

**ASSESSING THE EFFECTIVENESS OF ACADEMIC
DELIVERY IN HIGHER LEARNING INSTITUTIONS IN
TANZANIA:**

A CASE OF THREE SELECTED UNIVERSITIES

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**A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Arts in Education of the Mzumbe University**

2020

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, the dissertation entitled “*Assessing the Effectiveness of Academic Delivery in Higher Learning Institutions in Tanzania*”: A Case of Three Selected Universities, in partial fulfilment of the requirements for award of the degree of Master of Arts in Education of the Mzumbe University

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I, **Raiza Mtandi**, declare that, this research dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award. To affirm its originality, all borrowed ideas, citations and references included in this work have been dully acknowledged.

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DEDICATION

With all my heart I would like to dedicate this work to my dearest husband Mr. John Mathias and our lovely son Julian John for their encouragement, advice, support and tolerance given to me towards the accomplishment of this study.

LIST OF ABBREVIATIONS AND ACRONYMS

3AT	Three Approaches to Teaching
4AET	Four Aces of Effective Teaching
DQA	Directorate of Quality Assurance
FGD	Focus Group Discussion
HLI	Higher Learning Institutions
IUCEA	Inter University Council of East Africa
MU	Mzumbe University
TCU	Tanzania Commission for Universities
TESCEA	Transforming Employability for Social Change in East Africa
TOT	Training of Trainers
UDOM	University of Dodoma
UE	University Examination
UoI	University of Iringa

ABSTRACT

This study assessed the effectiveness of academic delivery in higher learning institutions in Tanzania. The specific objectives included; to find out the extent do lecturers understand and apply instructional methodologies; to explore students' perception towards instructional methodologies; and to identify strategies that universities employ to foster effective teaching. The study used a descriptive research design employing a sample of 257 respondents who were obtained through simple random, stratified and purposive sampling techniques. Data were collected using focus group discussions, semi structured questionnaires, observation, and personal interviews. Thematic analysis was used to analyse qualitative data while quantitative data were analysed using excel and results were presented using narratives and tables respectively. The findings indicate that, lecturers understand and apply both traditional and modern methods of teaching. It was noted that students understanding and preference on teaching methodologies vary among them. To ensure effective academic delivery, universities have established coordinating units; engage in collaborative projects and establish some relevant policies. It was also found that teaching and learning materials and facilities do not match with the number of lecturers and students leading to struggle to ensure that enough facilities are provided to support and promote effective teaching. The findings imply that, lecturers support students learning by preparing themselves before delivery of their lessons. On the other hand, universities are said to be supporting teaching for effective academic delivery through provision of teaching and learning materials. The study concluded that there are similar teaching practices and some variations among the studied universities. The study recommends the selected universities to establish frameworks to govern the day to day innovative teaching. This should be accompanied with sufficient provision of modern teaching and learning facilities as well as regular pedagogical training of academic staff.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching as the core businesses in schools and universities should be given a great concern. Effectiveness in teaching is believed to be judged by students because they are the direct consumers of the education. It is therefore the task of lecturers to find out how students learn. Penny (2003) subscribes that actual teaching has been generally understood as teaching that focus on students' and their learning. To make teaching effective, lecturers in universities use variety of methods to ensure that students learn regardless of their differences (Johnson and Ryan, 2000).

Traditionally, teaching means the activity of attending people, educating or instructing that conveys knowledge or skills, and the teacher is the mode of knowledge dispenses rather than a facilitator. Delvin (2007) modern teaching involves more students in the lesson creating an interactive class. This can be learning through group discussion where each student must share what he/she has with other students. Brown and Atkins (2002) looks at teaching as the action of providing opportunities for students to get new knowledge. Moreover, teaching is a process which is interactive as well as an intentional activity, though learners may learn what the teacher or instructor did not plan them to learn because of the teaching and learning methodologies or environment.

Mushemeza (2016) argues that parents and children have more opportunities to access not only primary and secondary education but also the chance to get tertiary education due to the increase of higher learning institutions. Kishan (2007) points out that teaching in higher education is quite different from teaching in schools in terms of approaches, materials, environments, and the like. Teaching is viewed as a gradual change made by a teacher to learners' behaviour for the betterment of the society. These days, the focus of higher learning institutions is not only on research and consultancy, it is also on teaching with the aim of transforming societies thus

requiring lecturers to mix approaches and strategies in order to meet learning outcomes. Therefore, it is important for lecturers to consider their preparation for the lesson, what they do during delivery and how they assess what happened in class.

Studies show that there are stages for effective teaching which includes the pre-delivery stage, delivery stage, and post-delivery. Pre-delivery stage is the period prior to teaching; it is a time where a lecturer prepares him/herself for the lesson. Lecturer's teaching plan includes, choice of methods where this depends on a different aspects as teachers' capacity to use methods for teaching, venue for delivery and the size of the class that should be known prior to teaching, clear stating objectives and learning outcomes at different levels as per Bloom's taxonomy, teaching materials including notes, teaching aids, review questions, predicted students questions, suggestion of answers to questions that students may likely ask, prepare sequence of presentation, preparation of cases, choice of language. According to Ketteridge, Marshall and Fry (2002), a lecturer is also expected to prepare herself psychologically, physically including dressing style that will suit the class and lesson, and lastly prepare assessment and evaluation such as quizzes, and assignments.

Delivery stage, it is the actual teaching stage where a teacher presents the lesson. During introduction, a lecturer gives a brief remark of the past session by either asking questions or explaining what happened in relation to the current lesson. A great emphasis should be placed on how a lecture interacts with students including the method of delivery, how to respond to questions and provide feedback. Language of use should be familiar to learners, the flow of contents of the lesson should be logical with a link between concept for students' clear understanding. Lecturers should also merge theory and practice from other experiences inside and outside classrooms. Allen and Seaman (2010) show that students' quality outcomes of online classes are comparable to that of face-to-face courses, hence, teachers strive to update themselves with the use of ICT tools for Electronic delivery.

Post-delivery is the stage next to actual classroom teaching. It refers to as how the lecturer concludes the lesson, the way he gives summary of the main points and/or giving questions. It is the stage which checks how the teacher leaves the class, if by leaving assignment or just leaves the class, or he identifies further readings, or he leaves students to search by their own. This stage also considers if lecturers give assignments to students when leaving the class. It is also important to consider assessment forms such as test construction, examinations and marking and grading of students works (Barnett, 1997).

Academic delivery in higher learning institution is a challenging issue as to what makes teaching effective. Effectiveness of teaching is dependent on many factors, one being the teaching approach applied. Bidabadi *et al.* (2016) observe that teaching in higher education should be a shared process where as students and lecturers share ideas to reach a high level of understanding. In addition, they point out that most developed countries apply student centred approaches in delivering lessons at higher learning education. Prince (2004) claims that learning can take place and be achieved through any teaching method which involves learners actively into the process of learning. Over a number of centuries, lecture has remained to be common method used in teaching at higher learning institutions. It is a means where lecturer takes major part of the lesson where students remain passive.

Biggs (1987) holds that the main purpose of lecture method is to enable students to understand the main ideas of the subjects prepared which suggests creative and active awareness of the material. In addition, students must be attentive to basic concept, definitions, designations, and assumptions. The lecturer provides students with the general basic knowledge of the subject matter without going in details. Apart from lecturing, university lecturers deliver materials to students through seminar presentations whereas students are provided with the task to read and then they present it to the class under the supervision of the lecture. Another way that students learn is through group discussion. This is the free knowledge exchange done by students in groups sharing what each other understand about the presented topic. McCarthy (1992) argues that in order to have perfect discussion, it is important for

the learners to have pre-knowledge about what is going to be discussed. Additionally, to strengthen a discussion the instructor must give chance to every learner to participate in the topic that every student can give what they have.

Role Play is another method used by lecturers in universities for academic delivery. Role play is a teaching method in which a certain participant must act in an activity in order to help the learners to understand and gather new knowledge about the presented topic. Singh and Sudarshan (2005) show that using technique such as role play in teaching and learning help to make the learners to have quick understanding and manage the covered subject which led them to acquire quality knowledge. The used methods have already established their applicability to a wide range of learners, subjects to be learned and levels. Role play is viewed as the best method since it can make good memory to the learners as well learners enjoy much while using this method in learning.

Likewise, case study is another teaching and learning method used in delivering materials in the universities. In this method, the students are provided with a certain topic or subtopic to study for a long time. For example, they instructor can provide personal and group assignments, term papers through which the student will learn for a long time and later they will present the topic in the class. Assignment is another form used for interaction in higher learning education. According to Kochhar (2000), assignment that is written to help learners to organise knowledge that they have with the one they get from the taught topic that make them to assimilate materials which will be produced in the examination.

Lecturers use these methods as per different factors including self-preparation, teaching and learning materials available, size of the class, time available, prior knowledge and experiences of learners, and nature of the subject, content to be taught. Nowadays, university teaching has been integrated from typical teacher centred kind of learning to a mixture where several strategies and techniques are applied to ensure effective academic delivery. Studies done on academic practices in higher learning institutions have contributed much on the discussion of teaching

methodologies as applied in higher education, although there is still a challenge on which is the appropriate teaching method in universities. This has brought the struggle for effective teaching and a race to quality education.

1.2 Statement of the Problem

Education is one of the major determinants of economic growth and development for any nation, and expansion of access to quality education. In order to achieve Sustainable Development Goal (SDG) number four (4) whose aim is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Nations are striving to provide increased access to educational opportunities for their citizens.

Henard and Ringuet (2008) argue that the demand for quality higher education has led to increased demand for lecturers, teaching facilities and learning resources.

Quality education in higher learning institution is highly demanded than in any other level as it is the place where professions are created and individuals gain skills and competence to build their careers. This is why we need to have effective lecturers who can train students to become critical thinkers and problem solvers in the society.

There is much diversity in the number of dimensions or components of effective higher education teaching skills and practices (Delvin, 2007). Recent studies have shown decreasing quality of graduates. For example, a study done by Ng'ong'a (2002) revealed that students continue to perform poorly due to poor teaching methods. This is further discussed by Alexander (2000) who noted that instructors develop a teaching approach basing on what they believe about good teaching, personal preferences, their capacities, and nature of the particular discipline without considering the needs of learners. Miroslav *et al.* (2015) discuss how the expansion of higher education and decrease in university requirements resulting from budgetary considerations might be associated with a decline in average studying time, grade inflation and decrease in average wages provided to university graduates.

According to them, increased university enrolment and decrease of study time and entry requirements have reduced the quality of graduates and their employability.

Recently, in higher learning institutions, there is diversity in methodology to teaching. While proponents of faculty developments are promoting transformative learning, some lecturers are still reluctant to change from traditional methodologies. Although some lecturers adopt new methodologies by applying modern teaching styles such as discussion, role play and project based learning, research gap still exist on the effectiveness of these approaches. Recent studies show students' dissatisfaction towards pedagogical competences.

The assumption is that the main purpose of teaching is to make students learn and become what the society wants them to be (Ramsden, 2003). This study therefore is intended to make an assessment of the effectiveness of the academic delivery in the selected higher education institutions.

1.3 Objectives of the Study

1.3.1 General Objective

The study intended to assess the effectiveness of the academic delivery in selected higher education institutions.

1.3.2 Specific Objectives

- i. To find out the extent to which lecturers understand and apply instructional methodologies in the delivery of lessons.
- ii. To explore students' perceptions on instructional methodologies applied by lecturers
- iii. To identify the strategies that universities employ to foster effective teaching

1.4 Research Questions

The study was guided by the following research questions

- i. To what extent do lecturers understand and apply instructional methodologies in the delivery of lessons?
- ii. How do students perceive instructional methodologies applied by lecturers?
- iii. What are the strategies that universities employ to foster effective teaching?

1.5 Scope of the Study

The study assessed the effectiveness of academic delivery in higher learning institutions in Tanzania. The study was conducted in three selected Universities which were; Mzumbe University (MU), University of Dodoma (UDOM), and University of Iringa (UoI). UDOM was selected because is one of the largest universities and has the largest students' enrolment of all universities in the country. MU is one among the public university and is involved in some projects that support effective teaching such as Transforming Employability for Social Change (TESCEA). Under this project MU is in partnership with UDOM. UoI is one among the private universities in Tanzania where basing on the current decline enrolment of students, facilities seem to be enough and sufficient. UoI has also been in collaboration with MU in capacity building projects, among them, is the Netherlands Initiative for Capacity-building in Higher Education (NICHE)

1.6 Significance of the Study

The study is useful to university lecturers for assessing and evaluating their teaching and mentoring practices. The study highlights some useful for lecturers self-preparation for teaching. It is also useful to students as the study reveals different effective learning styles, that is, how they are and their applicability. The study is useful to the Ministry responsible for higher education and the bodies such as Tanzania Commission for Universities (TCU) and Inter University Council of East Africa (IUCEA), as they can set guidelines for effective academic delivery in universities and university colleges.

It is also significant to university managements, as the findings helps them to monitor and control quality of education they offer taking into account the approaches used, provision of teaching and learning materials, assessment and evaluation tools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of what has been done in relation to academic delivery in higher learning institutions. This chapter presents various literature related to the current study. The chapter is divided into subsections starting with definitions of concepts related to study, and then theoretical review that describes the adopted theories related to academic delivery in higher learning institution. The chapter presents further empirical literature review and research gap are finally presented.

2.2 Concepts Related to Study

This subsection presents the definitions and explanations of different concepts applied in this study.

2.2.1 Effective Teaching

Centra (1993) define effective teaching as a teaching that produces beneficial and purposeful student learning through the use of appropriate procedures. Braskamp and Ory (1994) look at effective teaching as the “creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively”. As different literatures suggests, effective teaching is mainly seen from lecturers themselves, thus teachers have to do the best to foster effective teaching.

Literatures show the existence of relationship between effective teaching and reflection. An effective teacher is the one that makes best decisions of the contents to be delivered, how he will deliver and activities that will create an attractive atmosphere for students learning (Cooper, 2011; Jensen & Kiley, 2005). In addition, effective teachers assess their own delivery of the lesson and foster students’ achievement to meet the stated learning outcomes.

As per Braskamp and Ory (1994), effective teachers are confident and have a strong command and ownership of the lesson assigned for them to teach. In addition, they can decide on the supplementary materials and illustrations that take students into the lesson. Effective teachers are also said to have enough stock of different teaching strategies for delivering subject to learners. Expert teachers identify that they need to use a variety of strategies and techniques to meet the varied learning needs of the students and capturing students' interests with motivational factors. This is especially important when teachers realise that the strategy they are using has not led to success for all students and that a different strategy needs to be employed (Jensen & Kiley, 2005)

Effective teaching further considers how to provide an atmosphere that supports student's learning. Knowing the content and instructional strategies are not sufficient to promote student's learning. Effective teachers also must create the necessary classroom conditions to enable student learning; they must create a positive learning community

2.2.2 Transformative Learning

From Freire's perspective on education, transformative learning is rooted where three approaches to teaching are born to foster effective learning (Freire and Macedo, 1995). First is critical reflection which enables learners to reflect what they have learnt and discover solutions to the problems in the society they belong. Second, a liberating approach to teaching which possess problems rather than transferring information and third is the relationship of students and teachers which is horizontal to enable teachers to view learners as subjects and not objects who can be taught in a participatory way and become agents of change in the society. According to Biggs and Tang (2007), to improve the quality of teaching, learning should be transferred to a level where teaching should reflect individual learners' experiences and not just simply collecting teaching approaches.

Transformative learning is considered as a theory and a subset of adult education (Cranton, 2006). It is a voluntary process where learners are engaged in making solutions to existing social needs. Also, students must be directed to take steps to assess their beliefs and assumptions which reflect their self-examination. Transformative learning may also include sharing of experiences with others through discussions which is a necessary component in transformative learning (Mezirow, 2000). Therefore effective teaching in this era should focus on transforming learners to become active members in the society.

2.3 Theoretical Framework

Theoretical framework is the arrangement and organisation that holds and supports a theory of the study. It further introduces and describes the theory under which the explanations of the research problem are explained (Swanson, 2013). This section presents four aspects of effective teaching as suggested by Walls (1999) and the three approaches to teaching by Mishra (2007) as the adopted guiding theories in this study.

2.3.1 The Theory of Four Aces of Effective Teaching

The theory of "Four Aces of Effective Teaching" (4AET) which summarizes the current suggestions and recommendations from the prevailing research studies done was suggested by Walls (1999). The four aces of effective teaching create a strong link between practices of teachers and what students achieve after learning. The 4AET according to Walls presents a way of thinking that teaching processes as a whole influences the education outcome, students learning and understanding. You may think of them as catalysts for learning. It is therefore explained that, students learning becomes well of and more fast when teachers understand and play the four aces.

The first Ace of Effective Teaching is concerned with the utilisation of an outcomes-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. The outcomes show where learners should be taken and how they will reach there. It also enables a teacher to design how the content will be

delivered to students by providing a guiding framework. Furthermore, this outcome helps teachers to make an assessment of students learning and on the same time measuring their own effectiveness to teaching.

Walls suggested the second Ace of Effective Teaching to be the clearness of instruction. To make instruction effective and clear, teachers should provide explanations and directions to students concerning the subject matter content and organisation. In delivering the content, instruction should make sure all required materials are presented. If students are not meeting teachers' expectations, it means the methods of delivery lack the required degree of clarity. A teacher who engages in active instructional practices is expected to tell, show, and make the message available from different perspectives to a meaningful theme. In addition, courses should be framed in a way that enables learners to connect between the materials presented and the knowledge and experience they already have prior to lesson. This instructional strategy is referred to as curricular scaffolding. By so doing, teachers assist learners to connect and link new knowledge obtained from the lesson with their experience thus creating clarity of information.

Engagement is another Ace to Effective Teaching. Walls (1999) explanations suggest that learners learn by doing. Formal lectures represent that instructors are deliverer of the content while students are receivers. This model presents an incomplete communication pattern where teachers are active participant of the lesson and students become passive. In this sense, teachers create a friendly environment which provides an opportunity for the learners to practice what they have learnt. Effective teachers are those that engage learners into the entire lesson repeatedly. This engagement should begin early in the lesson and continue throughout the lesson introduction, body, and closure. As a general rule, a teacher should limit time to lecture and employ more other strategies that engage students into a lesson (Walls & Cather, 1987). Further, activities that engage learners into a lesson are intended to facilitate them with the development of the knowledge, skills, and attitudes that will enable the student to meet the stated learning outcomes. This type of instruction is an

effective teacher-students relationship whereas learners are the core participant of the lesson.

The fourth Ace of Effective Teaching is enthusiasm. This refers to interests teachers show towards a subject matter; it is thus assumed that the more interest teachers put on the lesson, the more students will like to learn it. That is, if you love to teach it, your students may very well love to learn it. More effective teachers display a high level of love and interest towards the lesson which reflects their competence and confidence. These behaviours are seen from teachers' individual knowledge of subject matter and own experience. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, reinforcing them during lesson and walking around among them. The most teachers' desire should be students' success; this guides teachers with the necessary materials to be presented. Accordingly, it is the teacher's responsibility to create a friendly environment that enhances high students' achievement. To sum up, students success is regarded as a powerful motivators to both teachers and learners.

This theory was adopted in this study as it suggests what teachers should do to make effective delivery of lessons. In order to optimise student learning, teachers should plan to integrate the Four Aces of Effective Teaching throughout each lesson. They should master well the content, like what they do, have relevant materials in hand, apply relevant methodologies and engage learners in lesson activities.

2.3.2 Three Approaches to Teaching

There are many teaching approaches and theories to teaching styles. One of the theories of teaching approaches is that suggested by Mishra (2007). He asserts that there are three approaches to teaching (3AT), discipline-centred, learner-centred and instructor-centred. The discipline-centred approach is very structured, it does not allow flexibility of what to be taught and learnt. This approach of teaching may be centred on the structured syllabus and curriculum without deviating from it.

This approach is ineffective as it is unpractical in real teaching and learning environment, as teaching should allow for the diversity to ensure that all students are learning and achieve the intended objectives.

Another approach as suggested by Mishra (2007) is the Instructor-centred teaching approach. This approach holds that the teacher is the main source of knowledge to the students. Through the approach, students do not obtain information from other sources; rather they rely on single source of knowledge. Like the discipline (subject/content) centred, the instructor-centred style is limited as it seems that it does not enable learners develop ways and means to solve problems on their own but they should always ask the teacher. Teachers however cannot answer all students' questions as they are not familiar with all knowledge around the curriculum.

The third approach to teaching is the student-centred teaching approach. This approach is more centred on learners by focusing on developing their cognitive abilities. Through this approach, students learn using different teaching styles, which to a great extent focus on multisensory teaching involving the four modalities of learning (see, hear, touch and movement) (Bradford, 2007). Teachers encourage students to learn and develop their thinking skills to enable them solve their problems. Unlike the other two approaches suggested by Mishra (2007), the student-centred teaching approach focus more on individual learners understanding by allowing teachers to apply different styles to meet learning variations of students.

There is a need to integrate all the 3AT for effective teaching. Raspberry (1993) argues that good teachers are those who care for students learning by supporting and being concerned about their welfare, knowledgeable about their subject, able to get along with parents, administrators and colleagues and genuinely be excited about what they do.

This study adopted the 3AT model as it provides an explanation on what makes good teaching so as to find out its applicability in academic delivery in higher learning institutions in Tanzania.

2.4 Empirical Literature Review

This part describes a review of literatures related to the study. The study focused on assessing the effectiveness of academic delivery in higher learning institutions in Tanzania, specifically it intended to find out how lecturers prepare for the lesson, approaches they use to deliver materials, assessment modes and how universities foster effective teaching.

2.4.1 Instructional Methodologies and Delivery in Higher Education

Before going to class, lecturers need to prepare themselves with necessary skills and materials. Planning for instruction provides arrangement of the lesson contents and the process of how content will be delivered. Sullivan and McIntosh (1996) assert that key concepts within planning domain are demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and designing student assessments.

According to Kochhar (2000) Effective lecturers are not just those with the most proficiency or the most outgoing personalities. Knowledge of the subject matter and comfort in public speaking are cooperative, but a lecture is only successful if it communicates the material successfully to the listeners. Defining and limiting the topic is another important note to take. The topic of the lecture may be assigned or left to ones will. Even when the topic is given in the syllabus, there still is latitude in terms of what angle you take and which aspects you choose to highlight. According to him, the question, “*What am I trying to accomplish?*” should be always considered in order to narrow the scope of the topic.

Additionally, lecturers should mind what should students know or be able to do at the end of a lecture. The preparation of lecture without some prior ideas and accurate vision in mind can result to the failure of attaining effective delivery of materials at a given setting (Davis, 1993). According to Biggs and Tang (2007), teaching focuses on what students learn by taking consideration of following aspects; who are the learners of the subject, what are their needs and variations to learning capabilities

and what activities that are need to impart knowledge to students in relation to the topic. They further argue that ineffective teachers can end up teaching while students do not learn. Therefore, to improve the quality of learning, teaching has to be modified in a way that learners will be involved in a lesson which will encourage and motivate them to learn.

Hativa, Barak and Simhi (2001) underscore structure and clarity as another important aspect to consider when preparing for class. They maintain that the structure can meaningfully increase teachers' overall clarity. For example, it is argued that vivid material wrapped in a convoluted package is not a successful lecture. They urge teachers to consider issues of clarity from their perspective first. One must obviously organise his/her thoughts in his/her own mind. If the structure is not clear to the teacher, then it certainly will not be clear to students, and teachers should remember there is no single structure that produces clarity in every situation. For example, models such as presenting a simple list, a classification hierarchy (with points and sub-points), and a chained structure (in which an instructor leads students through an argument or proof step by step), or one of many other options can all be within the same lecture.

Hativa, Barak and Simhi (2001) add that lecturers should think about clarity from the student's perspective depending on the nature of the subject. It is strongly advisable to give students a roadmap for ones lecture. If students know where the instructor is going, they are more likely to follow him/her. Lecturers are expected to indicate obvious transitions between points, use repetition to emphasize particularly important points, and explain any technical vocabulary. They are also responsible to lead people along the path set for them; the onus is not on them to discern your direction.

Preparation of teaching and learning materials is important as it enables instructors to focus on the content and give learners additions to formal teaching. McGuire (2018) upholds that materials can be visual, audio and audio visual. Visual materials tend to enable students retain huge information for a long time as they tend to engage

students directly. Kreber (2002) adds that materials like books, graphs, electronic devices and other physical aids should be tested before class session. When used well, handouts, examples, PowerPoint, images and graphs can illustrate complex ideas succinctly. They can prompt discussion, and the change of pace can keep students more interested. On the down side, these same tools can also be a distraction. Handouts and PowerPoint presentations that are not accurately synched to the lecture can cause confusion. Instructors are urged to use these items judiciously and intentionally. Using PowerPoint (and its amazing swirly-text features) simply because you think you are “supposed to” can ultimately undermine clarity and student learning. In fact, with PowerPoint, less [text] is more [engagement] (Kreber, 2002).

Planning for assessment and evaluation of teaching and learning process is crucial in determination of teaching and learning process. Assessment is the systematic process of measuring students understanding by using tools like tests, quizzes, examinations, and observation. Evaluation in teaching refers to collection, analysing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of the programme (Ganese and Upshur, 1996). It is therefore necessary for lecturers to plan the modes of assessment and evaluation suitable for the class. Assessment tools needs to be ready before a session and tested to see its validity and reliability. Richard and Lockhart (1994) assert that classroom assessment and evaluation under the active management of teachers can also serve important professional development purposes since the information resulting from such evaluation provides teachers with valuable feedback about their instructional effectiveness necessary for their development.

For a successful lecture, instructors need to be thoughtful and clear at every step of the planning process. If the planning is clearly done, students will be more likely to understand the material, and they will want to hear from instructors again. According to Rosenshine and Furst (1973), planning is the best antidote for the nerves that many people feel when teaching a subject for the first time or meeting a new group of students. It is also the only way to ensure that educational objectives are achieved.

Planning begins with thinking about how you would like your students to approach their learning in your subject, and what you would like them to understand, know or be able to do by the end of the session. Whether instructor is planning a subject for the first time or reviewing an existing subject, it is important to consider the effects of teaching and assessment on students' learning.

It is teacher's task to plan for the means of delivering the lesson. Education is a business whereas teachers and students transact. Students as customer have diverse means to learn so the question 'how students learn' is not easy. From different backgrounds and expectations to learn students perceive and understand differently what they are taught. Every teacher has her or his own style of teaching (Brophy & Good, 1986). As traditional teaching styles evolve with the advent of differentiated instruction, more and more teachers are adjusting their approach depending on their students' learning needs. But there are a few fundamental teaching styles most educators tend to use.

Knowing how to engage students begins with selecting the right teaching style. Although an instructor may prefer one teaching style over another, s/he must find the style that works best for students and meet different learning objectives. There are several teaching styles that include lecture style, demonstration, role play, questions and answers and e-learning.

The Authority or lecture style is teacher-centred model of teaching. It entails frequent and lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information. It is the most common method of teaching in higher education whereas a lecturer is the main source of knowledge. Traditionally, under the pure lecture style, students are passive members; they are only supposed to listen to the teacher and take notes. Modernised lectures however allow for mixture of methods where lecturers can use other teaching methods such as question and answer, demonstration and role play to supplement lecture for better understanding of learners (Skelton, 2005).

Lecture style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. Skeleton (2005) holds that the pure lecture style is most suitable for subjects like history, which necessitate memorisation of key facts, dates, names, etc. On the negative side, it is a questionable model for teaching first year students because there is little or no interaction with the teacher which hinders students understanding as they are unfamiliar with the subject and the mode of teaching and learning. In addition, it can get a little snooze-y. That is why; it is a better approach for older, continuing and more mature students.

Stephenson (2001) suggests the demonstration or coach style as another method used in higher education where the demonstrator retains the formal authority role by showing students what they need to know. The demonstrator is a lot like the lecture, but their lessons include multimedia presentations, activities, and demonstrations. This style gives teachers opportunities to incorporate a variety of formats including lectures and multimedia presentations. Ramadhan and Surya (2017) argue that demonstration is suitable for science studies, mathematics and music where a lecturer shows learner how problems can be solved or how to perform different tasks. Although it is well-suited for teaching mathematics, music, physical education, or arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

To supplement lecture, discussion is a wide and often means of teaching. It is a means where students are given tasks or questions to solve in groups, the lecturer becomes a facilitator by supervising groups to ensure they are discussing and monitor time usage. Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization (Kember and McNaught, 2007). This style trains students to ask questions, helps them to develop skills such as self-confidence, communication skills and enables them to improve their dignity as they are to listen and value the ideas of others. Discussion might be irrelevant if time is limited and can be unsuitable for shy students.

Role play is another means of teaching in higher education whereas students assume the roles of different people such as teacher, doctor and nurse. Here, the lecturer gives learners role to play and he/she remains as the facilitator and takes in an observer role that inspires students by working in tandem toward common goals. Robert (2005) argues that this style is best suited for social sciences such as education where students can play the role of a teacher, curricula that require lab activities such as chemistry and biology, or subjects that warrant peer feedback like debate and creative writing. It is considered a modern style of teaching and sometimes criticized as eroding teacher authority as lecturer acts more as a consultant rather than the traditional authority figure.

Question and answer is the common form of teaching where in most cases it is used to supplement other forms. It gives room for lecturer to ask questions and learners to respond to them. Also, students can ask questions to the teacher and he has also to respond to them. It makes the class active and interactive as both lecturer and students takes part of the session. The role of the lecturer here is to prepare questions as per topic or subject to be taught and to control the class. The lecturer has to be gender sensitive and handle matters to ensure that members participate in the session. According to The all and Franklin (1990), question and answer method of teaching improve learners' thinking ability and confidence although it might be unsuitable for shy learner and under limited time available. If not well done, some learners can dominate the class by being the only answering and asking questions to the lecturer thus leaving others behind.

E-learning is another upcoming form of teaching and learning. According to Sarfo (2007), e-learning implies using the internet and multi-media means in the process of teaching. It comprises all the components of the teaching process (aims, content, methods, means, etc.); the realisation of these components takes place through specific means. There are three types of e-learning: Full-time tuition; when the teaching process takes place during teachers' and students' contact hours, and conveying the teaching material occurs through an e-course; distant learning implies conducting the teaching process in the absence of a lecturer. The teaching course is

conducted distantly; in the e-format. Hybrid (full-time/distant) – teaching is mainly conducted distantly but a certain part of it is conducted during contact hours (FAO, 2011).

Although it is not the teacher's job to entertain students, it is vital to engage them in the learning process. Teachers might modify their teaching techniques accordingly to variations in learning styles (Awla, 2014). Selecting a style that addresses the needs of diverse students at different learning levels begins with a personal inventory and a self-evaluation of the teacher's strengths and weaknesses. As they develop their teaching styles and integrate them with effective classroom management skills, teachers learn what works best for their personalities and curriculum.

Tomlison (1999) proposes differentiated instruction as means of keeping all students in mind when developing lesson plans and workbook exercises, lectures, and interactive learning. These student-focused differences necessitate instructional styles that embrace diverse classrooms for students at all learning levels and from various backgrounds without compromising the teacher's strengths.

Awla (2014) discusses on integration between learning styles and teaching styles. He notes that lecturers should be aware that not all students respond well to one particular style. Although teaching styles have been categorised into groups, today's ideal teaching style is not an either/or proposition but more of a hybrid approach that blends the best of everything a teacher has to offer. Kinyaduka, Kalimasi and Heikkinen (2019) give an explanation on the implemented instructional models in higher learning institutions. They maintain that competence based models seem to make learners active in lesson especially when they are engaged in seminar presentations, although instructors seem to keep on traditional instructional methods. The traditional advice that teachers do not overreach with a cluster of all-encompassing teaching styles might seem to conflict with today's emphasis on student-centred classrooms. Theoretically, the more teachers emphasise student-centric learning, the harder it is to develop a well-focused style based on their personal attributes, strengths, and goals.

2.4.2 Perception of Students towards Teaching Methodology

Students in higher learning institutions have different views concerning teaching methodologies basing on the way they are taught and learn. Various studies have detail students' perception towards teaching methodologies as varying to different learning styles and their interests to learn. Chambers (1992) note that the quality of learning is affected with the approach to learning. He maintains that the approach of students to learn can be affected by the quality of teaching and methods of assessment. According to Campbell *et al.* (2001), the relationship between students' perceptions on teaching and learning, teaching methodology and learning outcomes is not straightforward. Quality of teaching includes the methods teachers use in delivery of materials which match students learning needs. Learners learn differently and so effective teaching is subject to their interest towards the approach and understanding of the subject matter.

As it is noted that not all students learn in the same way, recently in universities today some learners understand more when traditional approaches like lecture method of teaching are used, while some learn through modern teaching, normally collaborative ones. Campbell *et al* (2001) observe that students who have deep approaches to learning perceive teaching to involve custom of communication and duplication of information. In addition, they are against traditional methods to teaching. They hold that the traditional method is dominated with unclear lecturers' explanations which make the class boring and unfriendly. The students also reveal that traditional approach creates difficulties in obtaining help from teachers when needed especially when the topic is not understand.

However, Ghaffar (2019) and Zinski *et al.* (2017) reveal that students favour lectures because they feel that they are more informative, delivered by expert teachers with good communication skills and grasp of the subject matter make them interesting and beneficial, and so students seem to be more attentive. Similarly, Govender et al (2015) reveal that students emphasis much on teacher-centred strategies, which deviates from current trends in developed countries with many teaching methodology options.

When teacher-centred strategies dominate, they give rise to passive learning thereby perversely limiting student engagement and achievement. Kember (1997) concludes that the classroom is not a complex living environment where human beings - teachers and students -try to interact with one another, but that the classroom is an environment where students respond to teaching methods, rather than react to them.

He seems to suggest that learning is neutral and that teaching is solely responsible for the failure of the quality of student learning. However, Kember (ibid) does not take into account all the variables that would directly affect student learning approaches and therefore influence learning outcomes. Teaching does not work merely in one direction, from teachers to students. It flows in two directions, from teachers to students and vice versa, and so students perceive teaching and learning styles differently.

2.4.3 Promoting Effective Teaching in HLI

Higher education has recently increased the attention given to the quality of teaching offered to the students (Van der Wiele, 1995). Quality has become an important issue in higher education thus pushing universities to form quality assurance unit. The quality assurance units in universities control and monitor the teaching and learning activities such as classroom interaction, assessments and feedback processes. It is essential to measure the quality teaching initiatives in order to be able to improve these initiatives. However assessing the quality of one's teaching remains challenging.

This difficulty may in part explain why the two most famous international rankings rely heavily on research as a yardstick of the universities' value and leave aside teaching quality. This may however change in the future, as the concerns about teaching quality and student learning are increasing.

The choice of indicators to measure teaching quality is crucial, because it has been shown that assessment drives learning (Terenzina & Pascarella, 1994). How the teacher is judged will undoubtedly impact his or her teaching methods. Indicators to

assess the teaching quality (the value of graduates, satisfaction of teachers, retention rates etc) of an institution proved of use but carry various meanings and can even lead to misunderstandings. Researchers agree that reliable indicators should be chosen, and not just the most practical ones. Moreover, room should always be left for discussion of the figures obtained.

Yorke (1996) observes that sometimes using student questionnaires and evaluation forms can seem logical, because students are the individuals that are the most exposed to and the most affected by the teacher's teaching. However, many teachers give little credit to the answers of the students that they perceive as biased. It is found that, most times students tend to blame teachers for all problems, forgetting the role of the administration or the infrastructures. Measurement should clarify its own aims (improvement or punishment?) before implementation.

Peer-in class evaluations can present the advantage of focusing on the process, not merely the outcomes (Yorke, 2000). Peer lecturers visiting to the class and find out how materials are delivered, taking consideration of teachers' own factors as well as students and environmental factors. These evaluations by peers may lead to self-congratulation and may hamper teaching innovations (the teacher being evaluated fearing to be poorly judged if too creative). In this method everyone struggles to do the best so as he/she may not be judged low. Peers may also be influenced by a widespread conservatism of judgment.

2.5 Research Gap

Few studies have tried to explore academic delivery and quality in higher learning institution. Among them is Hau (1996) who argues that maintaining quality of higher education and the quality of teaching is an endless process that aims at reducing defects. Argyris and Schön (1974) argue that quality enhancement in higher education institutions should be a double-looped process. The first loop of quality enhancement is driven by the question: "are we doing things right?", although this question alone is unsatisfactory. For making the process of enhancing quality in higher education successful, a second loop should be added. This comes with the

question “are we doing the right things?” therefore for them, knowing the accuracy of the practices one does is not enough, we must ask ourselves if we are doing in a right way. That is focusing on the purpose and objectives, and strategies employed in meeting the stated objectives.

Fry, Ketteridge and Marshall (2003) wrote about academic practice in higher education. Their focus was evaluate how practices in higher education specifically teaching and learning process, assessment and course design from across the higher education sector are done. They revealed that many lecturers learn to gain sufficient knowledge on the subject but they do not necessarily consider how they can deliver materials to individual learners. Therefore, it is important for lecturers to consider how their students learn when making their preparations. This will enable them to apply relevant methodologies that suit the class and assess learners accordingly.

To make teaching effective, academic delivery should consider learning. Learning is about how individuals make meaning on the perceived understanding about the world (Marton and Booth, 1997). Learning involves mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behaviour appropriate to specific situations. Namamba and Rao (2017) looking at development of teachers for effective teaching in Tanzania, suggest that teachers need to be trained for effective classroom delivery. To make teaching effective, Nzogela (2015) reveal that both students and teachers believe on the use of participatory teaching approaches.

Despite a number of studies done on teaching and learning, it is still a challenge to translate the findings into actual teaching for improvements. This is because education is intended to people who differ in nature and their life experiences are ever changing. Not everyone learns in the same way, or equally readily about all types of material. These people to whom education is intended learn in different ways and have variations in kind of materials they prefer to read about. Students’ readiness to learn also differs, which results to variations in understanding of the

subject so concerned. There are no simple answers to the questions ‘how do we learn?’ and ‘how can teachers bring about learning?’ the knowledge people have on the relationship between learning and teaching is still insufficient. Understanding on learning as a process is useful for teachers to make firm preparation of the activities that will enable learning to happen effectively.

Teaching in higher education is the place where we explore the art and science of being more effective and facilitating learning. Higher education draws on extension of multi-disciplinary professional developments and expertise. To make an understanding of ensuring quality at universities, teachers form a base which acts as a benchmark from which teaching practice will reflect (Delvin, 2007).

This study therefore intended to make an assessment of the effectiveness of the academic delivery in the selected higher education institutions, specifically focusing at finding out how and to what extent do lecturers understand and apply instructional methodologies in the delivery of lessons, finding out how do students perceive instructional methodologies applied by lecturers, and soliciting strategies that universities employ to foster effective teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Panneerselvan (2005), research methodology is a system of models, measures and techniques used to find the results of a research problem. This chapter describes the methodology used to carry out the study. It discusses the approach and design of the study, area of the study, study population sample, data collection process, data analysis, data validity and reliability and ethical considerations

3.2 Research Approach

The study employed qualitative research approach. The decision of using this approach was based on the nature of data which were collected through interview and focus group discussion. Qualitative is the holistic approach that makes individuals to share their feelings through either interview or focus group discussion about a particular topic under investigation. A qualitative research as a complete approach highlights the significance of looking at contents in the natural setting in which they are located. It is mainly concerned with the properties, the state, and the character. It is subjective and difficult to generalise but provides rich information on the organisations involved in the study (Kombo & Tromp, 2006).

3.3 Research Design

The study employed descriptive research design. This involves the mixing of different components of the study in a rational way, thereby, ensuring to solve the problem in effective way (Grover, 2015). Glass and Hopkins (1984) assert that descriptive research involves collecting facts that describe events and then arranges, tabulates, depicts, and designates the data collected. Descriptive research design was employed because the study aimed at discovering the practice of teaching in the institutions under the study; developing concepts more clearly, establishing priorities and developing operational definitions and, specifying the objectives with sufficient precision to ensure that the data collected are relevant.

3.4 Study Area

The study was conducted in three selected universities: the University of Dodoma (UDOM), Mzumbe University (MU) and University of Iringa (UoI). UDOM and MU are public institutions, while UoI is a private university. UDOM is one among the largest universities in Tanzania. UDOM and MU was selected considering the availability of programmes and projects that supports effective teaching such as Transforming Employability for Social Change (TESCEA). The project aims at transforming university teaching and learning through supporting universities to better prepare graduates to secure employment, act entrepreneurially to create their own jobs, or meet community needs as social entrepreneurs. To make the study more valid, the researcher included both public and private universities to widen the knowledge and assess the variations in teaching practices across the HLI. UoI was also selected due to the fact that it seemed to have enough facilities which satisfy the need for teaching and learning, although this has been caused by the recent decline of enrolment. In addition, UoI have once been in partnership with MU and TCU on the project namely; Netherlands Initiative for Capacity-building in Higher Education (NICHE) which aims to harmonise and align business studies in institutions of higher learning. In total the three sampled universities they both provide education with the aim of producing competent graduates through effective delivery.

3.5 Target Population

The population can be termed as the total of the items about which information is desired (Kothari, 2004). In this study, the population included university lecturers, students and other administrative staff of the three sampled universities.

3.6 Sampling Techniques

Sampling refers to the selection of portion of the totality based on which a judgment or inference about the aggregate or totality is completed. Since it is impracticable to study all lecturers and students in selected universities, a sample of 179 students and 73 lecturers and other 5 administrative staff were selected to represent the characteristics of all other members of the population and thus generalisation (Kothari, 2004). The sampling techniques according to Saunders *et al.* (2009) can be

probabilistic or non-probabilistic. To ensure that samples are equally selected from the population the study employed both probability and non-probability sampling designs in sample selection.

Simple random sampling; stratified sampling and purposive sampling techniques were used to select some universities and respondents who are instructors and students of higher learning institutions. Students were randomly chosen from their classes, some lecturers and university leaders were purposely selected. Lecturers from education department were purposely included in the study because they have educational background from teaching programs they undergone. They were selected so as to obtain their views concerning pedagogical skills in relation to academic delivery. Leaders as heads of quality assurance units, building (estate), library, health centres and sports were included purposely for they offer support services for teaching and learning. Table 3.1 presents the sampling information as obtained from the targeted population.

Table 3.1 Sampled Universities

Institution	Lecturers	Students	Other staff
UDOM	24	72	2 (quality assurance and health officer)
MU	31	67	2 (Building and quality assurance)
UoI	18	40	1 (coordinator of quality assurance)
Total	73	179	5

3.6.1 Position/Designation of Instructors

The study also thought it was imperative to get more information on the designation of the lecturers sampled for the study. As illustrated in Table 3.2, designations of university instructors who participated in this study included tutorial assistants, assistant lecturers, lecturers, senior lecturers, associate professors and full professors from different faculties/departments.

Table 3.2 Positions of Instructors

Designation	No
Tutorial assistant	10
Assistant lecturer	34
Lecturer	16
Senior lecturer	8
Associate professor	3
Full Professor	2

3.7 Data Collection Methods

In this study the researcher collected both primary and secondary data to ensure accuracy collection of information. Semi-structured questionnaires, observation, focus group discussions and personal interviews were employed to gather primary information from the field.

Questionnaires were distributed to 132 respondents, out of which 78 were distributed to students, 53 to instructors and 1 to quality officer, but only 70 from students, 39 questionnaires from instructors and 1 from Quality officer were returned, 22 questionnaires were not returned by respondents. Information from the rest was obtained through interview and focus group discussions. Interviews were done with 34 lecturers, 7 from UDOM, 17 from MU and 10 from UoI. 4 administrative staff was also interviewed to obtain their views pertaining to the study. Data from 109 students were obtained through focus group discussions whereas, 39 were from UDOM, 41 from Mu and 29 from UoI.

During the study, the researcher reviewed different reports like academic calendars, quality assurance policy, teaching evaluation forms, TOT (training special for lecturers on academic issues within their career) reports, U-trip reports (training conducted to familiarize lecturers with pedagogical matters and university teaching) and field reports from both students and lecturers to get the needed information.

3.8 Validity and Reliability

Validity means the ability to give out accurate measures on what is supposed to be measured. It can also be thought as utility, in other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested (Kothari, 2004). On the other hand, reliability is the consistence in response. That is, when a measure is repeated, it can generate the same results (Saunders, Lewis & Thornhill, 2007).

To ensure validity of the data, the aspect of credibility, transferability, dependability, and conformability were considered. The researcher matched the information obtained from the study with the objectives of the study to confirm if the data collected are relevant and credible. Dependability was considered by creating links between aspects in data collection tools. To ensure transferability, the researcher argues that generalization of results can be made and the results be applied to other similar studies and contexts.

To ensure reliability, the researcher applied triangulation of instruments. Researcher observed the teaching process and as well designed focus group discussions for students and interview guide questions for instructors and non-teaching staff to obtain accurate data.

3.9 Ethical Consideration

Ethics are norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others (Cooper and Schindler, 2003). The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities.

Ethical procedures for conducting research were observed during the process of preparing and conducting a field study. At the beginning, a research permit was provided through the Directorate of Research Publications and Postgraduate Studies (DRPS) for Mzumbe University. The researcher was offered with official letter stating the purpose of the study. The researcher used her best ability to minimize risks to participants, colleagues and society while attempting to maximize the quality

of information they produce. During the actual data collection, the purpose of the study was introduced to the respective participants. Consent was sought from the respondents to participate in the study. After introducing the purpose of the study, respondents were at liberty to free to participate in the study and anyone could withdraw at any stage of data collection. Respondents remained anonymous.

3.10 Data Analysis

Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions. Information obtained from questionnaires, focus group discussions and interviews were thematically analyzed and the findings are presented in narratives. Percentages and other numerical analysis were obtained from the total number of respondents using excel and presented in tables.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The chapter presents the findings of data collected from the field. The presentation of the findings follows the series of the specific objectives. The study explored the extent lecturers understand and apply instructional methodologies in the delivery of the lessons, solicited students' perceptions on instructional methodologies applied by lecturers, and identified strategies that universities employ to foster effective teaching. The data were collected from 257 respondents through questionnaires, interview and focus group discussions. This chapter comprises of two parts, first part presents respondent's demographic information and the second part details the study findings.

4.2 Respondents' Demographic Data

To get the requisite information, this study thought to solicit lecturers' background on education foundation, working experiences and education level. The information on these aspects was paramount in judging respondent's responses about the topic of the study.

4.2.1 Education Foundation (EF) Background

The researcher requested details from university lecturers about their education foundation as a part of assessing their teaching skills. The information was important in two ways; first it would display respondents' understanding on teaching approaches and second it would establish whether there are differences in practice between those who had gone to teaching programs and those who did not. The results on this aspect are presented in Table 4.1.

Table 4.1 Education Foundation (EF) Background

University	With EF	Without EF	Total
UDOM	9	15	24
MU	13	18	31
UoI	5	13	18
Total	27	46	73

4.2.2 Instructors Level of Education

The study was interested to know the instructors' education level with the assumption that, it could have some contribution on their pedagogical understanding. The education level of the lecturers helped the researcher to identify the type of knowledge the respondents had to whether it had any relationship to effective teaching. As illustrated in Table 4.2, university instructors had different education levels, the levels started from bachelor degree to doctorate degrees. The total number of the respondents (instructors) who participated in this study were 73, majority (51%) of them have masters' degree.

Table 4.2 Instructors Level of Education

Level	No.	Per cent
Bachelor	10	14%
Masters	37	51%
PhD	26	35%
Total	73	100%

4.2.3 Work Experience

The researcher was also interested to know the experiences of lecturers teaching in higher learning institutions as a part of measuring their understanding and application of teaching methodologies. Instructors were asked to mention their experiences in teaching at higher education and the results as presented in Table 4.3 reveal that 79% had experience of more than 5 years.

Table 4.3 Work Experience

Years	No	Per cent
0-5	15	21%
5-10	42	58%
Above 10	16	21%
Total	73	100%

It was further noted that instructors' education and teaching experience exposes them into more teaching approaches. It is important that you keep on educating yourself as you keep on teaching, and become more knowledgeable and competent on pedagogical issues.

4.3 Lecturers' Understanding and Application of Instructional Methodologies

The focus of this theme was to explore the extent to which lecturers understand teaching methodologies as well as their applications.

4.3.1 Lecturers' Understanding of Instructional Methodologies

To measure this aspect of understanding among lecturers, various indicators were considered. These included individual pedagogical knowledge and their preparations for teaching.

4.3.1.1 Pedagogical Knowledge

Findings from this objective reveal that lecturers' understanding towards pedagogical issues was dependent on their education background; teaching experiences, interactions and external collaborations. The findings presented institutional wise indicate that 37.5% of lecturers from three studied universities had different education background from different education programs they attended while 62.5% had not attended any teaching programs. .

When the instructors were asked about their understanding on instructional methodology, majority of them defined instructional methodology as simply means on how lecturers present their lessons to students. The study explored further on the understanding of the concept by measuring on their personal preparation for classroom deliver. It was noted that majority of the lecturers plan and prepare for the

subject matter before they got into classes. However, it was revealed that due to large classes and shortage of instructional time, they normally do not prepare teaching aids that take much of their time and need enough space to use them properly.

The study revealed from MU lecturers that though they prepared themselves before teaching time, majority of lecturers preferred lecture as the core method of teaching supported by other methods as demonstration and discussion methods.

At the UoI, the study noted that lecturers had different understanding on teaching methodology as some perceived it from the teaching skills they had, while others from their teaching experiences. The study established further that out of 18 lecturers involved in the study, only 5 had attended teaching training. It was found that instructors who had not attended teaching training such as TOTs, on job training specifically intended to lecturers to teach and improve their teaching skills, knew only a few issues concerning teaching such as going to class and delivering a lesson. They paid little attention on aspects of the time available, size of the class, interaction patterns, and their own competence. To evident this, one instructor said:

“I normally go to class and teach as per the subject matter”

In this study, education programme refers to university degree on/with education or any teaching programme that the lecturer attended. For example, Bachelor of Arts with Education (B.A.Ed.), or Bachelor of Education in Commerce and Accounting (BECA), and Master of Arts in Education (M.A.Ed.). Teaching classes refers to both teaching program and TOTs.

As shown in Table 4.1, the study revealed that 63% of lecturers had not gone through education programmes, while only 37% had education background. It was further noted that teaching skills is important to familiarize instructors with more key issues in teaching and to improve their classroom management.

4.3.1.2 Instructors Preparation for Teaching

On assessing teaching effectiveness, one of the indicators was instructors' preparations for teaching. Lecturers from 3 universities studied were asked if they do any preparation for teaching. It was noted that of the lecturers prepare for their lessons although their preparations differ in terms of what they prepare (See Table 4.4). For example, it was found that out of 73 lecturers, only 22 instructors prepare teaching materials that they would use to deliver the lesson.

Findings from UDOM revealed that preparations for teaching require planning. It was established that all the lecturers prepare themselves necessary knowledge before they appear to classes for lesson facilitation. The preparation included reading variety of materials from various sources and handouts for students which are often given before the session so students can review and follow up well the lecture. Following number of students and challenge of shortage of classroom, it was noted that it is difficult for lecturers to administer test frequently. Quizzes are normally opted to assess students as a quiz takes short time and covers a small part of the lesson.

One of the lecturers said;

Before going to class, I read about the topic to gain more knowledge on it and prepare strategies to deliver the lesson effectively. I also plan for the materials to support my teaching, assessments as a quiz or a written assignment and lastly, I plan for the teaching and learning activities that to be done during the lesson

Similarly, it was revealed From MU that all lecturers prepared for teaching as an important factor that influences teaching effectiveness. It was noted that lecturers do prepare materials in handouts, slides, teaching aids, and quiz for assessments. In addition to preparation, instructors plan and prepare for teaching strategies, teaching and learning activities and approaches. In planning for teaching approaches, they considered the subject to be taught, their own knowledge, experiences and competence, students' backgrounds and learning abilities. This finding is

complemented information from the interviews. As one of the lecturers from MU had this to say;

“Before I go to teach, I first do self-preparation in a way that I read different books concerning the subject matter, this helps me to be in a position of being more knowledgeable and competent towards teaching and learning process.”

From UoI, it was noted that apart from the preparations as it has been observed in other institutions there are enough classrooms, and teaching and learning materials which benefit effective learning. The findings further revealed that instructors plan for the time and period of the lesson. This involves arrangement of contents as what starts and what ought to follow. It was also revealed that instructors also t prepare and plan for type of activities and strategies of delivering the content, activities to be done by students during learning, time or duration required, teaching materials/teaching aids, interesting and relevant examples necessary to link the content and real world for better students’ understanding, organisation of materials and mode of presentation and evaluation. For example, one of lecturers from UoI when said:

I consider time in two aspects, one is the duration or length of the lesson, for example if the content needs a week, month or a certain number of periods to be covered; two, time as morning, afternoon or evening! Some contents are not suitable to be taught in the morning so if I have period that time, I find another time to compensate so as to maintain students attention and interest!

The study also measured instructors’ understanding on the purposes of teaching. In making their preparations, the findings showed that lecturers in all studied universities were aware of the need to deliver the content to students, and that there should be objectives and purpose for every lesson.

Preparation of teaching is dependent upon a number of factors. The study also noted that instructors in all the universities plan and consider learning outcomes expected to be demonstrated by students after the college life. For instance, during the interview some instructors revealed that learning outcomes/objectives should be clearly stated to enable a lecturer to have focus and direction of the lesson. This

includes the experiences students are expected to show and the knowledge to attain. Other factors include the topic content to be taught, this refers to what is to be taught and learnt, the subject matter. It was further noted that instructors consider level of learners and their background experience to know their academic level and their understanding basing on their prior knowledge and experiences.

Table 4.4 Lecturers' Preparation for Teaching

University	Subject matter	Strategies	T&L Materials	Assessment	Personal preparation
UDOM	24	11	7	10	5
MU	31	15	9	11	7
UoI	18	7	6	8	4
Total	73	33	22	29	16

4.3.2 Instructional Methodologies Employed by Lecturers in Universities

Teaching methods refers to means employed, according to a plan, in the teaching and learning process. This study revealed that teaching method is the procedure used to teach a particular lesson. The study revealed that lecturers' choice and use of any method of teaching requires preliminary preparation. A teaching method may flow into another within the same lesson. Teaching method used in higher learning is different from that used in lower schools. The study noted that both traditional and modern methods of teaching are applied in higher learning institutions.

For example, all lecturers at UDOM confirmed to mix the teaching methods. It was however revealed that they rely mostly on lecture method of teaching as it saves instructors' time and it is suitable for larger classes. Traditional methods are teacher-centred approaches. They are regarded as traditional methods because they have been used for many years and have withstood the test of time. Traditional methods of teaching are lecture method, question and answer, and demonstration. These methods seemed to be applied by majority of instructors because they save time, make teachers review their lesson content more frequently, and inculcate confidence among teachers. Apart from traditional methods, the study found that lecturers also apply modern methods of teaching like discussion where they leave questions and discussion guides to students to discuss at their own time. When interviewed one

lecturer said: *“I normally conduct lectures and sometimes I leave questions for students to discuss”*

The findings from MU revealed that there is also mixture of teaching approaches. Lecturers at MU reported to apply both traditional and modern methods depending on the lesson they teach. Common traditional methods which were found to be largely applicable are lecture and question and answer. In lecturing, teacher is the main participant of the lesson; he talks and student just listen and take notes. Students are passive in the class for they have no chance to question or comment on what the teacher has said. Question and answer is another traditional method whereas lecturers prepare a set of questions on particular topic and ask students to respond in class. Students participate by answering questions asked by lecturer and they may raise other extra related questions.

The study also noted that modern methods are also used for class delivery. These methods are also called learner-centred approaches or participatory approaches. They provide an excellent opportunity for learners to practise their oral communication skills, giving learners practice in critical and evaluating thinking and listening. In this form of teaching, learners benefit more readily from each other and gain good practice for problem-solving. The methods identified to be commonly used were discussion, role play, field studies and educational visit.

One of the lecturers from MU said:

Teaching is different nowadays, we talk less and listen more from students. Participatory teaching serves me with stresses to prepare lesson and deliver as much is done by learners and to me I see improvement in their understanding when they are engaged in lesson unlike chalk and talk!

The same practice of teaching methodologies was revealed at UoI. It was found that lecturers at UoI used both modern and traditional. It was observed that students were given tasks to work on their own such as group assignments, project studies and study trips. Lecturers revealed that they engage learners in lesson where they can discuss ask questions and play different roles in the society. They further noted that

they use lecture as a method of teaching but unlike traditional one where learners are passive, for them they employ modern lecture method. This modernized lecture allows learners to participate by either asking questions or answering questions asked by a lecturer. They also plan for different programs outside the university where students go to exercise their careers especially education and journalism students.

Effectiveness of application of the methods depends on knowledge and competence the teacher has on specific methodologies. It was found that a large number of instructors have little knowledge of the teaching methodology; this hinders effectiveness of their teaching.

4.4 Students' Perception towards Instructional Methodologies

This theme aimed at exploring information towards students' perceptions of a variety of instructional methodologies which are employed in teaching and learning process. Therefore, the study was eager to gather information from the students basing on their awareness on the kind of instructional methodologies they experience during classroom interaction. The study disclosed that learners have different understand with regard to teaching approaches. It was established that instructors use different approaches like discussion and demonstration, which make learners perceive them differently.

The findings from UDOM revealed that students believe instructional methodologies used have effect in their understanding and impact on students' academic. The students noted their lecturers apply much traditional teaching methods and thus they urge them to change. It was established during FGD that students prefer to work in groups, as students teamwork in the classroom is a contemporary form of collaboration. It was reported that when students work in groups, it makes instruction easier for the lecturer, and promote a sense of mutual responsibility among them. They learn to put more effort into researching the topic and to apply effective techniques to get results. One of students from UDOM had this to say:

As a student, I prefer the use of participatory method of teaching. This helps me in critical thinking and building of my own knowledge during teaching and learning. Therefore, I suggest the instructors could rely on the use of this method in our daily classroom interaction.

Nevertheless, it was revealed that some students prefer lecture method of teaching. These students argue that through lecture method they get knowledge of the subject content from the teacher as when they read on their own they get confused. They maintain that when they are left to work on their own they fail to comprehend different ideas received from their fellow students and other learning materials consulted.

Similarly, the findings from MU show that students also learn differently. It was noted again that both traditional and modern ways of teaching are applied by their lecturers. The study established that students feel that each method is good depending on time and how the teacher uses it. For instance, they subscribed that lecture and other traditional methods enable students to get a highlight of the lesson and through discussion and other forms of interaction they gain more knowledge on the topic. It was revealed further that cooperative learning techniques in the classroom enable students to absorb and retain information just as well as, if not more better than traditional methods. However, the study found that some learners like to work in groups than to work independently. One student from Mzumbe University said:

“I understand more in discussion than when lecturers use other methods of teaching because through discussion, I can share what I have through commenting, questioning and answering”

Exploring UoI Students’ perception on teaching methods revealed that students believe lecturers are not the only source of knowledge. They maintain that lecturers provide directions for them to follow, so through lecture they are given basic knowledge and during their independent study they dig more to understand. Modern methods engage students in activities like answering questions, playing some roles and discovery of new ideas. The study also found that some students, especially shy ones prefer lecture method as it has limited interaction activities that involve them in

collaborative learning. They prefer a method that tends to isolate them from groups and do their work privately. Apart from the shy students, the study also noted that there are some students who get confused when they learn through discuss or participatory class, thus they prefer teacher centred approaches. One student from UoI said that:“*Instructional methods that motivate me to learn are lecture and project methods since they give me a chance to understand*”.

This study found that blended online learning has recently taken a major part of students’ learning. It was noted that many students do not concentrate on the local forms of learning, and rather they just go on internet and search whatever they like to learn. Online education in particular has created a new paradigm for teaching and learning. It differs from the traditional lecture method as it encourages high level student interaction and participation and it redirects learning towards a constructivist and experiential mode.

4.4.1 Common Methods Used By Instructors

Students were asked to list common methods that their instructors use in classroom. The results as presented in Table 4.5 indicate that majority (95%) of the instructors use lecture method.

Table 4.5 Common Teaching Methodologies

Method	No of students	Percentage
Lecture method	19	95
Discussion method	15	75
Presentation method	6	30
Demonstration method	5	25
Questions and answers	1	5
Project	2	10
Others	5	25

4.4.2 Students’ Interests on Different Teaching Methods

Students showed their interest on learning through different teaching methods. Table 4.5 presents styles and ways that motivate students to learn.

Table 4.6 Students Interests on Teaching Methods

Method	No of students	Percentage
Lecture method	90	50
Discussion method	99	55
Presentation method	35	20
Demonstration method	20	11
Question and answers	26	15
Project	26	15
Others	27	15

4.5 The Role of Universities in Fostering Effective Teaching in HLIs

This objective aimed at identifying the ways that universities employ to improve teaching effectiveness with an eye on the whole teaching and learning environment. It was noted that universities provide teaching and learning materials as books, computers, projectors and other devices to enhance teaching. The study also revealed that universities provide training for their staff like induction courses to newly employed teachers and assess the whole process of teaching.

4.5.1 Instructional Support Materials

The findings of this study from UDOM revealed that the university' management offer teaching and learning materials for students and lecturers that supports effective teaching and learning. In each college, there is a library where students and lecturers can get materials for their study. Lecturers provide handouts which include lesson notes to help students comprehend well and revise for university examinations. Also, the university management provides some teaching materials like projectors, marker pens and other instructional facilities to instructors in order to facilitate effective teaching and learning process. One lecturer from university UDOM reported that:

The university management provides teaching and learning materials such as text books and supplementary book. All these are available in hardcopy and softcopy materials which are in the college libraries. Also, projectors are used during presentation. This makes the teaching and learning to interesting.

The issue of teaching materials in UoI is more likely to be satisfactory in relation to student enrolment. In the university library, there is availability of teaching and learning materials such as text books and supplementary books which are both in the

soft copy and the hardcopy. It was learned from the coordinator for quality assurance that, to improve teaching and learning process, the university management supplies various teaching and learning materials through the provision of projectors and other instructional materials. A coordinator of quality assurance at UoI said;

“Due to financial constraints, lecturers are not provided with individual computers but they are provided with other materials as chalks, marker pens, projectors and printing facilities”

From MU, the researcher observed that the university management supplies the teaching and learning materials to both instructors and students. The kind of instructional materials provided are based on ICT facilities like internet connectivity to enable lecturers deliver their lessons and e-learning to help students be in a position of accessing various learning materials. Besides teaching materials, the university has library which possess different books both textbooks and reference books. In light with this aspect, the library has subscribed with various online sites so that students and instructors can familiarize themselves in accessing various academic journals and papers. It was revealed in one of the instructors' questionnaire that instructors are issued with LCD projectors, mark pens etc as paraphrased below:

In attaining quality academic delivery in this institution, the university management supports the instructors by supplying us various teaching and learning materials like books, whiteboards, projectors and marker pens. The essence of doing this is to enable both instructors and learners in the accomplishment of quality academic delivery.

4.5.2 Teaching Training/Staff Development

In the line of accomplishment of quality academic delivery, the study observed that the university management provides various in service training, seminars and workshops to instructors for the purpose of making them more up to dated and well informed in modern ways of teaching. This helps lecturers to develop various pedagogical skills and research methodologies.

At UDOM, the researcher found that the university management provides some in-service training and workshops to instructors. The purpose of these training was

noted is to raise instructors' awareness about excellence academic delivery. The training informs and exposes many instructors to the implications of the new recommended curriculum through meeting the occurrence of quality academic delivery. The university management prepares some training to instructors with limited pedagogical knowledge so as to provide them some teaching skills. Besides training, there are also staff development programs which give chances to instructors to undergo further education.

It was revealed from MU that although the university management offer on job training to lecturers through quality assurance unit, instructors showed the need for universities to equip them with teaching knowledge. It was also noted that MU has TOT (Training of Trainers) program which aims to develop various competences to lectures. This program is normally prepared by a specific department that wants her staff to be trained in collaboration and supervision of the Directorate of External Linkages and Community Engagement (DELCE). The program is mainly provided for lecturers especially the newly employed to familiarize them with teaching professionalism issues: classroom delivery, teaching methodologies, assessment and evaluation, and research. At MU, there are also different programs under different projects like VLIR-OUS which train teaching staff for raising their quality of teaching. VLIR-UOS project which funded by Belgian funding agency aims at developing entrepreneurship, good governance, e-learning, teaching, and Information Communication Technologies. The study further revealed that the university also has staff development policy whereby lectures get the chance to undergo further education.

A question on whether there is any link between teaching training knowledge and daily classroom performance revealed that there is a close link. One lecturer from MU observes: *“Yes, a big one! Our university provides instructional training sometimes to help lecturers to have effective teaching.”*

Furthermore, the study found that UoI offers U-trip¹ for their lecturers to provide them with different academic skills. It was noted that U-trip enables instructors with no background in education to have a base for teaching practices thus making them familiar with the pedagogical issues. A coordinator of quality assurance unit from UoI said: *“We provide U-trip for lecturers to train them necessary teaching skills”*

However, it was noted that the U-Trip program is not given on time, and thus instructors desire an induction course to be immediately offered to newly employed staff before they start the actual teaching. To cement on this, a lecturer from the University of Iringa said; *...Universities should provide some induction course in teaching methodologies before these newly teachers go for actual classroom teaching.*

The study further observed the management sends instructors for further studies mainly Tutorial Assistants (TAs) and Assistant Lecturers go for masters and PhD studies respectively. Results revealed that universities management normally sends instructors for higher education to improve their career by equipping them with more knowledge on their specialized subjects. It is therefore a must for a university instructor to go for further education. If you have masters’ degree, you are supposed to go for a PhD.

The study also found that through the quality assurance unit lecturers are linked with outside collaborations. Through these linkages, lecturers attend seminars, workshops and trainings which enable them interact with the world. The university also have mentorship program where as senior lecturers mentor junior ones to enable them observe and experience university teaching.

4.5.3 Assessment and Evaluation

Assessment in universities is done differently as in lower schools. The study found that in universities assessments are conducted at any point when needed, at the beginning of the lesson, during the lesson and after the lesson. At the University of

¹ U-trip is a program aimed to train lecturers on pedagogical issues. It is provided in form of seminar or workshop to orient lecturers on all issues of university teaching.

Dodoma, it was noted that assessment is done in forms of quizzes, written assignments, tests, seminar presentations and final university examinations. All these enable lecturers to measure their students' understanding on the subject matter. It was also learnt that assessment is a major means used to rank students' academic performance, grading and placing them to different levels. Through the questionnaire it was disclosed both forms of assessment i.e. formative and summative assessment are practiced. The paraphrase from one of the instructors cements this result.

Our university has the assessment procedures that have to be followed by every lecturer. At the end of each semester there are final examinations for each course so each lecturer has to prepare examination that will be used to assess the student

Similarly, the study found that at MU, continuous assessment is done while the teaching and learning is on progress. Quiz, test, term paper, written assignment and presentations are provided within the university in order to assess students' understanding. The researcher found that the lecturers use the mentioned assessment to assess students' understanding. This study also revealed that at the end of each semester, students sit for university examinations which at the end are summed up with continuous assessment to obtain student grade for each course. This was revealed by the researcher through questionnaire when one lecturer reported that:

"I assess my students through participation during the lectures, presentation, application of knowledge through assignments, discussion and test, quizzes and the final examination"

From UoI, it was found that there are both continuous and final assessments. Researcher found that continuous assessment are offered during the semester and final examinations at the end of each semester as the way of assessing the students for what they have learned for the whole semester. During the study, the researcher revealed that UoI provides final examination as an assessment at the end of each semester where students sit for all courses taken per particular semester. The researcher discovered this when the universities instructors and the students responded in the type of assessment offered. One lecturer said:

During lecture, I ask my students questions, also, before completing the semester, I provide assignments and quizzes, term papers, tests and the last assessment is the examination. All these provide students' academic information

Another form of assessment and evaluation found in universities is the self-evaluation through students and teachers evaluation forms. The study noted that universities through quality assurance units evaluate the process of teaching by individual lecturers through self-evaluation form. For example, it was observed at MU that evaluation forms are provided to students who fill them on how they (students) see the practice of their instructors throughout the semester or term. These forms are filled and submitted confidentially to the quality assurance for making final judgment of effectiveness of teaching at the university. Through information provided on the forms, the university management become informed where instructors do well and areas that need improvement. It was also established that although instructors appreciate students' evaluation practices, they are not content with how the evaluation results are handle. They claim that they are not given the feedback which would help them realise the areas of their weakness and strength for making good plan for next period. This practice was not found at the University of Dodoma and University of Iringa.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

The purpose of this study was to assess the effectiveness of academic delivery in higher learning institution. The study was conducted in three selected universities in Tanzania. This chapter presents a discussion and interpretation of the findings presented in chapter four. The study was guided by three specific objectives which included finding out the extent do lecturers understand and apply instructional methodologies in the delivery of the lessons, to explore students' perception towards instructional methodologies in higher learning institutions and to identify strategies that universities employ to foster effective teaching

5.2 Categorization of Respondents

Major respondents and participants of this study were instructors from higher education institutions, followed by the university management and students.

5.2.1 Respondents' Education and Position

The researcher was interested to know the education level of respondents so as to understand their knowledge level in relation to the topic of the study. Respondents under this study were instructors, management and university students. A total of 179 students were involved in this study whereby 65 were third years, 55 second years and 59 first years. The total number of lecturers as respondents was seventy three (73), out of which 10 had bachelor degree who worked as tutorial assistants, 37 had master's degree positioned as assistant lecturers, and 26 had PhDs, these were lecturers and professors. This shows that about 51 per cent of university lecturers have masters' degree, while 14 per cent are bachelor holders and 35 per cent are doctors with PhDs. These figures imply that the study was composed of more assistant lecturers than lecturers and professors. In addition, 5 participants were administrative staff whereas 3 were quality assurers, 1 from building department and 1 medical doctor from health centre.

5.2.2 Respondents' Teaching Experience

The respondents' teaching experience was intended to help the researcher to solicit the capacity of instructors to actual teaching. The researcher got detailed information about the application of teaching methodologies in higher learning institutions since all respondents have disclosed their own experience in teaching activities. The researcher assumed that quality teaching could be obtained from teachers experience in the application of proper teaching methodologies in higher education. Basing on the teaching experience the collected data showed that, 21 per cent of the instructors had experience of below 5 years, 79 per cent had teaching experience of 6 and above.

5.3 Lecturers Understanding on Teaching Methodologies

This theme revealed the understanding of lecturers concerning teaching methodologies. Understanding was measured through instructors own pedagogical competencies and their preparations for teaching as described in the sub sessions below.

5.3.1 Instructors Pedagogical knowledge

The study revealed that pedagogical knowledge of instructors differs as a result of kind of programs attended and in service training offered. This seemed to have impact in their daily practice as some pointed that they are not familiar with a number of teaching methodologies because they did not take education programs. The study further revealed that, there are variations in practices between the instructors who had educational background and those who did not attend any teaching program. The study further revealed that, lecturers obtain pedagogical skills in different ways; some from their education degrees taken, some take initiative to study themselves through different books and research done, and some participate different seminars, workshops and projects that provides training on teaching skills.

5.3.2 Instructors Preparation for Teaching

The results obtained from the questionnaires, interviews done with teachers and the researcher's observation from UDOM revealed that lecture method of teaching was largely used as compared to other teaching methods. This was caused by large

classes where by lecture method seemed to suit the situation. The findings imply that lecturers prepare themselves for supporting students learning and achievement. These results are supported by the work of Kanellopoulou and Darra (2018) which builds an idea that the performance of teachers is positively influenced by their preparation for teaching. Lecturers also seemed to prepare teaching materials mainly handouts in print form which are given to students for their follow up and review.

Data collected at MU showed that preparation is the key to effective delivery. Instructors pointed out that they read different materials to equip themselves with enough knowledge concerning the subject matter. The findings imply that preparation is done also to ensure relevant materials and support aids are available to facilitate teaching and learning. Here, teachers search for textbooks and necessary sites where students can visit and learn. This is in agreement with Meador (2019)'s observation that preparation of teachers is an important factor for effective teacher. The study also observed that lecturers prepared handouts and slides for presentations. This enables students to have logical flow and focus on the lesson. To make good plan good was found vital step in preparation of teaching and learning activities. The plan enables an instructor to save time, engage learners and maintain focus for the attainment of the required outcomes.

The findings from UoI revealed that lecturers (similar to other universities) prepared themselves before they went for classes. Majority of them planned and prepared for the subject matter and teaching strategies for effective classroom delivery. It was noted that the choice of methods depend upon many factors such as students' background, knowledge, environment inside and outside classroom, objectives of the lesson, students learning differentials, materials to be used and time available for the session. This finding echoes Meador (2019)'s subscription that preparation and planning are a critical component of effective teaching. Meador underscores that lack of proper preparation leads to failure. The current study's findings cements on the idea that effective teachers are those who prepare and plan for the next lesson.

5.4 Instructional Methodologies and Delivery in Higher Learning Education

This theme aimed at exploring instructional methodologies applied by instructors in academic delivery in higher learning institutions. The study employed interview, questionnaires, observation and document review to collect data for achieving this objective. This section presents both instructors' results (section 5.4.1) and students' perception on the methodologies (section 5.4.2).

5.4.1 Instructors' Review on Instructional methodologies

The study revealed that instructors were aware of teaching methods that influence their teaching quality. 37% of instructors who participated in this study had attended teacher trainings and there was a positive relationship between the knowledge obtained from training and their actual classroom teaching.

The findings obtained through interview and questionnaires from UDOM showed that the lecturers used both traditional and modern methods of teaching. Whatever the kind of method used, teachers need to prepare themselves for the lesson, and this gives them confidence and focus of the lesson to be presented. The common use of traditional methods implies that lecturers are used to them and they are competent with them. Lecturing is teaching, giving a speech, giving a discourse on a specific subject that is opened to the public (UK Essays, 2018).

Results from MU show that traditional methods of teaching were commonly used than the modern ones. There was a mixture of approaches though dependence was much on traditional methodologies. This is because of familiarity, time saving and simplicity in application. Kinyaduka, Kalimasi and Heikkinen (2019) made a discussion on different instructional models as implemented in higher education. The study suggested that, universities should clearly show the philosophy of education which will give direction on students learning and evaluation of results. These results imply that lecturers are aware and they apply both traditional and modern methods to enable students learning. The study found that instructors rarely applied modern in delivery of the lesson. According to Intarapanich (2012), modern methods are student centred approaches. Methods like discussion, role play, projects and

educational visits were mentioned. This tells us that where there is a mixture of methods, teachers give chance to students to express their views and exchange ideas, and also instructors receive feedback from learners. When there is a mixture of methods, different learners with different learning ability are motivated. For instance, it was noted that field excursion and educational visit enable learners to associate what they have learned in the class with actual situations outside

The data collected from UoI revealed that there is much care of how students learn. Instructors are interested to know how their different learners learn. Discussion was found to be largely used which implies that students are engaged in a lesson whereby they interact face to face with ideas for the purpose of answering a question or solving a problem. Abdalbaki *et al.* (2018) cemented on the importance of discussion that it gives learners maximum opportunity to learn on their own and it raises critical thinking. It was observed that in discussion students get space to learn beyond expectation as they share views from different sources.

Role play was amongst the outlined ways of teaching which gives learners chance to act different roles in a society. Awla (2014) holds role play and other participatory learning styles provide interesting and challenging ways for students to work and act the role of others. It was found that teachers prefer it to develop skills and explore students' feelings, attitudes, values, communication skills and problem-solving strategies. The study revealed this information from a student of UoI who reported that: *“role play enables me to feel a sense of ownership of a role played and gives me necessary information of the particular role”*. This is in line with a study done by Killen (1998) who urge participatory teaching methods to be used such as problem solving, independent study, small group activity, and simulation games.

5.4.2 Students' Perceptions on Instructional Methodologies

Students in higher learning institutions have different understanding on teaching methods and so they respond differently to different teaching styles (Govender, 2019). This is because learners have different motivates them to learn differs, it's obviously they learn in different styles.

The results from UDOM revealed that students have different learning styles and so what motivates them to learn differs. These differences were caused by their prior knowledge, social and educational background, experience and learning capacity. These results showed that learners prefer modern methods as they claimed to comprehend more when they get chance to participate in the learning than when teachers flow with slides. As teachers normally apply few methodologies, students become less exposed to variety of teaching methods that require them to active participate in the lesson. One student from UDOM said: *“I understand more in discussion than when lecturers use other methods of teaching”* this implies that they like to interact and exchange ideas of the lesson. It is a call for lecturers to shift and balance their teaching styles.

At MU Findings revealed that, students have different understanding on instructional methodologies which makes their learning styles different. They viewed instructional methods as strategies that facilitate their learning. To the larger extent students prefer the use of modern ways of teaching since they want to be part of the teaching and learning process. Results implies that there is conflict of interest between lecturers and learners on teaching methods, thus it is difficult for a teacher to cutter the needs of all students. This observation supports Govender (2019) conclusion that students lack exposure on modern ways of teaching and learning process, in way that it is hard for them to participate fully during daily classroom interaction. However, it was noted that recent modified lecture has been introduced and it a preferred method of teaching to both teachers and students. In this method the instructors mix both teacher centred approach and learner centred approach at the same time. The essence of doing this is combine ideas from both sides in the attainment of quality academic delivery. The findings of this study are similar with those of Nzogela (2015) who found that participatory method of teaching was highly proposed since the students wanted to be a part of teaching and learning process.

At UoI, the study revealed that students understand instructional methodology as the means through which teachers make them understand the lesson. Modernized methods are largely used in teaching and learning, this means students are used to interactive styles. Different understanding and motivation of students implies that a single learner is motivated through more than one method therefore there is no single best teaching method. However, it was noted that student desired much of the traditional methods that the modern ones. One student from university UoI said: *“Instructional methods that motivate me to learn are lecture and project methods”*. This means there is much dependence on teacher as the source/guide of knowledge.

The findings from the three studied universities indicate that students’ perception on teaching methodologies varies with context. Students’ preference on teaching methodologies is dependent upon many factors such as materials available, learning environment, time, and class size and student’s prior knowledge. In all the universities, it was observed that students prefer mixture of methods both traditional and modern. This means that they learn in different ways. Some minor differences was observed, with UDOM students preference is more on independent study than interactive learning; this is due to shortage of infrastructures in relation to number of students. This implies that students’ perception and understanding on teaching methodologies depends on the teaching and learning environment of the institution. The results obtained at MU show that there is variations in understanding of teaching methodologies where as some students prefer traditional and others modern methods. With UoI, students understand that teaching methodologies are the means teachers use to deliver lessons. Like students in other universities, they prefer more traditional than modern methods; this means that their learning is dependent to instructors.

5.5 Improving Effective Teaching in Universities

Effective teaching in higher education institutions is a major concern of every university as the core function of universities is teaching. It is therefore found that every university struggle to improve its teaching activities by employing a number of techniques so as to meet the needs of diverse learners and stakeholders. This objective was aimed at soliciting explanations of what universities do to ensure

effective teaching is reached and maintained. From the study, researcher found out different techniques and strategies as discussed in the subsequent sections.

5.5.1 Provision of Teaching and Learning Materials

Effective teaching is a result of many factors, one being the availability and use of proper teaching materials. The existence of materials is totally based on the creativity and innovative ways of teachers (Kumar, 2017). Data from UDOM revealed that it is the task of university management to ensure teaching and learning materials are available to both teachers and learners. The provision of teaching and learning materials imply that UDOM supports effective teaching as they enable teachers in their daily classroom delivery. Teaching materials is one of the important factors for promoting quality teaching and performance. It is therefore the role of the university to work with lecturers to support students learning. Mosha (2012) argues that the improvements of university infrastructures emphasizes attaining the occurrence of quality academic delivery

In line with aspect of provision of teaching and learning materials at MU, the findings revealed that the university management supports the process of teaching to improve quality of education by providing teaching materials and creating a friendly environment for teaching and learning. MU has a health centre which offers health services to MU community, this implies that MU cares physical health of its members including instructors and students and want them to be strong so as they perform teaching and learning activities well. The study also noted that the university has external cooperation with other universities and the world in general. The university have subscribe to internet services to support both learners and teachers to employ the effective teaching and learning materials towards reaching the occurrence of quality academic delivery in this institution. In line with this, the study finding corresponded much with those of Kumar (2017) who asserts that the use of teaching materials promote effective teaching and learning process during classroom interaction.

As a means of improving the quality of teaching at UoI, the university makes sure that teachers and students are well provided with relevant teaching and learning materials. This was evident when the quality assurance coordinator asserted the university management supplied various instructional materials to both students and teachers. This implies that the university management emphasizes the use of teaching and learning materials in improving the quality of education offered. In addition, the university supports the use of ICT in teaching to students, whereby there is a supply of projectors, computers and other ICT services which enable effective teaching and learning process in conducive environment. The findings of this study are supported with Cavas (2019)'s observation that the use of ICT in teaching and learning help both teachers and students to work in more advice ways through accessing several materials online.

Findings from all the studied universities imply that there are initiatives and struggles taken by universities to improve teaching and learning materials and facilities. At UoI, materials and facilities were found to be sufficient because they have few number students compared to facilities established. A comparative analysis between UoI, UDOM and revealed that MU infrastructure and materials like classrooms, books, and other support services do not match with the number of students enrolled. This means, the teaching and learning environment at MU still need to be improved by providing more facilities.

5.5.2 Teachers' Development

In this study, one of the themes that emerged was teachers' development. The university management struggle to improve and maintain quality of teaching. University management considers teachers' development as an important factor towards meeting quality academic delivery. It is an important factor for raising standards of teaching in higher education. As the world changes, new knowledge emerge every day, teachers thus need to be improved regularly. It has been found that teachers who attended teacher training perform better than those who did not

attend. Teachers' development includes both instructors' further studies and on job training.

The study findings at UDOM show that lecturers are supported and motivated to go for further studies which can be masters, PhD or other programs depending on instructors' highest level of education. The provision of induction courses, short seminars on teaching skills implies that, the university supports lecturers on making sure they have necessary skills for effective teaching. This implies that the university cares professional development of lecturers and supports their competence in both subject matter and delivery. The results matched with those of OECD (2009) in which there was a need for teachers' development so as to develop their pedagogical knowledge and skills towards meeting the demands of recommended curriculum for attaining good academic delivery in higher learning institutions.

At MU, teachers' development is also implemented whereby there is a policy which entails the access of teachers' development in elevating their teaching careers. The university management offers some induction courses to teachers so as they can update their ways of teaching. The university holds up teachers' development to ensure effective academic delivery. Also, building collaborations with others universities enables lecturers to widen their knowledge. The results matched with those of Komba and Nkumbi, (2008) who assert that teachers' development is important because it improves teachers' professionally and technically.

Similarly, at UoI, the issue of staff development to teachers happened to be more likely factor towards reaching proper academic delivery in this institution. In regard to this, the university management of this institution tries much to promote teachers development to its staffs by provide various in-service training through U-trip to the instructors who seemed to lack pedagogical skills. For example, in this institution teachers development is practiced through the use of induction program to instructors who have no teaching background. The induction through seminars and workshops is given to lecturers to develop their teaching and research skills. Also, there is a program of teachers undergoing further studies; for example the TA can undergo

further studies and becoming assistant lectures. The essence of doing this is to enable teachers to update their teaching skills through meeting the demands of good academic delivery. The findings are similar with those of Namamba and Rao (2017) who uphold that when instructors undergo teachers' development programs; they enhanced their excellence teaching carrier.

The findings from the three universities studies indicate that universities provide professional development to lecturers. This implies that universities promote lecturers development as a part of enhancing effective teaching. The practices in three universities differs where as in UDOM and MU, staff development is much concentrated on sending instructors to schools to develop their careers, while at UoI the emphasize is on U-trip and induction courses whereby lecturers are given trainings through workshops, seminars and short courses on higher education teaching. This means that, they believe on continuous learning of lecturers, reminding them on teaching practices, adherence of codes and conduct as a key to effective teaching. Also, the researcher learnt that financial constraint is a barrier on sending lecturers for further professional studies.

5.6.3 Assessment and Evaluation

Assessment and evaluation are among many techniques used to measure teaching effectiveness. According to Rotenberg (2005), assessment is the classroom research to provide useful feedback for the improvement of teaching and learning. It is the feedback from students to the instructor about students' learning. Evaluation is measurement and judgment of students' learning understanding of the materials for the purpose of grading and reporting.

The results from UDOM revealed that assessment is done to measure students understanding. The findings showed that students' understanding is measured through assessment on the subject matter, ability to answer questions and use materials. Continuous and summative assessments provision are said to enable both lecturers and students to get feedback of the teaching and learning process. The study noted that examination is the common means of assessing students

understanding, this seem to make students learn for tests and not for getting knowledge of the subject matter. Likewise, lecturers might be tempted to teach for tests rather than providing relevant knowledge to students. The finding is supported by Day et al (2017) who claim that there is a close relationship between assessment done and students' performances.

At MU, the common assessment is done using a number of techniques such as tests, examination, research reports and evaluation forms. There is a lot of evidence from studies that assessment has a general positive effect on students' final grades. Studies (Abraham and bond, 2012; Clouder *et al.*, 2012) provide different types of assessment which drives learning in schools. This study found that assessment and evaluation in universities is done differently in different universities, tests are constructed and supervised by teachers, marking and grading is also done by teachers. The directorate of quality assurance is responsible for monitoring the standards of tests and other forms of assessment. There is also evaluation of teaching at MU where students fill forms to disclose how the practice of teaching was done by lecturers; they submit the forms to DQA for improvements. However, lecturers are not happy with how the process is handled as they are not given feedback so they can improve their delivery. This claim reflects Biggs (2001)'s suggestion that future quality assurance is concerned with assuring that teaching and learning done now should continue to fit the purpose of the institution in future.

The practice of assessment at UoI is done in two forms, continuous and summative examinations. Lecturers prepare assessment tools, tests, assignments and examinations for assessing students understanding. In practice, continuous assessments are not moderated which in some cases they do not meet the intended learning outcomes. Final examinations are moderated to see the link between what is assesses and what was taught.

Assessment practice conducted within the studied universities seems to look similar in terms of preparation and moderation where lecturers design examinations and a panel which consists of selected lecturers review the examinations to acceptable standards. Moderation process in all universities is only done for final examinations (UE) while continuous assessments are not moderated. Evaluation at the end of the course is only done at MU, the practice is not found in UDOM and UoI.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the summary, conclusion; and recommendation of the study. It provides also the areas for further studies

6.2 Summary

The essence of this study was to assess on the effectiveness of academic delivery in higher learning institution. Qualitative approach was employed to study this work because it was explanatory in nature, hence the researcher wanted to depict the teaching practices in higher learning institutions. The research design used to conduct this work was descriptive research design as it aimed at describing various experiences in teaching practices. In depth interviews, focus group discussions, observation and questionnaires were employed during data collection process to get the required information. Both purposive sampling and simple random sampling were employed to sample the respondents used in this study. The study comprised the sample of 257 whereby 179 were students, 73 were lecturers and 5 were administrative staff. In analysing the data for this study, the researcher applied thematic analysis with the support of excels to obtain simple computation of frequencies. In a nut shell, thematic analysis was used for the purpose of creating various themes from the findings obtained by the respondents.

This study dwelt on the topic of “Assessing the Effectiveness of Academic Delivery in Higher Learning Institutions of Tanzania”. The study was guided by three specific objectives which were, to find the extent lecturers understand and apply instructional methodologies in the delivery of the lessons, to explore students’ perceptions towards instructional methodologies applied by lecturers, and to identify strategies that universities employ to foster effective teaching.

The findings revealed that effectiveness of academic delivery in higher institutions is a result of factors like understanding and application of teaching methodologies which varies among lecturers and context of university. It was found that both

traditional and modern methods of teaching are used in delivering lessons although there is still reliance on traditional methods. Students' perception on teaching methodologies shows that both traditional and modern methods are preferred in different times of study. There are students who like to work independently and be taught through traditional methods while others prefer interactive learning. In line with promoting effective teaching, universities studied disclosed different strategies they employ. Among them were the provision of relevant teaching and learning materials, staff development, assessment and evaluation and collaboration with other supportive units and projects. Effective teaching is still a challenge in universities due to shortage of teaching and learning materials, lack of teaching training for teachers and poor assessment and evaluation.

6.3 Conclusion

The Tanzanian Universities are currently struggling to reach the world's millennium goals as recommended by the United Nations, although there are challenges in ensuring effective teaching and quality education is provided in universities. Quality of practices within universities is monitored through the guidelines set by TCU and IUCEA.

This study concluded that there are similar teaching practices and some variations obtained from the studied universities. These variations are contextual; the understanding and application of teaching methodologies, provision of teaching materials, staff development schemes and linkages to external support. Apart from having different traditional and modern methods, still traditional lecture seem to be more prevalent. Students' perception on teaching methodologies contrasts with lecturers understanding and usage of teaching methods, this is due to the fact that learners are different with different learning abilities and preferences which sometimes does not direct match with teaching strategies applied. There are also some variations strategies to promoting effective teaching among the studied universities. Whatever strategy implemented, it implies that they support and promote effective use of teaching methodologies and materials for effective academic delivery.

6.4 Policy Implications

From the findings of this study various policy implications have been drawn for achieving effective academic delivery in HLI. The findings revealed that effectiveness of teaching is a result of these key elements; knowledge and practice of lecturers, students' perceptions on teaching approaches and university support to teaching and learning. It was found that lecturers have knowledge of the subject matter but majority have not undergone to teaching programs necessary to enable them master well their classroom presentations. Insufficient pedagogies calls for internal policies within the universities to provide teaching training to all lecturers regularly but specifically for newly employed lecturers. Contrary, the in-service training program is not full practiced among universities. Thus, there is the need to enforce more training through quality assurance units. Monitoring and evaluation is another strategy to improve the quality of teaching at higher education and to achieve quality education in Tanzania and produce competent graduates. Lecturers are found to be the primary source of students' learning therefore the policies on their motivation should be implemented accordingly. Lecturers' motivation is more likely to affect their actual teaching for the students' achievement. Furthermore, for achieving quality teaching at universities, there should be number of policy programs for the provision of necessary materials and incentives to both lecturers and students.

6.5 Recommendations

6.5.1 Recommendations for the Government Intervention

As university education plays a great part in building students' careers and eliminating illiteracy rate within a country, the study recommends the government to improve teaching and learning environment in higher learning institutions by being conscious on the following:

- Through its boards responsible for higher education as TCU, the government should supervise the activities done in universities by providing relevant guidelines and rules, setting benchmarks and standards of services and making regular institutional assessments and evaluations.

- Setting and reviewing educational policies and regulations which will monitor teaching activities in universities, programs offered, and courses, number of years per program, assessment issues and teacher development policies.
- Physical and financial support to universities by providing facilities and making regular maintenance of buildings and other facilities. Example building of hostels, classrooms, libraries and laboratories.

6.5.2 Recommendation for the Universities Management

As it was found that management struggles to provide all necessary materials for better provision of education, the study recommends the following:

- Improve the modality of teacher training as it is usually done to new recruits. All lecturers should be trained on teaching methodologies to familiarize and remind them with pedagogical issues necessary for their practices. For instructors who have not attended teacher training program should be trained before being allowed to start teaching. This should go together with the regular trainings such as short courses, conferences, seminars and general staff development which allow them to access further education for improving their teaching careers. Universities can establish postgraduate programs on university teaching to enable lecturers obtain skills of different practices in higher education.
- Provide necessary materials and facilities for teaching and learning. As for UDOM and MU where classrooms are not sufficient, the managements should find means to enlarge their facilities. They should also add books and other study materials in libraries especially the current ones, and subscribe to more online study sites. This is important for both teachers as they can read and prepare for teaching and students as they can read and attend their assignments. Materials like books, internet services are important in daily teaching and learning.

- Perform regular assessment and evaluation of the teaching process. Through its quality assurance units, university management should keep a close follow up on the process to see how teaching is done. Managements should form a proper way to monitor tests and examinations provided so as to measure students' comprehension and raise the standards of education offered. They should also check and moderate these assessments to ensure its validity and reliability before they are presented to the learners.

6.5.3 Recommendations for Lecturers

For the attainment of effective academic delivery in higher learning institutions, instructors as the central implementers of academic delivery in higher learning institutions should undergo some personal preparation before facilitating teaching and learning process in classroom interaction. The researcher urges instructors to familiarize with subject matter before visiting the classes. The instructors should read various books, journal articles and related teaching materials so as to gain more knowledge on the subject matter. For the electronic resources which have been recently subscribed by universities, lecturers are hereby encouraged to use them to enhance their preparation for teaching. A lot of money is used to pay for subscription, but some lecturers and students are not using them.

Instructors need to equip themselves with pedagogical training so as to improve their teaching effectiveness. They should apply the learner-centred approach as a modern view of learning that leans towards constructivism theory, where students are expected to be active in their learning process by participating in discussion and through collaborative activities. Instructors should take some initiatives in familiarising themselves with the philosophy of education, the norms and standards of teaching and get exposure of several instructional methodologies. This will help them know kind of teaching methodologies which go hand in hand with the subject matter they teach. Further, instructors should improve their ways of assessing students hence the assessments should enable students to think logically and constructing their own knowledge.

6.5.4 Recommendations for Further Studies

This study could not cut across all teaching issues in universities and thus the researcher recommends other studies to further work on areas such as:

- Impacts of teaching approaches on students' academic performance in higher learning institutions.
- Importance of teaching training for higher education tutors.
- Students and teachers perceptions on Traditional Vs Modern methods of teaching.
- Students' assessment practices in higher education.

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APPENDICES

Appendix 1: Interview Guide with Instructors

- i) Name of interviewee.....
 - ii) Educational level.....
 - iii) Work experience.....
 - iv) Faculty/department
 - v) University
-
1. What do you understand about instructional methodologies?
 2. Which methodologies do you use to deliver lessons?
 3. How do you prepare for teaching?
 4. Which common methodologies do you apply in teaching?
 5. How do you assess your learners?
 6. How do you evaluate yourself?
 7. What are the prevailing pedagogical needs as perceived by you as lecturer?
 8. What kind of assistance do you need to enhance effective teaching?
 9. Did you undergo any teaching training? Was it adequate?
 10. Is there any relationship between the knowledge from training and your daily teaching performance?
 11. Does the university provide instructional methodology training? Yes/No
How many times?
 12. What does the university do to insure quality teaching?
 13. Do you think there is importance of providing instructional methodology training in this university?

Appendix 2: Focus Group Discussion with Students

Perception of Students towards Instructional Methodologies

1. What is instructional methodology?
2. Which common instructional methodologies do your instructors use in teaching?
3. Are there instructional methodologies that motivate you to learn? Yes/No
Mention them.
4. Is there any relationship between the used instructional methodologies and your understanding?
5. What are your suggestions on the used instructional methodologies?
6. In your opinions, do your instructors need training for instructional methodologies?
7. What type of assessment do your instructors use?
8. Are you satisfied with the assessment?
9. What are your suggestions on the used assessment?
10. How do you evaluate knowledge of your instructors in terms of instructional methodologies?

Appendix 3: Interview Guide for University Management

1. Which qualifications do you use while recruiting instructors in your university?
2. What do you evaluate academic delivery in your institution?
3. Which strategies do you employ to ensure quality teaching in your institution?
4. Do you provide instructional methodology training for your instructors?
If yes how many per year?
5. Do you assess the instructional methodologies used by the instructors?
How?
6. Are there units/departments that supervise teaching activities in your university?
7. Do you provide teaching and learning facilities for your instructors?

Appendix 4: Questionnaires for University Instructors

Dear Respondent,

I am Raiza Mtandi, a student at Mzumbe University pursuing a Master of Arts in Education. I am conducting this study as part of the requirements for the award of the MAED degree. The purpose of this study is to assess the effectiveness of academic delivery in higher learning institutions in Tanzania.

I thank you for your interest in this study and accepting to answer the questionnaire. Your views will be highly confidential and used for purposes of this study only. Feedback of this study will be brought to you for your own use if you desired. Thanks you for your cooperation and for your time.

For further clarification, please do not hesitate to contact the researcher on mobile phone numbers: +255 757 106 125 or email to: raizamtandi@yahoo.com

PART A: GENERAL INFORMATION

- (i) University
- (ii) Position/Designation
- (iii) Educational level
- (iv) Work experience.....
- (v) Faculty/department (i.e social sciences)

PART B: OPINIONS, PERCEPTIONS, EXPERIENCES AND PARTICULAR ISSUES ON ACADEMIC DELIVERY IN HIGHER LEARNING INSTITUTIONS

1. What do you understand about instructional methodologies?
.....
.....
.....
2. Which methodologies do you use to deliver lessons?
.....
.....

3. How do you prepare for teaching?
.....
.....
.....
4. Which common methodologies do you apply in teaching?
a)
b)
c)
5. How do you assess your learners?
.....
.....
.....
6. How do you evaluate yourself?
.....
.....
7. What are the prevailing pedagogical needs as perceived by you as lecturer?
.....
.....
.....
8. What kind of assistance do you need to enhance effective teaching?
.....
.....
.....
9. Did you undergo any teaching training?
10. (Refer to Qn 9) Was the training satisfactory? Explain
.....
.....
.....
11. Is there any relationship between the knowledge from training and your daily teaching performance?
12. Does the university provide instructional methodology training? Yes/No
How many times?
13. What does the university do to insure quality teaching?
.....
.....
.....
14. Do you think there is any importance of providing instructional methodology training in this university?

15. If you are in the position to advice the management, what would you say concerning recruitment of lecturers?

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

.....*thank you for your time*.....

Appendix 5: Questionnaire for University Students

Dear Respondent,

I am Raiza Mtandi, a student at Mzumbe University pursuing a Masters' of Education. I am conducting this study as part of the requirements for the award of the MAED degree. The purpose of this study is to assess the effectiveness of academic delivery in higher learning institutions in Tanzania.

I thank you for your interest in this study and accepting to answer the questionnaire. Your views will be highly confidential and used for purposes of this study only. Feedback of this study will be brought to you for your own use if you desired. Thanks you for your cooperation and for your time.

For further clarification, please do not hesitate to contact the researcher on mobile phone numbers: +255 757 106 125 or email to: raizamtandi@yahoo.com

PART A: GENERAL INFORMATION

- (vi) University.....
- (vii) Degree programme.....
- (viii) Year of study.....

PART B: STUDENTS' PERCEPTION ON INSTRUCTIONAL METHODOLOGY

1. What do you understand by the term instructional methodology?
.....
.....
.....
2. Which common instructional methodologies (teaching methods) do your instructors use in teaching? i.e lecture method, project, etc
 - a)
 - b)
 - c)
3. Are there instructional methodologies that motivate you to learn? Yes/No
Mention them.
 - a)
 - b)

4. Is there relationship between the used instructional methodologies and your understanding?
5. What are your suggestions on the used instructional methodologies?
.....
.....
6. In your opinions, do your instructors need training for teaching? Explain your answer.
.....
.....
.....
7. What type of assessment do your instructors use? i.e tests, quiz, etc
 - a)
 - b)
8. Are you satisfied with the assessment?
9. What are your suggestions on the used assessment?
.....
.....
.....
10. How do you evaluate knowledge of your instructors in terms of instructional methodologies?
.....
.....
.....

.....*Thank you for your time*.....

Appendix 6: Checklist

Academic Delivery in Higher Learning Institutions

Name of institution:.....

Indicator	Remarks
The number of instructors in relation to the number of students	
Availability of teaching and learning materials	
Lecturers attending classes	
Library	
Class arrangement	
Support units such as quality assurance	
Course outline	
Service scheme	
Timetable	
Periodic reports	
Instructors qualification	