

Higher learning institutions: These are learning institutions which provide higher education from advanced diploma to PHD.

Enrolment: Refers to legal or formal registration of qualified students by entering the names into a list of the students in the professional programme.

Teaching learning materials: Refers to materials which are used in the teaching process. These materials include pens, marker pens, power point projectors, whiteboards, whiteboard pens, manila cards, text and reference books.

Tertiary education: also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary education.

1.9.1 Conceptual Frame Work

A conceptual framework is a set of broad ideas and a principle taken from relevant field of enquiry and is used to structure a subsequent representation (Kombo, et al 2006). It is a guideline of basic concepts and constructs that are expected to interact in natural settings and indicate experiences that form the basis of a study. This study of management of examinations was conceptualized on the basis of the systems approach. The systems approach for management of examinations holds that an organization is a systematically managed system that processes and transforms inputs (such as relevant curriculum, and relevant teaching and learning materials), academic staff, students and other resources) into outputs which are the growth of knowledge, employable graduates, economic development and development of research and publications that comprises its products (Bateman & Snell, 2004). One of this frame work's key concepts is that management of examinations must interact with the environment to gather inputs and turn transform outputs as its product.

Management of examinations conceptual framework was derived from analysis of conducive working environment inputs which are clearly stated criteria and procedures for student's admissions, conducive teaching and learning environment, adequate availability of learning resources such as relevant text books, internet facilities and

stationery. Other inputs included availability of adequate competent and qualified academic staff and esteemed status of employees which bring trust to the people during the process of administering tests/examinations, invigilation and marking.

The presence of these inputs (availability of adequate competent and qualified academic staff, relevant curriculum, and relevant teaching and learning materials) guarantees availability of good system of managing examinations that guarantee quality assurance of examinations in higher learning institutions (Preece, 2005).

Determining factors of transformation of management of examinations is the second component of conceptual framework which constitutes conducive working environment. The elements in inputs of managing examinations may not be successfully processed without determining factors (such as setting of tests/exams, effective handling of tests/exams, effective invigilation of examinations, moderation of examinations, marking of students exams, and grading of scores) put in place. The first element that falls under determining factors is effective management and evaluation of assignments/tests, invigilation of examinations and marking of examinations. This implies that adequate, competent, trustful and qualified academic staffs are needed to ensure quality assurance and control during evaluation processes period. The second element that falls under determining factors is examinations moderation that examines and determines the clarity, quality and standard of setting, marking and grading examinations.

The next component of conceptual framework is outcomes which result from inputs. Through this the conceptual framework determining factors are properly followed and adhered to. If inputs are available and determining factors are in place, expected outcomes from the institution are most likely to be realized. Among the expected outcomes after inputs and determining factors are quality employable graduates to whom were the products of relevant curriculum, relevant teaching and learning materials and qualified

academic staff, growth in knowledge through research and publications and economic development resulting from qualified graduates from relevant curriculum and learning environments who work in different sectors of the economy.

Conceptual frame work was therefore found to be appropriate in explaining the effective management of examinations at the IAE.

Figure 1.1 provides a summary of the essential elements for quality management of examinations attained if the suggested conceptual framework is employed.

CONCEPTUAL FRAME WORK

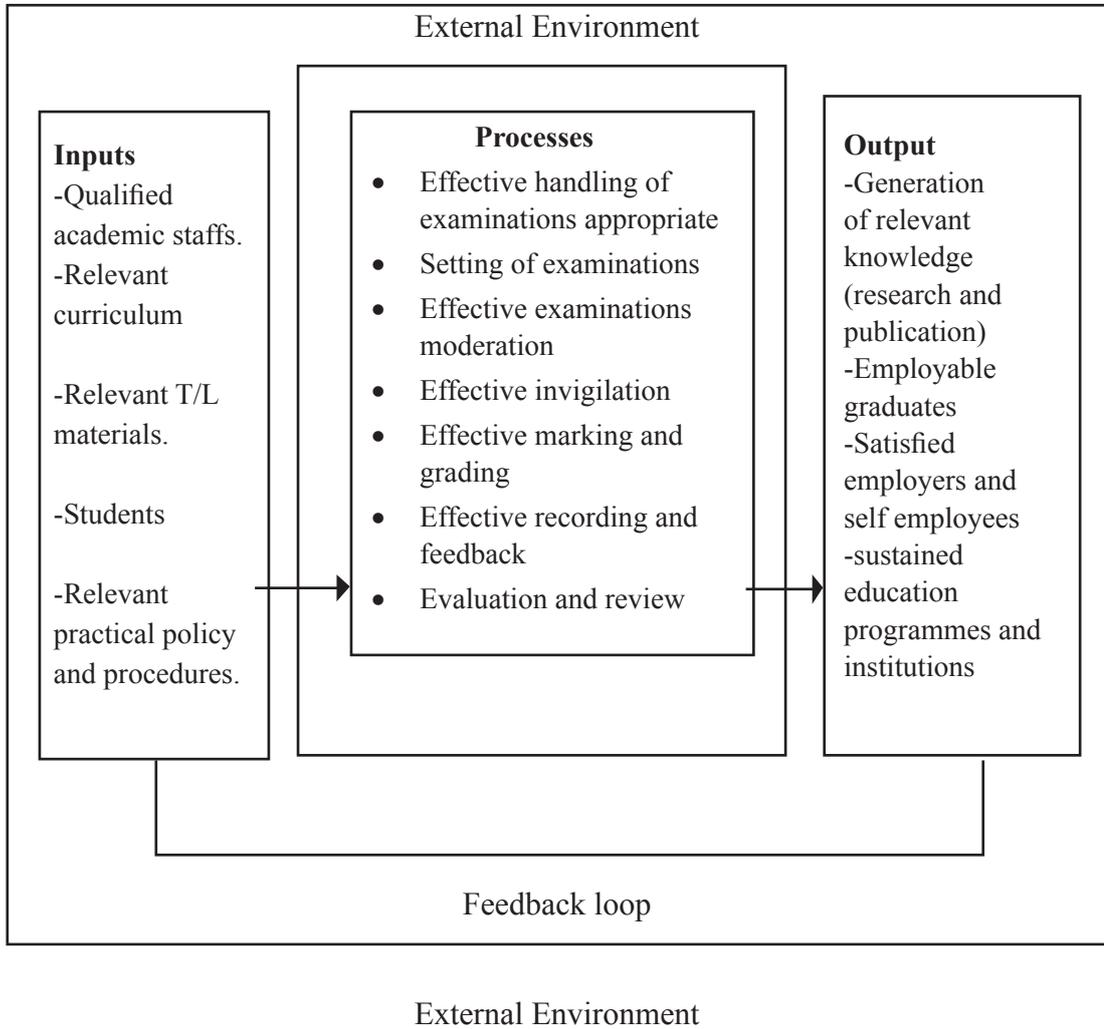


Figure: 1.1: Determinants of effective management of examinations.

Source: A system model adapted from Mukhopadhyay (2005).

Key:

T/L – Teaching or Learning

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review in relation to the study of effective management of examinations as a way of quality assurance, the reviewed literature function as guideline for the study. Effective management of examinations and Quality Assurance are two of the Institute of Adult Education key priority areas. The institute is greatly concerned with the entire examination processes including external moderation and evaluation. Examinations are important since they lead to certification; they are part of a student's assessment and mandatory part for the institute's progress and completion of programme in circle (Ramsden, 1992).

Examinations can be defined as written exercises, oral questions or practical tasks set to test a candidate's gained knowledge, skill and values, hence they are important tools for evaluating students learning outcome and require proper planning to meet high standards (Aminu, 2006). They need to be well managed and checked because they provide feedback to students, parents and lecturers. Within these perspectives, examinations motivate students, parents and lecturers since they can measure level of targeted teaching and learning and the extent to which the aims/goals have been attained (or otherwise not attained).

2.2 Historical Development of Examinations

The first written tests were the informal written examinations used by the Chinese to recruit candidates into the civil service (Uche, 2005). The oral examination initiated by Socrates was also informal. In the United States of America before 1815, educational

achievements were mainly assessed through oral examinations. In England, Sir Francis Galton, a famous pioneer in the testing movement, constructed tests that clearly demonstrated individual differences in 1869. He also developed statistical procedures to describe them. Karl Pearson, Galton's contemporary developed the Pearson Product Moment Correlation Method, which is useful in prediction and in checking the reliability and validity of standardized tests. James Cattell who invented the term "mental test" worked on individual differences. He became a pioneer in the American Mental Testing Movement. One of Cattell's students, Edward L. Thorndike made major contributions in achievement testing (Obimba, 1989).

In France, Alfred Binet and his assistant, Theodore Simons, developed a test measuring the intelligence of children in 1905. It was an individual intelligence test known as the Binet-Simons Intelligence Test. Lewis M. Terman in America revised the Binet-Simons tests and came out with Stanford-Binet Intelligence Scale, which was published in 1916. The First World War provided the incentive for the development of group tests. There was a need to assess the intelligence of a great number of soldiers for the purpose of assigning them to different military tasks.

A group of psychologists including R.M. Yerkes and A. Otis developed the Army Alpha, a written group test of intelligence, and the Army Beta, an individual non-verbal intelligence test, for this purpose. David Wechsler developed a series of individual intelligence scales. He first published the Wechsler-Bellevue Intelligence Scale in 1939 to measure adult intelligence. He revised it in 1955 as the Wechsler Adult Intelligence Scale (WAIS). In 1949, he published the second scale known as Wechsler Intelligence Scale for Children (WISC) for ages between five and fifteen years.

His third publication was in 1967 when he published the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). In the area of Standardized tests, George

Fisher, an Englishman, developed the first standardized objective test of achievement in 1864. In 1897, J.M. Rice developed (in America) the Standardized spelling scale also an objective test (Uche, 2005).

In 21st century, the uses of Information Communication Technology (ICT) in examination and assessment in education institutions have been taken into account. Saverinus (2008), identifies the four key roles of ICT in examinations and assessment, namely:

- Security of examinations during invigilation process by placing automated cameras like Closed-circuit Television (CCTV) to the examination rooms to monitor invigilation process. Processing of examination results by using modern computer software developed for that purposes.
- Administering examinations to students who study through Open and Distance Learning (ODL). This can be through teleconference, electronic mail (e-mail) and Skype.
- The use of ICT in typing and production of examinations. This includes the use of personal computer or laptop and printer in typing and printing and photocopy machine for producing enough copies needed for examinations exercise.

However, there is a misuse of ICT, Ogunji, et al (2005) noted that:

Unethical teachers and students use ICT to cheat during examinations by using telephone handset GSM to send questions and answers to fellow students and use of e-mail to forward questions and answers received from unethical teachers to other students.

2.2.2 Overview of challenges facing effective management of examinations.

Effective management of examinations is the process or act of planning, organizing and administration of examinations. It spans from classroom teaching, setting of examination questions, administration of examinations, marking and grading, to the issuance of certificate. This means that teachers, examination administrators, students and parents are part of effective management of examinations. Effective management of examinations requires marshalling and organizing all the material and human resources needed for smooth examination conduct. The quality of effective management of examinations therefore, dictates the level of malpractices or cheating in a particular examination and its occurrence or non occurrence.

In all examination malpractice or cheating, ethical standards are compromised, rules, regulations, standards and best practices of examination conduct are overtly or covertly contravened. It is the violation of principles of good effective management of examinations by all the roles involved. Some specific and varied unethical practices of the roles in effective management of examinations that often times galvanize into malpractice or cheating are articulated below:

Teachers

a). Pedagogical and Content incompetence

The Education and Training Policy of Tanzania (1995) stipulates that teachers at the tertiary level must have qualifications in education. This is intended to improve teaching pedagogy but the policy is not widely implemented in most of higher learning institutions in Tanzania. For the teacher to have only mastery of subject matter without effective knowledge of teaching methodology can affect students' performance. This

phenomenon is the beginning of examination irregularities and misconduct, since under qualified teachers are mostly like to poorly prepare their students for examinations. Another aspect of this is assigning teachers subjects and courses that are not in the teachers' areas of competence/ specialization. Assigning teachers to courses falling out of their specialized areas is mostly due to budgetary constraints which inhibit hiring adequate experts in the concerned areas. Lack of confidence among under qualified teachers and desperation to pass students may cause cheating to enable more students to pass. It is unethical as well as a breach of regulations to hire a teacher who is incompetent in content and pedagogy. It is also unethical for a teacher to accept a subject that he or she cannot effectively handle. However, such teachers in most cases employed due to social necessity to educate all citizens in accordance to the development agenda, part of which is globally determined.

Teachers and school administrators are at the core of effective management of examinations process, when pedagogy and content competence teachers are treated with levity, it creates the environment grounding for which examination malpractices or cheating is built.

In connection to pedagogical and content incompetence, there is assessment neglected:

Assessment, which is part of teaching and learning for many years, was used primarily to describe processes of evaluating the effectiveness of sequences of instructional activities when the sequence was completed. The term assessment refer to all those activities undertaken by teachers and by their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs" (Black & Wiliam, 2004, 20).

When assessment is neglected it includes items like:

- poor question setting, allotting more or less time to an examination.
- testing students in areas where they have not been taught
- awarding of unmerited grades to students
- error of calculation of marks
- misplacement of examination scripts and
- misallocation of scores to students.

All these threaten the security of examinations even when it is done discretely.

c). Compromise of Examination Standards

Teachers fan the ambers of examination malpractice when they compromise examination standards and disregard examination ethics. Czek (2005) noted, the increasing pressures on teachers to be seen as successful; he points out that this condition encourages students to cheat. This fact is not only true in Tanzania but in many parts of the world. There seem to be the tendency to think that when students fail in examinations the teacher has failed in his or her duties. However, such attitudinal pressure should not be taken as justification to desecrate the sanctity of examinations. Literature on examination cheating highlights the complicity of teachers in examination cheating. In Tanzania, some teachers for financial gains assists students to cheat in examinations and thus compromise examination standards, encourage students' absenteeism from attending classes due to personal businesses or due to incessant strikes. In some cases teachers sale their own text books to students and guide them to examination target areas, this practice affect students' performance. Additionally the teachers assume their textbooks take their role of teaching the students. Such practices are highly likely to negatively impact the quality of examination.

d). Invigilators and Supervisors

Absence and lateness to invigilation is a common practice today, attention is hardly paid to this unethical conduct in the management of examinations. Lateness by a teacher or invigilator to examination venues or absence from invigilation constitutes examination malpractice. When an invigilator is absent or late to examination venues it creates opportunities in the examination environment for cheating. Even in the examination hall some invigilators read newspapers or engage in discussions that interfere with the “vigil” which is core to invigilation. All these create an environment prone for examination malpractice to thrive, and weaken effective management of examinations processes.

Acceptance of bribes “cooperation fee” by supervisors, invigilators, examiners and law enforcement agents in order to help students to cheat in examinations affect the quality of examinations. Often times the different individuals or groups who should protect the oracle of examination, compromise it by taking bribery. Students contribute money to pay them off their sacred responsibility and national assignment (New Vision Magazine December 05, 2012). With this arrangement impersonation of candidates are glossed over, parents or their paid mercenaries are allowed into the examination halls, and the atmosphere of cheating with impunity takes over in the examination venues and gross examination violations are winked at.

Parents and Guardian

Cooperation between parents and schools makes for success in every education endeavor be it student learning, discipline, governance, and good effective management of examinations (Grinberg, et al, 2004). In the history of examination malpractice in Tanzania parents who should be part of quality effective management of examinations

by de facto become part of the problems by unethical practices such as:

- buying examination questions for their children due to the dire want of success for their children. Some parents may identify and pay mercenaries or impersonators to write exams for their children.
- shamelessly, some parents may provide funds to bribe and influence teachers, examination office, to generate fraudulent results for their children; and
- some parents may follow their children to examination halls to make sure their plans for cheating is safely executed.

Ogunji, et al (2005) noted that inability of some parents to monitor their children's academic progress, and eventual students become poorly prepared for exams, leads some parents and guardian to help their children to cheat so as to pass their exams.

Cheating in Examination by Students

The students are not left out in unethical practices that crystallize into examination malpractice obsession. Ogunji, et al (2005) were not wrong when they concluded that cheating is gradually becoming a means of getting ahead academically and is a major problem facing students today.

The unethical methods students employ in examination malpractice in vogue today among students captured by Ogunji, (2005). These often times include:

- a). Impersonation Method which involves hiring of mercenaries to write an exam for another person. Some of the methods employed under this practice include prepared notes and materials written on palms, thighs, textbooks, and gadgets designed to assist them to pass the examination instead of relying on their own abilities.

b). At other times group of students colonize a section of the examination room by seating in section they have agreed with those who know the course very well known as “power house” who will “pass the current” to the rest. The sorting method is the one in which student meet teachers, invigilators, before or after examination to influence them to their advantage in cash or in kind. Also, they adopt the “wholesale method” of coming into the examination with answer scripts or booklet written or answered before the examination.

c). They are also involved in the use of telephone handset GSM to send text messages of answers to friends in different centres.

d). Ogunji, et al (2005) noted other unwholesome developments inside and outside the examination halls which boarder on stealing of people’s work, converting or misappropriating the scripts of other candidates, substitution of scripts at the end of the examination, tearing answer scripts for the examination papers only to complain later that their scripts.

Government’s role

The government should provide and regulate the essential service of education to its populace. Often time the government without knowing contribute to examination cheating in the following ways:

Inability to fund education properly. The declining funding of the education sectors is a cardinal pioneer to examination malpractice. For education in Tanzania was last reported to spend at 18.33% of its GNP in 2010, according to a World Bank report published in 2012. Public expenditure on education consists of current and capital public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private

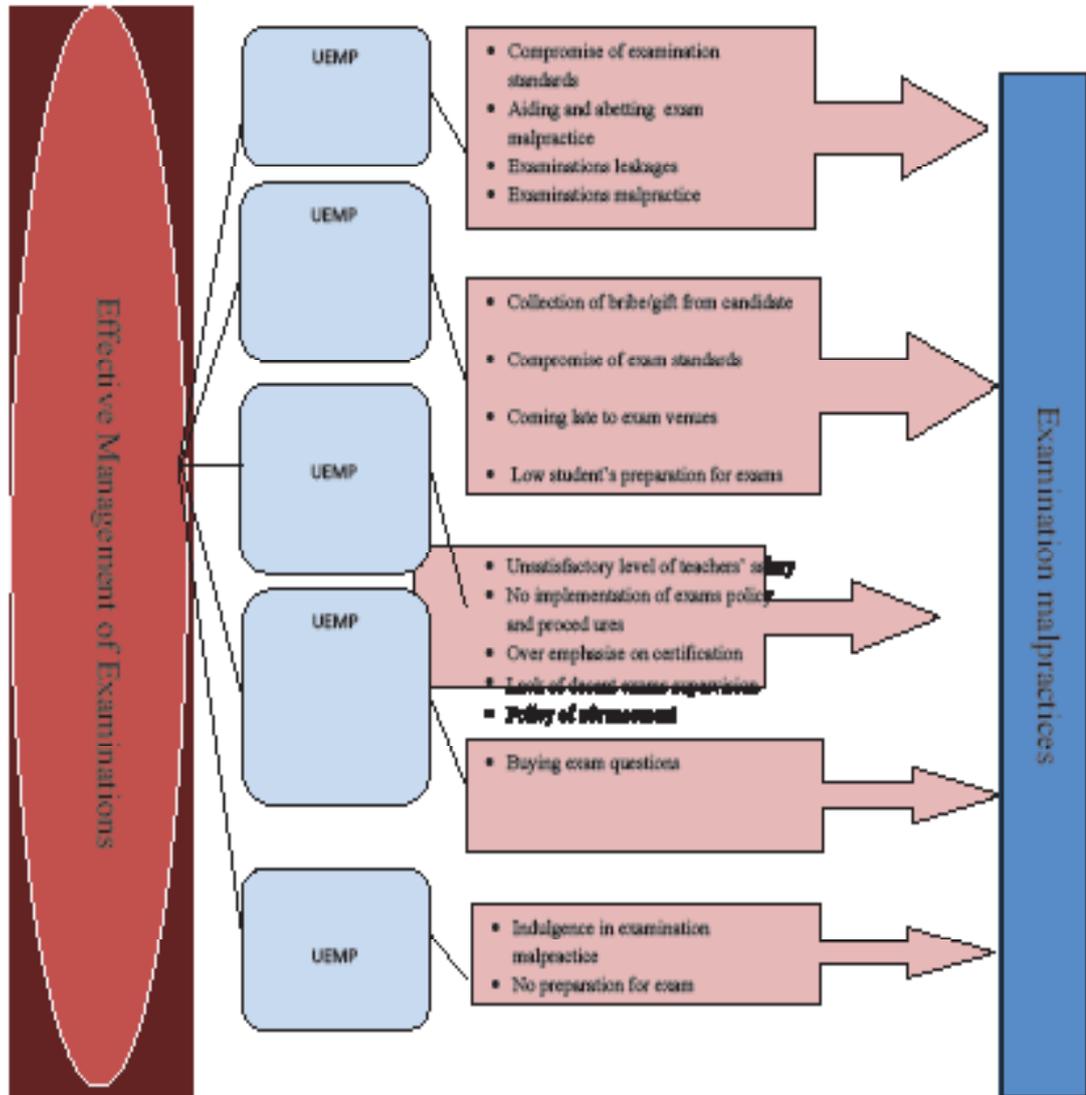
entities (students/households and other private entities). This compares poorly with other developing economies (William et al., 2004). It has been established that Nigeria's allocation shares for education diverge sharply from regional and international norms. With this state of affairs quality of teaching, infrastructure, governance, innovations in education sector are stifled.

These have direct or indirect relationship to examination management and malpractice. Inadequate funding as evident in the nonpayment of teachers salary and allowances, have occasioned corruption in all facets of education in Nigeria (William et al., 2004).

It has led to admission of more students than the carrying capacity, breakdown of infrastructure, lack of motivation of teachers and staff. All these have overt or covert effect on examination malpractice.

The challenges facing the management of examination in most African countries is well summarized in Figure 2 below. The figure explains the link between the weakness in managing examinations and the associated examinations malpractice.

Figure 2. The nexus between unethical Management Practices of Examination and Examination Malpractices



Source; Adopted from Ogunji, et al (2005).

Key:

UEMP- Unethical Management Practices of Examinations and Examinations Malpractices

2.2.3 Management of Examinations at the Institute of Adult Education (IAE)

IAE started in 1960 as a section of extra-mural studies of Makerere University College, Kampala in Uganda under the management of the University of London. In 1963, The Institute of Adult Education became part of the University of Dar es Salaam as a department of Adult Education at Anatouglo Mnazi Mmoja in Dar es Salaam. The Institute gained its own charter and became a parastatal organization under Parliamentary Act No. 12 of 1975. Following the Parliament of Tanzania passing a bill on the National Council for Technical Education (NACTE) Act No. 9 of 1997. The council was established so as to ensure quality assurance in all technical institutions in the country. The Institute of Adult Education (IAE) was accredited in 2009 by NACTE which is a regulatory body ensuring quality provision of education to technical colleges of which IAE belongs.

At the Institute of Adult Education, examinations are regarded as one of the major means of assessing and evaluating students or learners' skills, knowledge and attitude in both general and specific areas of studies. It is on this basis that IAE has established an examination unit responsible for the administration, conduct and effective management of examinations. The IAE Examinations Unit conducts its examinations under the office of Registrar of students. The Examinations Unit works cooperatively with the Examinations Secretariat and all the Internal Examiners (Lecturers). The External Examiners who are drawn from outside the Institute assist in checking the quality of the examinations. There is also the Examinations Board and the Academic Committee Council of the Institute, which check examinations processes and approve examinations results before they are processed for public release.

In addition to these internal organs, the National Council for Technical Education (NACTE) in its capacity as regulatory body oversees all examinations processes at IAE.

Conduct of Examinations:

In each subject, alternatively referred to as a module at IAE, the assessment of examinations is conducted under two modalities: Continuous Assessment (CA) and Summative Examination (SE). Continuous assessment includes assessment of all activities in each course while Summative Examination is conducted for each course at the end of each semester. A student or candidate is obliged to sit for examinations after fulfilling the following conditions: registering for the course; attending at least 75% percentage of the official learning sessions of a course as determined by the council of the Institute; completing all exercises which constitute the continuous assessment of a coursework; and completing the Institute's fees for the course. Any one of the students who fulfills these requirements is provided with an examination identity card and examination number without which one cannot be allowed to sit for an examination.

The pass mark, grading systems and classification systems at IAE programmes are as elaborated in Tables 2.1 to 2.3.

Table 2.1: Marks and Pass Marks in Continuous Assessment

Programmes	Maximum Marks in CA	Maximum Marks in SE	Final Maximum Marks	Minimum Pass Marks in CA	Minimum Pass Marks in SE	Final Minimum Pass Marks	Final Minimum Pass Grade	Final Minimum Pass GPA	Overall Minimum Pass Grade
Certificate	50	50	100	25	25	50	C	2.0	C
Full Technician Certificate	50	50	100	22.5	22.5	45	C	2.0	C
Diploma	50	50	100	22.5	22.5	45	C	2.0	C
Bachelor Degree	50	50	100	20	20	40	C	2.0	C

Source: IAE Examinations Booklet of 2010

Table 2.2: Grading Systems in CBET Programmes

Grade	Definition	Certificate		Ordinary Diploma		Bachelor Degree	
		Range of Marks	Point	Range of Marks	Point	Range of Marks	Point
A	Excellent	80 - 100	4	75 - 100	5	70 - 100	5
B+	Very Good	-	-	65 - 69	4	60 - 69	4
B	Good	65 - 79	3	55 - 64	3	50 - 59	3
C	Average	50 - 64	2	45 - 54	2	40 - 49	2
D	Poor	40 - 49	1	40 - 44	1	35 - 39	1
F	Fail	0 - 39	0	0 - 39	0	0 - 34	0
Pass Mark		C		C		C	

Source: IAE Examinations Booklet of 2010

Table 2.3: Final Classification of Awards in CBET Programmes

Certificate		Ordinary Diploma		Bachelor Degree	
Class	Range of GPA	Class	Range of GPA	Class	Range of GPA
First Class	3.5–4.0	First Class	4.4-5.0	First Class	4.4-5.0
Second Class	3.0–3.4	Upper Second Class	3.5-4.3	Upper Second Class	3.5-4.3
Pass	2.0–2.9	Lower Second Class	2.7-3.4	Lower Second Class	2.7-3.4
		Pass	2.0-2.6	Pass	2.0-2.6

Source: IAE Examinations Booklet of 2010

Key:

CA= Continuous Assessment

SE= Semester Examination

GPA=Grade Point Average

2.2.5. Quality assurance in Examinations

Ryan (2000) defined quality assurance as the process put in place by an institution to achieve quality delivery of services. Idialu (2000) commented that the overall goal of quality teaching and examination in school is to improve opportunities for high quality learning which can be evaluated through examination performance levels.

Grinberg, et al (2004) perceives quality assurance as an embracing term which refers to an ongoing continuous process of evaluating the quality of the higher effective management of examinations system, institutions or programmes. Quality assurance involves a set of operational activities used to fulfill requirements of quality.

In other words, quality assurance is an aggregate of actions and measures taken regularly to assure the quality of higher education products, services or processes, with an emphasis on assuring that the prescribed threshold of quality is that intended.

According to UNESCO (1998), quality assurance implies all the policies, systems, mechanism and procedures adopted to ensure that maintenance and enhancement of the quality of educational provision within an institution is met in accordance with specified standards. It is a process through which a provider (Institution) assures itself and the stakeholders that it consistently reaches the highest standards possible in all aspects of its activities.

Quality assurance in education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands (Babalola, 2004). Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance.

Students as Inputs into the Educational System

Students constitute a vital input into the effective management of examinations system. Without them, all other inputs cannot achieve educational objectives. At the entry point of the educational system, the students are expected to be of high quality. That is, they should meet the expected standard of the level or class in which they are to be enrolled. Incidentally, students of poor ability have been admitted or promoted into higher classes in our educational institutions. This practice does occur frequently during free education programmes. Quality assurance demands that students should be of required standard before they are admitted into schools. It also demands that they should not be promoted if they are of low standard. It is probably in this regard that (Babalola, 2004), viewed admission of children with very poor academic standards into secondary schools, as a way of laying the foundation for indiscipline and cheating in examinations.

Teachers as Inputs into the effective management of examinations system

UNESCO (1998), states that ‘no effective management of examinations system may rise above the quality of its teachers’. Incidentally, many teachers are lacking in good

quality which can enhance meaningful teaching. World Bank Report (2012) indicates that 25.65% of teachers in Tanzania secondary schools were not professionally qualified. Quality of teaching to be given by this category of teachers are likely to be low, and this will have adverse effects on the learners. Conversely, teachers of high quality could impart right skill, knowledge and attitude. Teachers as inputs, therefore, constitute a major factor of quality assurance.

Curriculum as an Input into the effective management of examinations system

In curriculum planning and implementation, attention is expected to be paid to the four pillars of learning which were advocated in the Delor's report to UNESCO (1998). These are learning to know, learning to do, learning to be, and learning to live together. When these aspect are adequately considered in the curriculum, the educational system will be functional and its recipient will be self-reliant. Besides students' poor skill and knowledge acquisition the four areas, there is virtually no subject on the secondary school curriculum where there are no topics which teachers find difficult to teach. Though, this problem may be due to poor teacher preparation or poor teaching-learning environment, the problem may be inherent in the curriculum itself.

Facilities as Inputs into the Educational System

Facilities are material resources. In the schools, they are physical and spatial enablers of teaching and learning which will increase the production of results (World Bank Report, 2012), they include building structures, equipment, water, electricity, textbooks, furniture and recreational facilities, among others. They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity.

However, poor supply and poor maintenance of facilities are regular features in many primary and secondary schools. This will not encourage a conducive environment for knowledge and skill acquisition. Thus, students who want to make up for their deficiencies would rely on external assistance to be able to pass examinations.

Government's Policy as an Input into the effective management of examinations system

A policy in terms of programme and guideline constitutes an input into the education system. In the past, the Government evolved many education policies which were meant for execution in order to achieve national objectives. However, some of the policies were characterized by an on-the-implementation planning. That is, implementation had started before proper planning. For example, the Universal Primary Education (UPE) of 1977 was pronounced by the Government of Tanzania and its implementation started without a prior discussion of its logistics.

Therefore, an education policy embarked upon without adequate planning will not have good quality and sufficient teachers and other resources.

The Information paper of July, 2010 of the International Accounting Education, acknowledges the importance of effective management of examinations as a way of quality assurance. According to the paper, quality assurance involves activities such as;

- i. Ensuring that examination standards, quality, and relevance are maintained and enhanced across the entire examination process.
- ii. Approving rules governing methods of work by examiners and methods to determine assessment criteria.

- iii. Reviewing the efficiency and timeliness of the examination paper-setting process.
- iv. Reviewing, moderating and endorsing examinations results.
- v. Considering and agreeing to the means by which feedback is given to students; and
- vi. Being the point of appeal for all examination issues and adjudicating examination results, including appeals, special needs, difficulties, and indisposition. (p.13).

2.2.6 Effective Management of Examinations

Effective management of examinations is a rigorous exercise in terms of logistics, personnel and financial outlay (Tawari, O.C. 2002). However, a common feature of the exercise involves examinations development, examinations administration and post- examinations administration or award procedures.

Examinations development

The procedure starts with the submission of courses to be examined by the head of the training department to the Examinations Office (EO). A table of specification derived from the thinking order as prescribed by Bloom (1956) is utilized in the preparation of examination questions. The question papers and marking schemes generated undergo both internal and external moderation. The aim of the moderation is to check through each item for accuracy, consistency and coverage of course content (IAE Examinations Booklet of 2010). At the end of the moderation, items are compiled and eligibility report (course wise) is obtained, this is followed by printing and packaging of question papers.

Examinations administration

Effective management of examinations occur when test examinations are administered to eligible students, and to be eligible for examination students are expected to fulfill some conditions such as registration for examinations by students, submission of courses to be examined, preparation of examination questions, internal Moderation of question papers, external Moderation of question papers, requisition for exam materials, printing and packaging of papers, and conduct of examination (NOUN, 2006). The student must have registered for the courses to be examined and is expected to have been in the custody of the study materials to be examined for a minimum of eight weeks. Arising from the above, the effective management of examination starts with the entry of students using appropriate entry requirements.

Post-examination activities

At the completion of examinations and marking exercise, marked answer scripts are collated and sent to the examination office for grading exercise. The post examination activities involves activities such as standardization process, familiarization of examiners with the marking guide and award procedures, marking of scripts and scripts are marked by facilitators of the respective course, scripts are marked according to the specification of marking guide. One of the quality control measures put in place is the vetting of scripts graded by facilitators, this is done in order to standardize the marking exercise. Also, the evaluated scripts are sent to external examiners by the examination office and this is done to assess the performance of script markers. After due approval of examination report, the results are published on the internet and notes bodies.

Since examinations occupy such a central position in our educational and industrial settings, effective management of examinations should not be taken lightly. Every

effort must be made to properly harness every resource (both human and material) needed in order to achieve the objective(s) of examinations in the school system. Effective management of examinations should start with creating in the students, sense of responsibility from day one and also teaching them proper study skills and helping the teachers and the managers of examinations and all stakeholders to develop mature personality. When these are imbibed, management of examination will become very easy as both the invigilators and the students will no longer struggle to abide by the principles governing examinations.

The literature reviewed gives credence to the fact that management of examinations is a concern to most academic institutions. It is such that is a characteristic of all levels of education and discipline irrespective of the age group or profession involved.

Effective management of examinations is a challenge to the quality of education in many academic institutions of the world especially with the advancement in technology where the typed and stored question papers (examinations) in electronic form can be retrieved and downloaded via Bluetooth and drop box.

2.2.7 The Literature Gap

The literature review has acknowledged that management of examinations in higher learning institutions differ in accordance with the commitment of the management towards quality of education offered and economic status of the respective countries. Although unethical management of examinations which results to examinations malpractices seem to feature in all high learning institutions across the world but conducting a study focusing on the effective management of examinations was deemed necessary so that challenges facing management of examinations are worked out to enhance quality education.

The few studies done on IAE so far have not focused on effective management of examinations but have addresses issues such as Evaluation of Diploma of Adult Education (Kassam, 1974), and Determinants of Enrolment at IAE Programmes (Balige, 2007). Therefore the need for this study to fill the gap was found to be prudent and was expected to come out with real effective way of managing examinations in higher learning institution in the Tanzanian context.

The next chapter presents the research methodology and methods that were employed during the time of research.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology and procedures that used to collect data for the study. The chapter's coverage include research design, area of study, population, sample and sampling technique, data collection and data analysis plan.

3.2 Research design

Research design refers to a plan which shows the strategy of an inquiry thought appropriate to a research. This is an in- depth study plan of a particular situation which allows the researcher gather relevant data to fulfill the objectives of the study.

In this study of the management of examinations as a way of achieving quality assurance, the researcher adopted a qualitative design, although some elements of quantitative design was used, descriptive statistics was of particular value in this study.

Yates (1993) points out that research which attempts to uncover patterns of management of examinations has been undertaken more by qualitative research than by traditional quantitative research method of investigation.

The study used a qualitative paradigm that utilized a case study because enabled the researcher to comprehend the problem and view it holistically as the researcher was able to observe the subjects in their lived/natural setting without inconveniencing their activities (Babbie, 2001). Additionally, a case study assisted a researcher to obtain in depth progressive and comprehended data because it allows investigation of a

phenomenon within its real life context (Kothari (2000)). Using case study techniques the researcher was able to investigate the management of examinations at the Institute of Adult Education. Research tasks were accomplished while teachers and students interacting in the course of teaching / learning and exams invigilation process at the IAE.

3.3 Area of study

The study was conducted at Institute of Adult Education Headquarter (HQs) due to the fact that it is a place where the Diploma and Degree in Adult and Continuing Education programmes are conducted, also all activities shared by many academic institutions such as teaching and learning, marking of assignments/ tests, examinations preparation and administration take place. This enabled the researcher to obtain data from respondents such as students, academic staff, examinations officers and senior administrators including Assistant Head of Department of Training at the Institute of Adult Education.

3.4 Population

Population is defined as a group of individuals, objects or items from which samples are taken for measurement, Kombo and Tromp, (2006). A population under study must have at least one thing in common. The population of this study included all academic members of the Institute of Adult Education at the Headquarter, all diploma and Bachelor degree students at the Adult and Continuing Education and the institute's examinations officer.

3.5 Sample and Sampling Techniques

3.5.1 Sample

According to Kothari (2000) and Kombo and Tromp (2006) a sample refers to a group of respondents or elements drawn from a population with individuals who have one thing in common that provides representative characteristics of the entire population from which a researcher interested to gather data and draw conclusions. It involves a proof though which a researcher extracts from a given population so as to adequately represent the larger group. Miles and Huberman (1994) maintain that a small size sample characterizes qualitative studies in which the researcher selects the sample that is sufficient to provide maximum insights and understanding of the population under study.

Basing on Miles and Huberman (1994) propositions, the sample for this study included 54 respondents as indicated in table 3.1.

Table 3.1: Types of Respondents

Category of respondents	Number of respondents
Senior IAE officials	4
Academic staff	09
Students	40
Examinations officer	01
Total	54

Source: Researcher's data

Table 3.1 indicates the type of respondents involved in the study. The Head of Department of Training participated in the study because he is directly involved with the IAE academic affairs, one examination officer participated because the office of examinations is the focal point where it administers and manages examinations at the IAE. In the Examinations Office, there are only two (2) examinations officers.

The sample also included selected students from different IAE programmes including students enrolled in ordinary diploma and bachelor degree programmes were asked to provide their views on quality assurance and the management of examinations at the Institute.

The IAE academic staffs were involved in the study because they are the ones who participate in teaching, administration of continuous assessment, tests, setting of examination questions, invigilating examinations and marking the examinations. The selection of the respondents to be involved in the study was based on purposive and random sampling techniques. Purpose sample was used for collecting data from senior officials at the IAE, while the random sampling helped to gather data from students.

3.5.2 Sampling Techniques

Sampling technique is the scientific procedure of selecting sampling units which provide the required estimates of results with associated margins of uncertainty arising from examining only a part and not the whole (Babbie, E 2001). The rationale for sampling is to measure the sample and draw conclusions concerning the entire population. The study employed the following sampling techniques;

3.5.2.1 Purposive sampling

Purposive sampling technique is a technique used in selecting categories with special attributes. The technique was used in the study to gather information from specific experienced individuals at IAE by virtue of their responsibilities. Those who were selected purposively included The Head of Department of Training, Examinations Officer and the member of academic staffs. The head of printing unit where production and packaging of examinations take place was also involved. These individuals possessed required information on managing examinations that cannot be provided by other officers at the Institute.

3.5.2.2 Random Sampling Technique

Random sampling technique is a technique employed to select categories with common attributes. In order to get a sample of students, admission registers were reviewed.

For academic staff the staff attendance book was reviewed and respondents were randomly selected by using simple random sampling. In this technique, each member of the academic staff and students had an equal chance of being selected as subject and random sampling is considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected (Babbie, 2001).

3.6 Data Collection Methods and Instruments

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 and internet search. Depending on the survey design, these methods can be used separately or they can be used in combination. According to Cohen, et al (2000) exclusive reliance on one method may distort the authenticity of the picture the researcher is investigating. The use of multiple data-gathering techniques serves as a means of cross-checking the authenticity of data from single source, hence enhancing their validity and reliability. Another advantage of using multiple data gathering methods is to enable a researcher to exhaust or tap in-depth information from different reliable sources which are related to the welfare of students and academic staff.

In this study, data collection comprised information from relevant documents such as IAE examinations booklets and IAE prospectus, observation and emerging responses from interviews and questionnaires.

3.6.1 Documentary review

Documentary review is a method of collecting data from written or recorded materials. Documentary review is a data collection instrument that used in this study. It is a systematic examination of documents to investigate specific information or topic (Ary, Jacobs and Razavieh, 1996).

Documentary analysis is something that was conducted concurrently with interviews. Documents provided the basis for refining interview questions and contrasting them to ensure tracking of previous systems of managing examinations at IAE.

Documentary data for social research provided rich and relevant information. The approach to documentary analysis defers to the point that “all documentary sources

are a result of human activity, produced on the basis of certain ideas, theories or commonly accepted, taken-for-granted principles, and these are always located within the constraints of particular social, historical or administrative conditions and structures. Discourse analysts point out that meaning may vary according to social and institutional settings. Therefore, a document studied in isolation from their social context is deprived of their real meaning. Thus an understanding of the social production and context of the documents has positive impact in documentary interpretations.

In this study documentary review was used to collect specific information from various IAE documents such as minutes from Examinations Board Meeting, Examinations Booklets and brochures.

From the documents, the researcher was interested to gather information on the current system of managing examinations, such as construction of examination items, printing, packaging, storage and deliberation of examination results, teaching and learning environment including availability of education facilities.

3.6.2 Interview

Interview is a method of collecting information through oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari, C.R 2004). In this study semi-structured interview was used. This is a two way person conversation initiated by the interviewer with a clear list of items to be addressed and questions to be answered (Brymen, 2001). According to Cohen et al (2000) semi-structured interviews allowed respondents to project their own way of defining the world, permit flexibility of sequence of discussions, enable participants to raise and pursue issue and matters that were not included in the pre-set schedule.

In this research, a semi- structured interview schedule was used to collect qualitative information about management of examinations as a way of quality assurance at the IAE. The items in the schedule were arranged to get in-depth views, perceptions, beliefs, attitudes and feelings on management of examinations as a way of quality assurance from specific individuals, namely the Examinations Officer, members of academic staff and students.

The use of open-ended questions enabled the informants to elaborate points of interests to the study. Data collected through this instrument enabled the researcher to supplement data that were collected through documentary review hence serving as a means of cross-validating the information collected, a situation referred to as ‘triangulation’.

3.6.3 Questionnaires

Questionnaires are written or printed forms used in collecting information on some subjects consisting of a set of question to be submitted to one or more persons for the sake of collecting data/information. Questionnaires have both advantages and disadvantage. As for disadvantages, questionnaires need financial resources for preparation and administration. Sometimes questionnaires may get lost on transit due to poor transport facilities and negligence of transport firms. Additionally, questionnaires may or may not be returned to the researcher due to reasons beyond the researcher’s control (Kombo and Tromp, 2006).

The structured questionnaires were used to collect data form students on management of examinations at the IAE. Structured questionnaires permitted a wide coverage of responses from students at minimum cost in terms of time and effort. Questionnaires

allowed greater uniformity of questions and guaranteed greater comparability of responses.

Data such as age, sex, and students' opinion was collected through questionnaire distributed to diploma and bachelor degree students because the information allowed the understanding of different perceptions of students on management of examinations of varied age and sex.

3.6.4 Observation

Observation is one of the data collection instruments which is used to acquire first hand data and enables the researcher to examine incidents as they occur during the study (Kothari, C.R, 2004). Observation can be conducted by using participatory or non-participatory method. Participatory observation requires the researcher to be part of the population under observation while non participatory observation enables the researcher to observe a population from a distance.

Before observing physical facilities such as library, internet connectivity and furnitures, observation checklist was designed for data collection. Observation was conducted at and in lecture halls, seminar rooms, printing unit and library where teaching/learning process and examinations are conducted. In printing unit, the researcher was observing the security of printing room where exams productions take place, in lecture halls the researcher observed the learning environments such as capacity of lecture halls and number of chairs and tables available against the number of students admitted. The researcher also observed sitting arrangement during examinations and supervision of examinations in lecture halls. In library the capacity of library against the number of students and the relevant and number of books available was observed.

3.7 Validation of the study instruments

Validation is the way of making sure that the research instruments bring intended outcomes that can apply to other situations (Bhola, 1990). Data collection instruments was tested or tried out using few IAE staff. The information obtained from the try out exercise was used to make modifications of the instruments. The reason for testing the instruments is to ensure that the instruments are appropriate to tape intended data.

3.8 Data Analysis Plan

Data analysis plan is a systematic process which involves working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is learned and deciding what to tell others (Kothari, C.R, 2004).

Raw data were thoroughly read by the researcher so as to identify relevant information. This was followed by the process of organizing frequent ideas in short statements. Frequencies were displayed for each relevant statement. All information and data addressing the management of examinations were grouped together under important themes. Themes were organized based on research questions that used to guide the presentation and discussion of the findings. Statements or the voices of respondents were used to show evidence of respondents' typical explanations, thoughts, views, anxieties, expectations and opinions. Moreover, qualitative data from interviews, questionnaires and observations were subjected to content analysis where by data was organized into categories, themes and interpretation. Where necessary, data are presented in the form of tables or narratives that summarize the information.

Quantitative data were computed into frequencies and per percentages and presented in the form of paragraphs or tables whenever counting is considered necessary. Simple statistical data analysis such as ticks, totals, averages and percentages were used to make interpretation of the findings clear.

Collectively, the analysis interviews, documentary, and questionnaires provided detailed accounts of the sensations, experiences, expectations, knowledge and understandings of the whole process of managing examinations at the Institute of Adult Education.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, discussion of the data collected and summary of the study. The study was intended to attain three major objectives thus the analysis and discussion of findings are presented based on the objectives and research questions as indicated in chapter one of this document.

4.2 Current Examination Management Strategies at IAE

The aim of the first research task was to identify the management strategies currently used in managing examinations at IAE. The researcher found it important to investigate the management of examinations at IAE because examinations constitute the backbone of the institution's success. The findings revealed that examinations, like teaching deserve careful handling by those in charge. Like teaching, examinations are quite amenable to most elements of management strategies namely: planning, organizing, supervising, evaluating, coordination and budgeting.

4.2.1 Planning of examinations as a management strategy

The findings from questionnaires and interviews revealed that 46 (85.1%) out of 54 respondents agreed that planning for examinations is a part of the overall short and long term plan of the IAE. Such plans involve a forecast of the institute activities for a semester or session. One senior official pointed out that “... *at the Institute of Adult Education, planning normally involves setting goals and objectives, as well as identifying needs for effective teaching and learning for the projected period by*

taking a look at the past and forecasting the future". Planning specifically includes stipulating the number of weeks for teaching and examinations, the date examinations would begin and end, the modules or courses to be taught and who teaches what and the type of curricular.

In the 2010 IAE examinations booklet, noted that examinations were usually slotted to fit within the last two weeks of the end of a semester. The researcher was able to read the Institute of Adult Education prospectus, which indicated the period when examinations and tests are usually done. The examinations office also developed an activity plan, which shows the plan of all activities, and schedules that are supposed to take place within a year.

Planning an examination at the IAE does not end up with just forecasting date's activities. One of the examinations officers reported that:

...in planning an examination it is also necessary to identify and clarify beforehand how many students will be sitting for a particular course or module examination, the halls or classrooms to be used and determining whether the space and furniture for sitting are adequate and conducive for conducting safe and secure examinations. If not, improvement must be made or alternative places should be sought and provided...

These processes are actually conducted at the IAE.

In addition planning for an examination at IAE includes securing sufficient materials for production of examination questions as well as answer scripts. At least two weeks to the examinations, all draft questions are to be submitted to the Examinations Officer who should vet them and supervise the typing and production of enough copies for the examinees (Examination Regulations Booklet, 2010 section 3.3(c). There is tight security for the papers at every stage particularly at the typing, photocopying, as well as the packaging states. Additionally, the practice of leaving question papers in the

care of non-teaching staff is considered a breach of the examination regulations and not acceptable because examinations constitute a purely academic staff responsibility. Preparation or development of the examinations timetable is also a part of the planning process at the IAE. Documentary reviewed from the IAE-2010 examination regulations indicates that a time table for a semester and supplementary examinations should be released two weeks before the date of commencement of examinations (Examination Regulations Booklet, 2010 section 3.4(a)). This is to allow students to have more time for exams preparation and to notice whether there are event(s)/cases of collision among some examinations and the rooms allocated for the exams. The Examinations Office at the IAE, provides opening for timetable drafts three times to ensure a flexible, accommodative and inclusive timetable for convenience of both students and staff.

4.2.2 Organizing as an examination management strategy at IAE

The other management strategy used in managing examinations at the institute is organizing. This involves among other things; assigning invigilators to various examination halls in sufficient number and specifying the module/course each invigilator will invigilate. It also determines the length of time for each examination to be invigilated.

According to Aminu (2006), in organizing a class or venue and setting a sitting plan for an examination to be conducted, it is recommended that forty five (45) candidates be supervised by three (3) invigilators. The researcher is of the opinion that, for effective management of examination this ratio of 45:3 (forty-five candidates to be invigilated by three invigilators) should be maintained for examination to have its worth.

The findings revealed that during the second semester 2012/2013 academic year; there was shortage of invigilators in examination halls. Examination halls that demanded

10 invigilators were assigned to only five invigilators. A good example was the Elimu CLUB hall, where the researcher counted one hundred and fifty (150) students being invigilated by only four (4) invigilators instead of ten (10) invigilators. At the Elimu kwa Njia ya Posta (ENP) Hall, the researcher noted a total of ninety two (92) students invigilated by only two (02) invigilators while the hall deserved allocation of six(6) invigilators. In Seminar Rooms (SR), SR 1, SR2, SR3 and SR 4 the researcher counted a total of forty-five (45) candidates in each room invigilated by three (3) supervisors, the ratio was exactly the same to the one which was suggested by Aminu (2006) about the ratio of candidates against invigilator(s) during invigilation process.

The researcher noted that other invigilators do not appear in examination halls for the invigilation exercise. The researcher interrogated one of the three invigilators who were invigilating at SR 1 and the answer was that, “...*when an invigilator does not appear in examination halls, no punishment is given to him/her...*”.

Therefore, the management of examinations under this sort of a *laisser-faire* system of examination invigilation provides openings that may compromise the quality of examinations.

4.2.3 Coordination of examinations

For a smooth conduct of managing examinations, there must be an effective coordination of the same to avoid clashes between two or more examinations running concurrently for the same set of students.

Interviews with the nine (09) academic staff selected purposely in this study, seven (77.7%) out of nine (09) member of academic staff agreed that examinations at the IAE are well coordinated. They informed that, there have not been event of time table

collision since the academic year 2009/2010. All problems have been identified in advance and solved before the exams commencement. In this case, one member of academic staff highlighted that; “.... *I have been notified officially in each semester examinations in every academic year on the number of days I will invigilate. I have also been provided with a timetable in time to prepare myself. To me, it shows that there is good coordination in all process of managing examinations at IAE*”.

However, two (22.2%) members of academic staff out of nine (09) academic staffs interviewed noted that examinations are not well coordinated at the IAE because invigilators arrive late for ten (10) to twenty (20) minutes in examination hall(s), and students delay to start doing their exams, in such occasion they also finish late because of the invigilators behavior.

The researcher noted that the examinations office coordinates the activities of invigilators, clear confusions or problems related to invigilation in case an invigilator is late or absent by replacing with another invigilator who has no session to invigilate by that hour. The Examinations office also distribute examination questions to the invigilators, receive answer scripts at the end of each paper and distribute them to the teachers concerned for marking. Hence, the coordination of examinations at the IAE guarantee quality of the examinations it offers.

4.2.4 Supervising examinations (invigilation) as a management strategy

Invigilating is the process of overseeing an examination while in progress. It starts with the checking-in of students and ends when answer scripts are collected from students and submitted securely to the coordinator of the examination. It also involves seeing to it that the examination progress smoothly in the examination halls to ensure that cheating by any means does not occur. The research findings through interviews of four

members of academic staff (44.4%) noted that supervision is generally done without incidences of irregularities in all examination halls. The remaining five members of academic staff (55.6%) informed that although exam supervision is good, there is a problem of shortage of supervisors in examination halls.

In addition, there are only two examination officers who supervise examination of which the office is not adequately staffed, the examinations office deserve to at least have five (05) officers for examinations preparation and supervision.

Thirty-two (80%) of students out of forty who responded to the questionnaire administered by the researcher pointed out that some invigilators are negligent of their duties; they read news papers, novels, and go out of the examination hall.

Another challenge encountered in the management of examinations at IAE is limited academic staff to invigilate examinations. Thirty-three (82.5%) out of forty questionnaires administered to students registered for certificates, Diplomas and Bachelors degree programmes noted this problem.

Research findings show that students employ various types of methods or styles to cheat in the examination hall (Olaseinde, 1993). It is through the vigilance of invigilators that such cheating can be prevented. The role of an invigilator begins with prompt arrival in the exam hall and includes carrying out adequate checking of students' identity cards before admission into the examination hall. The role further involves carefully arranging students, to prevent cheating, ensuring that all examinations rules and regulations guiding students' behavior are observed (for example students who come to the examination hall thirty (30) minutes after an exam has started should not be allowed in to an exam room except by the approval of the examination officer, who ensures that all students sign the attendance register before leaving the examination

hall. He/she monitors distribution of question papers and answer scripts to students, moves around the hall to ensure that no student is cheating and attends to students' needs. He/she finally collects and packs all answer scripts for submission to the examinations office.

The researcher surveyed past IAE examination question papers from the examinations office and noted that most of the IAE examinations have duration of three hours. The practice shows that; if one invigilator is required to invigilate two sessions on a particular day, he or she has about seven hours of constant moving around and across having a lunch break of about thirty minutes. This practice makes invigilators become tired as one invigilator lamented that *".... if I have been provided with an invigilation timetable that demand me to invigilate two sessions of three(3) hours per session in a day I will be having no enough time for lunch break..."* . Picture 1 bellow shows an invigilator at IAE invigilating students in one of IAE examinations session.



Source: Data from the field

4.2.5 Evaluation of examinations as a management strategy

The purpose of any evaluation is to determine what has been achieved in the course of study and in examinations. In this case, it involved a critical evaluation of the whole process of the conduct of the examination with a view to identifying strengths and weakness of the quality of the education offered. Some of the elements considered for evaluation are: exams preparation, conduct and release of examination results.

The research findings through interview with the examinations officer revealed that, at IAE the examination officer prepares a report after each semester examinations session. The report is then presented at the Internal Examiners Meeting for discussion in order for them to receive, discuss, and recommend for approval of examination results and report by the Examinations Board (EB).

The examinations reports contain steps taken to organize the examinations, problems encountered during the preparation and conduct of examinations, as well as suggestions for improvement of the future conduct of examinations. Other teachers raise their observations and make suggestions for improvement of the report. For example during the Internal Examiners' Meeting for first semester exams, 2012/213 academic year held on 23rd February 2013, one teacher raised the issue of massive scores of "A" grade in teaching practice for the third year bachelor degree students of which sixty six (71.7%) out of ninety two (92) students scored "A" grade, which was discussed at the meeting and the decision (measures) was to standardize the teaching practice results so as to address the identified issue.

Moreover, IAE examinations officer reported to the 51st IAE Examinations Board Meeting held on 8th March, 2013 that; one student studying certificate course in adult education and continuing education was caught with a piece of paper scribbled

with materials related to examination on progress, named Introduction to Teaching Methodology, the decision was discontinuation of the students because the student violated article 4.3 of IAE examination regulations which states that “cheating shall be defined as any act of using un authorized materials.... in examination hall. Candidate who found guilty shall be discontinued from studies”.

The report is a part of evaluation mechanism and provides feedback on the way examinations have been conducted at IAE.

The questionnaires distributed to senior IAE officials, academic staff, students, and examinations officer about management of examinations strategies used at IAE revealed the following results as indicated in Table 4.1.

Table: 4.1 Management of examinations at the IAE and its impacts on the quality of examinations at the Institution.

Category of respondents	Number of respondents	Types of responses to the questions									
		Strongly Agree	%	Agree	%	Disagreed	%	Strongly Disagreed	%	Not Sure	%
Senior IAE officials	4	1	25	2	50	1	25	0		0	0
Academic staff at IAE	09	2	22.2	5	55.5	1	11.1	1	11.1	0	0
Students at the institute	40	4	10	15	37.5	19	47.5	2	5	0	0
Examinations officer at IAE	01	0	0	1	100	0	0	0	0	0	0

The findings in Table 4.1 show that one (1) out of four (4) senior officials (25%) strongly agreed that the current management of examination strategies at the IAE compromise

the quality of the examinations offered. Two (2) (50%) out of four senior officials who were interviewed by the researcher agreed that the current system of managing examinations at IAE guarantee quality to the examinations offered. Moreover the examination officer and fifteen (37.5%) out of forty students at the institute also agreed that the strategies used in managing examination ensure quality of examinations at IAE. In addition, responses from four (4) students questionnaires (10%) out of forty questionnaires supplied to students the answer was that, the system of managing examinations at IAE strongly conform to the quality assurance.

However, one senior official out of four respondents (25%), one IAE academic staff out of nine (11.1%) and nineteen (47.5%) students said that the management of examinations strategies at the IAE does not compromise quality. The statement is also supported by one senior official who said that; “.... *the IAE examinations conform to quality and guarantee quality education that IAE offers...*”.

4.3 Aspects of management of examination likely to constrain the quality of examinations at IAE

The responses of Examinations Officer, Quality Control Officers, Heads of Department of IAE training units and senior IAE officials reported the following aspects:

- Lack of security and confidentiality in handling examination materials as reported by staff from examinations office due to lack of printing and photocopying equipments and facilities in examinations documents, since examination documents are sensitive they need to be processed in secure premises away from students access.
- Continuous alteration of the examinations timetable. Twenty one (52.5%) out of forty questionnaires that students responded revealed that the time table is

subject to change more than three times due to the request from students and tutors so as the time table can fit on their personal time table;

- Incomplete examination questions and ;
- Uncommitted invigilators as it was informed to researcher from the responses of five (55.5%) members of academic staff out of nine interviewed and also from the response of twenty four (60%) of questionnaires supplied to students out of forty.

The sentiments about the aspects of management of examination likely to constrain the quality of examinations at IAE that were raised by respondents are captured under each aspect presented below:

4.3.1 Frequent alterations of the timetable

Timetables assist students in preparation for examinations. The IAE examinations regulation of 2010 demands the timetable to be released two weeks before the end of the semester. This enables students to identify event of clashes and prepare themselves for each particular examinations. The Examinations Officer claimed that: “... *IAE timetable is in constant alterations because module facilitators demand their exams to be conducted first to suit their own private and official timetables...*” Further, 21 (52.5%) out of forty students who responded to the questionnaires commented that generally students pressurize the examinations office to place the time table that suit each student or group of students schedule.

The tendency explained above usually lead to the frequent alterations of examinations timetable and confusion to both students and invigilators. Consequently, there are

instances when student or groups of students miss their examination for not being aware of changes made to timetables. In addition, some tutors fail to appear for invigilation sessions due to timetable confusion. Nine students (22.5%) out of forty who responded to the questionnaires complained about this condition. In such cases the examinees would show up at examination venues but they would not find the invigilator in, they have to wait. This condition creates frustration. The following are some quotes from the students: “.....*our time table keeps changing and exams start late..... and students failed to know whether the exam has been cancelled or not...*”, other students further argued that “.....*the information about time table change should reach to us (students) early to avoid confusion....*”, accordingly the IAE examination office should consider releasing the exams timetable early and clear confusion to avoid frustration to both students and members of academic staff.

4.3.2 Incomplete Examination Questions

It is not uncommon to come across examination papers that are incomplete. The researcher observed one examination paper with code FAT06101 Application of Philosophical Ideas in Adult Learning Facilitation semester one of 2012/2013 academic year. In this paper question five was missing the Match-Stick Diagram. The question five was read as follow: “Contextualize and analyze “Philosophy” by interpreting the given match-stick diagram”, but the Match-Stick Diagram was not there (see appendix Y for the missed Match-Stick Diagram). A solution was to call the module facilitator to fix the problem, the fact that discouraged students in their stride towards exams conduct. Even if they ended up writing the examination, they could not perform, as they would have, under normal circumstances.

Moreover, the researcher interviewed the IAE Examinations Officer on the appearance of examination papers which are incomplete, the Examination Officer highlighted

“..... it happen in every semester, that some exams are incomplete and students become confused....the immediate solution is commonly to call the responsible module facilitator to solve the problem...”.

The researcher further probed on why the same problem repeat in each semester, the examination officer said *“... this show lacks of seriousness to those who moderate examination questions (exams moderators), module facilitators and members of IAE examinations secretariates who have been vested with power to oversee the validity and reliability of examinations.....”.*

On the availability of incomplete examination questions, two academic staff (22.2%) explained that this problem is contributed by some of the module facilitators who submit their examination papers very late after the deadline is over. Examination papers that were submitted late were likely to miss out moderation during the exercise. This suggests that the responsible parties lack efficiency and the seriousness required for effective management of examinations.

4.3.3 Uncommitted invigilators

According to Tawari (2002), availability of qualified, committed and competent human resource is necessary and this condition is among of good indicators of good education institution.

At the IAE, forty six (46) tutors could teach and invigilate examinations. However, it was noted through documentary review from the examinations office (The 51st Internal Examiners Meeting held on 3, September 2012) that few tutors (only twenty-eight (28)) were actively engaged in invigilation activities.

The researcher was interested to know why the other tutors do not appear in invigilation exercises. Seven (77.7%) members of the academic staff who were interviewed informed that there was no punishment that was provided for those who absconded invigilation exercise. They further noted that the rate of payment for an invigilator to supervise a session of three (3) hours is very low, that is Tshs 10,000/= (*Extracted from IAE payment circular as approved by the IAE Board, 2007*). One Senior Officer interviewed on the low rate paid for invigilation said that; “... *the rates were approved by IAE Council ...invigilation and marking is the responsibility of the tutor... and he/she is paid salary at the end of the month for that..*”. In addition twenty eighty (70%) out of forty students who responded to questionnaires, responded that there were other invigilators who went to the examination rooms with news papers, novels, materials for knitting, other work to mark for example students’ assignments and research projects. Instead of moving around the room checking how examinees were working on the examinations and to ensure examination security and learners security such kind of invigilators were committed to other activities.

This tendency of negligence by some of invigilators leaveing students unsupervised and thereby giving them a chance to cheat. Even if the students do not cheat, lack of active invigilation could means that students may not get the assistance they need promptly during the exam process. For example, they could be in need of extra answer papers or they could need clarification of an exam item. In such cases students’ performance may be affected negatively.

4.4 Management of examinations: Challenges encountered at IAE

The aim of the second task was to identify the challenges encountered in the management of examinations at the IAE. The researcher found it important to investigate the challenges facing the IAE in managing its examinations, because they constitute the backbone of the institution’s success.

The assumption by the researcher was that if all the challenges that IAE encounter in its exam operations are addressed, the institution will be able to effectively fulfill its tasks that enhance the quality education in Tanzanian. Generally, the findings revealed the following challenges:

Over crowded examination halls/rooms and library space, shortage of invigilators, lack of electricity power back up, frequent power cuts, unrealistic deadlines for marking of examinations, unattractive examination allowance for instructor who set and mark examinations and delays in the release of course work records by course instructors. These challenges are presented and elaborated in the subsequent sections of this chapter.

4.4.1 Overcrowded examination halls and library spaces

Shortage of examination halls and rooms constitute one of the challenges facing the effective management of examinations at the IAE. Data obtained through documentary review revealed that lecture halls and seminar rooms are not enough. For example, Elimu Club hall has a capacity of accommodating one hundred and fifty (150) students during exam session, but it they seat two hundred students per exam session Further, available space is typically characterized by insufficient ventilation. The researcher also observed that some lecture halls and seminar rooms need repair some fans, air conditions (A/C) do not work properly, and other lecture halls are not fixed with loud speakers or alternative sound system. Also at the Elimu club (EC) hall the researcher observed students overcrowded in examination hall while they doing semester exams in 2013/2014 academic year as it is shown in attached picture below:



Source: Data from the field

Status of IAE library and library space

The researcher probed further on the status of IAE's library of which students pursuing certificates, diplomas and degrees programmes depend on self studies and in the preparation for examinations. The researcher observed that the library space was small, and has inadequate books and lacked adequate funds which hampered the establishment of a binding unit for repairing worn out books.

Findings revealed that the library has capacity to accommodate only 30 clients at one sitting. Further, it was noted that the number of students at IAE in 2012/2013 were 1,047 and 2013/2014 are 1706 with an addition of more than 30 clients from the public who are recommended to use the library services at one sitting.

By all standards, the IAE library is small even when it is used by alternating students/ groups.

The picture below overleaf show a section of IAE library space:



Source: Data from the field

Table 4.3 shows the total number of students at IAE during 2012/2013 academic year.

Table 4.3 Total number of students at IAE

S/N	Courses	Sex		Total
		F	M	
1	Certificate	65	30	95
2	Technician Certificate	49	24	73
3	Diploma	299	226	525
4	Bachelor Degree	166	188	354
Total		579	468	1047

In conclusion, the presentation and analysis of findings on overcrowded examinations halls, class rooms and library spaces, revealed two major issues:

Thirty two (32) out of forty (40) students (80%) who responded were not happy with their studies and exams preparation because they need to scramble for chairs and tables. Three (03) member of academic staff (33%) out of nine (09) who were interviewed said that students fail to prepare themselves due to the small size of the library space and out dated books that are stacked at the library.

4.4.2 Lack of Power back up

The second challenge facing the management of examinations at the IAE is frequent power cuts and lack of power back up. Experience and observations made show that electricity supply at IAE is unreliable following national power rationing by the Tanzania Electric Supply Company (TANESCO). The IAE examinations officer informed the researcher that the problem of frequent power cuts affect the preparation and production of examinations. The problem further exerts pressure on the examination

office work for which the office has to organize for an accomplishment during weekends and after office hours when electricity is made available. The examinations officer further informed that: *“the problem is common during the rainy season during the preparation and conduct of first semester examinations”*. This scenario has raised complaints from both students and academic staff at IAE. The situation has negatively affected the production of examination, compilation of results as well as teaching and learning processes.

One student pursuing a bachelor degree provided the following information: *“Unreliability of electricity adversely affects our studies here at IAE”*. The problem becomes more serious during evening time and during rainy days when the exercises of attempting examinations and invigilation become difficult due to darkness in seminar and lecture halls. The argument above is fully supported by some members of examinations secretariate. One of the secretariate members complained that: *in the event of power cuts, there is no power back up, and no stand by generators. It’s the IAE management’s duty to hire or borrow generator so that we can go on with examinations preparation and production .These activities are slowed down due to darkness and poor ventilation caused by power cuts.*

This situation adversely affects the management of examinations at the IAE since other examinations are conducted in the evening and rainy days where there is no electricity.

4.4.3 Unrealistic deadlines set by academic registry for marking to be completed

The third challenge that affects the effective management of examinations at the IAE is unrealistic dates fixed by the academic registrar to complete marking exercises.

Five members of academic staff (55.5%) out of nine acknowledged that, when there are multiple tasks to accomplish and they were given deadlines to complete marking, the exercises exert a lot of pressure on markers, who may end up making costly mistakes, thereby impinging on quality. The researcher noted that the IAE organization structure (see Appendix Z) is different from other educational institution such as Teachers' Training Colleges in which teachers in each department teach subjects which directly fall under their departments. The IAE has six (6) departments including the department of Adult Education and Continuing Education that offers certificates, diplomas, and bachelor degrees courses. The other departments are Distance Education, Mass Education and Women Development, Regional Centers Coordination, Personnel Administration and Financial Services. It was noted that each department has its own roles apart from marking and that is why the academic registrar set short periods for marking. One tutor highlighted that: "*.....I am not in the department that offers training, therefore I come to mark as per time table, and I spend the rest of the time working in my department*". The researcher noted that the marking exercise took place within a very short period of time due to unrealistic deadlines set to accomplish the task of marking.

4.4.4 Unattractive allowances

The other challenge that affects the effective management of examinations at the IAE was unattractive allowances. All nine members of academic staff (100%) interviewed said that they were encountering the problem of unattractive allowances at IAE during the examination periods. One member said that, "*unattractive allowances were a great challenge that academic staff at IAE faced because they were demoralized by the rates used to pay them*".

The researcher noted the payment rate of Tshs 10,000/= for examination invigilation for three-hour session. The rate was extracted by a researcher from IAE payment circular as approved by the IAE Board in 2007. The researcher noted that the problem was not only the rates, but also the number of days allocated for marking. Few days were allocated in relation to the work load to be carried by each marker. One lecturer informed that: *“he is teaching diploma second year class with two hundred and fifty five (255) students, but I was given only five days to mark all scripts...”*. Generally, allowances as incentives at IAE can hardly motivate academic staff, on the contrary, they seem to discourage them from working hard and diligently.

4.4.5 Delayed release of course work

The other challenge to effective management of examinations at IAE is the delay in the release of continuous assessment. Seventeen (42.5%) of the students responses to the administered questionnaires acknowledged the prevailing nature of some lecturers to release course work after students have already finished doing their annual exams. One member of academic staff claimed that students are allowed to sit for examinations without having their course work results.

The researcher observed some of the course work posted on the notes walls and notes boards at the training department of IAE after the end of semester two examinations in the 2012/2013 academic year. The examination regulations of 2010 of the IAE demands course facilitator(s) to post the course work for at least one week before examinations, so as to allow students to launch their complains.

The researcher further interviewed the examinations officer on delayed releases of course work, and the officer responded that, *“... at the IAE there are multiple roles to play apart from teaching and assessing studentsthat is why there is delay in the*

release of course work". The researcher further noted that the IAE organizational structure (see Appendix Z) at IAE has a number of departments, which play various multiple/ roles apart from assessing students. One tutor informed that: "... *I am not in the department of Training which conducts certificates, diplomas, and bachelor degrees courses, therefore I came for lectures, seminars, for invigilation and marking as per institutional time table. I spend the rest of the time working in my department...*" It was noted that such arrangement for tutors from different department affect the release of course works to be seen by students before they sit for examinations. Since some tutors need to balance the work from his or her department and that of teaching and examining students from the training department.

4.5 Measures taken by IAE to address the challenges of managing examinations

The third task of this study was to assess the measures taken by the IAE to address the challenges facing the management of examinations at the IAE. This was deemed important because the researcher wanted to know how IAE has addressed the challenges identified (under 4.4 through 4.5) in order to make the management of examinations at the institute effective and efficient. Quality examinations entail ironing out challenges and establishing smooth working examination strategies.

4.5.1 Overcrowded examination halls and library space

There are measures taken by IAE to address the challenges of overcrowded spaces at examination level. Data revealed that during the academic year 2011/2012, IAE introduced evening sessions for diploma course. Seven (77.7%) academic staff and 13 (32.5%) students who agreed that there have been some changes in the congestion of students in the classes during examination supported the statement above. However, it was noted that the introduction of new evening diploma classes, has been characterized

by increase of students' enrolment. Information collected through observation revealed that the new evening programme has reduced the problem of over crowding to some extent.

Additionally, the IAE changed the use of its building basement to a lecture hall that accommodates nearly 100 students at a sitting. However, there have been no deliberate efforts from the IAE management to find or erect new buildings that can serve as lecture halls and seminar rooms. The IAE is now critically faced with the problem of limited space for lecture halls and seminar rooms. The IAE has to begin to address the problem now before the situation becomes worse hence distorting the reputation of the institute.

4.5.2 Shortage of Invigilators

Provision of quality education requires conducive teaching and learning environment (Balige, 2007). The IAE has reacted to the problem of shortage of invigilators during examinations. It was noted through documentary review that five new academic staff were employed who started to teach in the new academic year 2013/2014. Six academic staff which constitutes 66.6% also acknowledged that there was a problem of shortage of invigilators at IAE and plans were underway to employ more academic staff. Additionally, the IAE new staff training policy (2009) in section 1.5(b) stipulates that:

Staff employed as tutorial assistant or assistant lecturer, the IAE will allow him/her to pursue further studies provided there is availability of fund.

This intended to provide academic staff with opportunities to pursue further studies including master and Doctorate degrees. These higher degrees are highly needed at IAE to facilitate bachelor courses some of which have already begun to be offered at IAE.

4.5.3 Lack of Power back up

Power cuts have been one of the challenges faced by IAE in effective management of examinations. Documents from human resource office revealed that in the 1989's there was a stand by generator large enough to supply electricity in all lecture halls, seminar rooms and in offices. The IAE management through academic meetings has been telling academic staff and students' leadership that the problem of power cuts and the need for a generator was at the management level being discussed but no official report has been issued on the accomplishment of the initiative.

The institute has done very little with regards to the problem of lack of power back ups in the event of power cut.

4.5.4 Setting of unrealistic examination-related deadlines

The registrar and examinations offices have reacted to this problem of unrealistic deadlines set for examinations related activities. This sections of IAE have promised to take the lead in cooperation with examinations secretariate in setting the time table that suit both students and tutors regarding marking and examination processing deadlines.

4.5.5 Unattractive allowances

The IAE management has not done much as far as unattractive allowances are concerned. Documentary review revealed that the IAE management has improved rates of subsistence allowance from Tsh 45,000/= in 2008 to Ths 65,000/= in 2012 per night when they mark outside Dare es Salaam, invigilation allowance has improved a little from Tshs 2000/= in 2008 to Tshs 10,000/= in 2012, that is in use up to date.

Rates for other allowances such as invigilation, marking and research supervision need to be reviewed. For example, Tshs 25,000/= is paid to academic staff for research supervision.

4.5.6 Release of continuous Assessment at end of semester

Delaying in the release of course work has been one of the biggest challenges facing IAE. Thirty-two (80%) of students filled the questionnaires which required information on this item. Responses commented that no measures have been taken to address the problem of delay in the release of continuing assessment because the same problem repeat each semester where course work records are posted to learners at a time when students have finished doing their end of year exams.

4.6 Conclusion

It was noted that, there are some aspects of management that affect the quality of examinations at IAE, among of aspects identified are incomplete examination questions and errors which made some students to misunderstand the question, shortage and uncommitted invigilators because of poor and un-attractive allowances given to teachers and overcrowdings in examination halls.

CHAPTER FIVE

DATA INTERPRETATION AND ANALYSIS

5.1 Introduction

In chapter four, data presentation and discussion was explained. The study whose main research concern was effective management of examinations used both qualitative and quantitative research design. This two pronged approach was deemed appropriate since the management of examinations can be analyzed both qualitatively and quantitatively (Wardsworth et al 2002:15) says:

The relationship between qualitative and quantitative research should not be considered in terms of a mutually exclusive dichotomy, but rather as a continuum of complementary paradigms within systematic scientific inquiry that when used in concert, produce complete or useful knowledge.

Therefore the interpretation and analysis of study results are explained below.

5.2 Current Examination Management Strategies at IAE

The study indicated that the management of examinations at IAE is quite appropriate and agreeable to most elements of management strategies namely: planning, organizing, and supervising.

5.2.1 Planning:

It was noted that forty six (85.1%) out of all 54 respondents considered that planning for an examinations as management strategy involve identifying and clarifying beforehand

how many students will be sitting for a particular course or module examination, the halls or classrooms sitting plan to be used and determining whether the space and furniture for sitting are adequate and conducive for conducting safe and secure examinations and setting of examinations time table. Usually experience show that examinations cheating occur at this level of planning where students employ various techniques such as passing answers to other students and copying. This finding confirms Olaseinde's (1993) findings that students use various types of cheating techniques at this stage of planning, especially students' sitting plan or arrangement in examination rooms. In adequate halls and classrooms, furniture and invigilators are mostly the factors aiding students' tendency to cheat.

5.2.2 Coordination and Supervision:

It was also revealed that, coordination and supervision of examinations were part of examination management strategies. Interviews with all nine (09) academic staff selected purposely in this study, seven (77.7%) out of nine (09) member of academic staff agreed that examination at the IAE are well coordinated. However, in supervision (invigilation), it was noted through interviews of four members of academic staff (44.4%) that supervision is good in all examination halls. The remaining five members of academic staff (55.6%) said that although exam supervision is good, there is a problem of shortage of supervisors in examination halls due to multiple tasks tutors have and low incentives offered to tutors for supervision exercise. The problem was also reported by (Ogunji, et al 2005:79) that:

The prevalence of examinations cheating during examinations in examination rooms at Babcock University in Nigeria is attributed by the lack of enough invigilators in examination rooms against large number of students.

The study revealed that, the problem of lack of enough supervisors in examination halls can be addressed by employing more tutors who can help in invigilation process at IAE.

5.3 Aspect of management of examination likely to constrain the quality of examinations at IAE

From the conceptual framework on management of examinations reviewed on page 18 in this study, it is clear that not just one indicator is a guarantee of effective management of examinations. This view is supported by Mukhopadhyay (2005) when he argues that measuring management of examination is not easy, as what satisfies the customer constantly change, and the quality of exams management has many scales. There is a range of indicators which individually are necessary, but are not sufficient indications of the presence of quality way of managing exams. Mukhopadhyay (2005) gives indicators that proves a good system of managing examinations in educational institutions. The indicators he provides are:

- Generation of relevant knowledge through research and publication
- Employable graduates
- Satisfied employers and self employees
- Sustained education programmes and institutions

Using Mukhopadhyay s' analogy we may currently say that there are some aspects of management of examination likely to constrain the quality of examinations and quality of education in education institutions.

The findings in this study revealed that lack of security and confidentiality in handling examination materials, as reported by through Examinations Officer, featured continuous alteration of the examinations timetable, incomplete examination questions, and uncommitted invigilators as raised from the responses of five (55.5%) members of academic staff out of nine and from twenty four (60%) questionnaires responses supplied from students. Aspects of management of examination that constrain the quality of examinations at IAE are captured under each heading below.

5.3.1 Lack of proper place for production of examinations

The study indicated that there is lack of proper place for production of examinations at IAE, which is away from students' access, that guarantee security of examinations. The current place used for production of examinations, is used also by students for photocopying of their study materials. One senior official pointed that the IAE is on the way of equipping the examinations office to have its own facilities for exams production. According to him, typing and duplicating stages ranked significant the second in leakages if it is not well managed. This is the same to what Olaseinde,(1993) said:

.....fraudulent typist can memorize some questions, key words, steal the carbon on stencils, or a duplicate copy of the question paper carefully tossed into the dustbin as a rough paper at the duplicate stage...

This finding indicates insecurity of the question papers and an indictment of the typist and examination officer wherever it occurs. This is not a new problem as some higher institutions have discovered this means for examination leakage during investigation of examination malpractices in the past in Nigeria (NOUN, 2009).

5.3.2 Incomplete questions and typographical errors

It was observed also that some questions submitted to examinations office were incomplete, see appendix Y, this is due to the fact that some exams paper were submitted late to the examinations office and the exams which come late were not moderated, hence exams with incomplete questions and typographical errors cannot be noticed until they are done by students. A participant in this research said:

I would like to comment on the standard of examination papers. You find they have errors here and there. Emphasizing that examination questions at times have mistake. Another responded that: “At times the questions have mistakes that force students to give wrong answers”. The concerns of participants that there are errors in the examinations are confirmed by Sibanda (2009:2) when he says:

“A more distressing development was the mismatch of the same module examination for june, 2009 at Zimbabwe Open University” Such a trend discredits the examination system, which is aspect of the quality education (Natarajan, 2003:11).

5.4 Management of examinations: Challenges encountered at IAE

The study indicated that the IAE face challenges in managing its examinations such as: overcrowded examination halls and library spaces, shortage of invigilators in exams halls, unattractive allowance paid for marking and invigilation, and delayed release of students’ course work at the end of semester examinations.

5.4.1 Overcrowded examination halls and library spaces:

The study revealed that the problem of overcrowded in examination halls is due to poor management of physical space available. It was observed that IAE building had a

potential space in the basement of the headquarters' building, which could be used for training and for examinations, equal to three quarters of space being utilized. The IAE also has a large campus in Morogoro and Mwanza regions that allow for expansion of enrolments opportunities. Therefore, if the identified places are developed depending on fund availability, the problem of overcrowding in examination halls will be solved. In Nigeria, due to high demand of education and problem of rapid population growth, they have started to adopt Night Colleges as a solution to overcrowdings in classes and in examinations halls (NOUN, 2009).

5.4.2 Shortage of invigilators:

It was noted from the response of six academic staff members who constitutes 66.6% out of nine who were interviewed that there was a problem of shortage of invigilators at IAE.

An invigilator is a person who watches students while they take examinations to identify and address signs of cheating. When examinations are held, the invigilator secures the room for the students, removing any materials that could be used for cheating, and making available a supply of pencils, scrap paper, calculators, and any other authorized tools (Ogunji, et al 2005). If accommodations need to be made for disabled students, the invigilator makes these arrangements ahead of time to minimize disruption.

The supervisor checks in the students when they arrive for the examination. In some settings, invigilators may confiscate bags, coats, and other belongings and hold them until the end of the examination, while in others, people may simply be directed to stow these things out of reach. The invigilator hands out exams and times the students, providing warnings so they know when the exams is about to end. During the exams,

students can raise their hands for more supplies or if they have other needs, and the invigilator patrols the room to look for any indicators of cheating or dishonesty (Ogunji, et al 2005:79).

Therefore, if there are shortage of invigilators in examination halls and rooms, the degree of examination malpractice to occur is high (Sibanda, 2009). The candidates produced in this manner will grow into adults and teachers or examinations officials who will not see anything wrong with such sophisticated and high class examination fraud thus defeating the goals of education by turning out certificated illiterates. Examination malpractice increases lack of confidence among students. Students that would have ordinarily passed an examination feel disappointed and loss of confidence when less intelligent ones perform better than then through cheating, thus leading to loss of confidence in themselves and in the examination and the system at large. Examinations malpractice may lure some students into others areas of misconducts such as prostitutions and or armed robbery, female students who lack money to fund external assistance or pay for scores may take prostitution while male may as well take stealing or armed robbery in a bid to make money to pay for scores (Sibanda, 2009).

Other general effects of examinations malpractice according to (NOUN, 2009), can be summarized as follows:-

- Graduates lack the required knowledge and experience to carry out their assignment and professional duties effectively.
- Examinations malpractices produce candidates with low moral and academic values.
- The products of examination malpractice always end up with unfulfilled dreams in their chosen career.
- Examinations malpractice is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices.

- Anyone who engages in examinations malpractice is building on a false foundation which can lead to serious professional errors.

5.4.3 Unattractive allowance:

Invigilators are poorly paid, and are thus not very much motivated to do a good job, as observed by a participant when he said, “from my own observation most invigilators are not appearing in examination halls. The reason being the money they are paid after the exercise, which is not encouraging”.

It was also revealed that the rates of Tshs 10,000/= paid for invigilation process, is the rate that was approved by IAE Council in 2007. There is a need to pay invigilators well so that they are motivated. If the invigilators’ morale is very low, it affects the quality of examinations (Natarajan, 2003:11). It is also important to pay invigilators and examiners adequately so that they commit themselves fully to the job. A participant had this to say on the need to improve payment rates:

The other reason that makes me relax is that the payment for invigilation is very little and at times it is not paid on time. For stance last 2012/2013 academic year the payments delayed. In a situation like that a thorough job cannot be done and the students may be affected. Therefore there is a need to pay invigilators well to raise their morale.

The call to raise the morale of invigilators and markers is consistent with the suggestion by (Natarajan, 2003:11) that the morale of teaching profession is important for the sustenance of the quality examinations.

5.5 Conclusion

The discussion so far leads to the following conclusions.

Payment of unattractive allowance, shortage of invigilators, lack of proper place for production of examinations, incomplete questions and typographical errors, delayed release of students' course work and overcrowded examination halls and library spaces during examinations affect the quality of examination system and quality of education offered. This can be solved by paying good rates for invigilation and marking exercise to teachers involved, buying generators to supply electricity during power cut, equipping examinations office with enough facilities for examinations production and employing enough teachers who will invigilate examinations safely for quality education

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents concluding remarks and recommendations that the researcher considers pertinent. The chapter is organized into five parts, which include this introduction, a summary of findings, and the extent to which the identified challenges affect the management of examinations, measures taken by IAE to address the challenges, conclusions, and recommendations.

6.2 Summary of the Study Findings

The study aimed at examining the effective management of examinations as a way of achieving quality assurance. Specifically, the study investigated the extent to which the management of examinations guarantees quality of programmes offered and the challenges faced the IAE in managing examinations. In addition, the study examined the measure taken by the IAE to address the challenges facing management of examinations. Finally, the study gave the solutions and recommendations for effective way of managing examinations at the IAE.

Literature review covered the theoretical and empirical findings related to the study. The study has revealed that the challenges facing management of examinations are related to shortage and uncommitted invigilators, delayed release of course works to students, unattractive allowance offered to tutors for invigilation and marking, lack of power back up during the absence of electricity and setting of unrealistic examination-related deadlines.

The study was conducted at the Institute of Adult Education headquarters in Dar es Salaam city. The sample studied included: IAE Senior Officers, IAE Examinations Officer and Members of Academic Staff who were obtained through purposive sampling method and certificates, diploma and degree students who were obtained through random sampling methods.

Qualitative and quantitative research approaches were used to collect data. Data collection methods used included interviews, questionnaires, observation and documentary review. Data analysis started with individual respondents, and then answers from respondents were grouped and compared to determine those related to avoid repetitions. Data were finally discussed, analyzed, and presented based on research questions.

6.3 Conclusions

The following conclusions were derived from the findings based on the research questions.

The findings revealed that one (1) out of four (4) senior officials (25%) strongly agreed that the current management of examination strategies at the IAE compromise the quality of the examinations offered. Two (2) (50%) out of four senior officials who were interviewed by the researcher agreed that the current system of managing examinations at IAE guarantee quality to the examinations offered. Moreover the examination officer and fifteen (37.5%) out of forty students at the institute also agreed that the strategies used in managing examination ensure quality of examinations at IAE. In addition, responses from four (4) students questionnaires (10%) out of forty questionnaires supplied to students the answer was that, the system of managing examinations at IAE strongly conform to the quality assurance.

Examination is the responsibility of the Institute management just like teaching. It has implication for the institute plant planning as well as personnel management. In spite of its importance especially in making decisions about many aspects of the education system, it has over the years been denied due attention at the IAE especially in budgetary allocation and careful planning and implementation. This attitude is also reflected in insufficient furniture's as well as invigilation. The contention of this research is that examination fraud implies poor management of examinations.

It was revealed further in this study that the measures taken to solve the challenges facing effective management of examinations for achieving quality assurance were insufficient. The basic challenges such as lack of power back ups, shortage of invigilators, unattractive allowances, delaying in the release of course work and crowding in examination halls have not been adequately dealt with by the IAE management.

In view of this the IAE in collaboration with the IAE council should design sustainable strategies that would ensure the effective way of managing its examination for achieving quality assurance and to make the Institute a place of great credibility, integrity and development.

Basing on the findings, it can be said that so much attention has been concentrated on examination malpractice at the IAE with little or no attention on how to manage a successful fraud-free examination.

6.4 Recommendations

Getting to the top is easy; the challenge is to remain there. True to this statement, the challenge faced by IAE is to ensure that the management of its examinations does not drop below its present benchmark.

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

6.4.1 Recommendations for the Institute of Adult Education

- (i) The office of registrar where the examinations office is housed should run periodic workshops on the setting of examination items for the item benchmarks
- (ii) Provision of special welfare package for examination officials
- (iii) Considering the invigilators' welfare; invigilators concurred that invigilating is quiet taxing, therefore the IAE should show appreciation by providing tea and lunch, so that invigilators would not be tempted to snick out in turns to look for food outside.
- (iv) Over-crowdness in examination halls must be tackled seriously by the IAE management
- (v) Rules and regulations guiding any examination must be written clearly and circulated to all students and lecturers
- (vi) More lecturers should be employed to improve the standard of teaching and invigilation
- (vii) Planting of secret cameras in the examination halls

6.4.2 Recommendations to the government

- (i) Less emphasis on certificates and paper qualifications
- (ii) Improved funding of Education sector
- (iii) Job creation and good governance
- (iv) Creation of special court and promulgation of decree and act on examination malpractices.

6.4.3 Recommendations for students at IAE

- (i) Student leadership have to design a forum that will enable students to meet with IAE management so that the challenges students face in the course of learning are collaborate addressed with IAE to alleviate the challenges that hamper the smooth provision of quality education at IAE
- (ii) Students and academic staff need to work closely to ensure that there is reliable conduct of examinations so as to enhance provision of quality education.

6.4.4 Recommendations for further studies

A study has to be conducted on the impacts of examinations malpractices at IAE. The study is needed because exam malpractices affect the quality of education and the image of the IAE. IAE has to conduct a study on the suitability of IAE courses and programmes to identify their strengths and weakness. The demand to conduct such a study originates from the complaints of stakeholders who occasionally question the competence of diploma and Bachelor degree students as some of them prove to be less competent at their work places after they have graduated from IAE.

A tracer study needs to be conducted to identify, where ordinary diploma and bachelor degree graduates are and to what extent they are effective at their work place.

Such a study would bring feedback to the IAE, so that the identified challenges can be rectified.

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APPENDIXES

**QUESTIONNAIRE FOR ORDINARY DIPLOMA AND BACHELOR DEGREE
IN ADULT AND CONTINUING EDUCATION STUDENTS**

The purpose of this questionnaire is to collect information about your perceptions on the management of examinations at the Institute of Adult Education (IAE). You are kindly requested to contribute ideas by answering the following questions in this questionnaire.

You are not obliged to include your name. You may, however, indicate your name if you wish to do so.

Male..... Female..... Age.....

1. How long have you been studying at the IAE?
2. Which courses are you studying at the IAE?
3. Do you think examinations at the IAE ensure quality?

Please, briefly explain your position or opinion in relation to your answer to this question.

.....
.....
.....

4. As a student at IAE, which aspects of examinations at IAE have most likely constrained the quality of managing examinations at the Institute?
-

.....

5. From your views what measures have been taken by IAE to address the constraints you have identified.

.....
.....
.....

6. What do you propose/suggest to be some of the ways to address the constraints you have identified above?

- a)
- b)
- c)

INTERVIEW SCHEDULE FOR IAE SENIOR OFFICERS

Male..... Female.....

Age

There are a few questions I would like to ask you about the management of examinations at the Institute of Adult Education. The information obtained will be for research only and will be treated strictly confidential.

1. How long have you been working at IAE?
.....
.....
2. What is your age? (You may decide not to respond to this question).
3. What management strategies are currently used in managing examinations at IAE?
4. Which of the management strategies have enhanced the quality of examinations and how?
5. Which aspects of examination at IAE have most likely constrained the quality of managing examinations at the Institute?
6. In your opinion, how can the challenges experienced in the management of examinations at IAE be addressed?

INTERVIEW SCHEDULE FOR IAE ACADEMIC STAFF

There are questions; I would like to ask you. The information that you provide will be for research purpose and it will be treated as strictly confidential.

Male: _____ Female: _____ Age: _____

1. How long have you been teaching at the IAE?
.....
2. Do you think the current management of examinations at IAE enhances the effectiveness of its examinations?
.....
3. Which aspects of examination at IAE have most likely enhanced the effectiveness of examinations?
.....
4. What are the constraints experienced by the institute in managing its examinations?
.....
5. How do the constraints affect the effectiveness of the examinations at the institute?
6. In your opinion how can the constraints experienced in the management of examinations at IAE be addressed?
.....
7. Have those measures been effective in solving the challenges? How? Explain

OBSERVATION CHECKLIST

The following is a list of items that the research expects to observe during the study.

1. Sitting setup and organization for students during lecture, seminar and examinations sessions.
2. Facilities availability for student's at IAE such as internet connectivity, photocopying, printing, scanner, power point projectors, chairs, tables, stationary and cafeteria.
3. Cafeteria or any other form of services for food provision.
4. Availability of library space (size) and e-library services.

DOCUMENT SCHEDULE

The researcher expects also together information from various documents for purpose of enriching the study. The following documents will be scrutinized during the study:

Minutes of Examinations Board Meeting

Minutes of Internal Examiner's Meeting

1. Policy documents from IAE
2. Brochures
3. IAE examinations Regulations of 2010
4. IAE Corporate Strategic Plan
5. IAE Act No. 12 of 1975
6. NACTE ACT No. 9 of 1997