

STUDENTS' INVOLVEMENT IN QUALITY ASSURANCE PROCESSES: CURRENT PRACTICES IN TEACHER COLLEGES IN TANZANIA

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Abstract: Students' involvement in quality assurance processes when in Teacher Colleges, determines quality assurance competences they will demonstrate in schools after graduation. This paper therefore, sought to examine current practices of students' involvement in quality assurance processes in public Teacher Colleges in Tanzania. Specifically, the study explored the existing modalities of students' involvement in quality assurance processes in Teacher Colleges and evaluated those modalities towards development of quality assurance competences among students for their teaching career. Through descriptive survey design and mixed approaches, data were collected by using semi-structured questionnaires from 85 district school quality assurance officers and 89 members of Teacher Colleges Management Teams then triangulated through interview to 12 students' representatives from public Teacher Colleges, 12 Teacher Colleges Principals and 12 zone school quality assurance officers from 12 education zones of Mainland Tanzania. The descriptive statistics and content analysis techniques were used to analyze quantitative and qualitative data respectively. The study found that, public Teacher Colleges in Tanzania involve their students in quality assurance processes to safeguard their needs and interests. However, the existing modalities of students' involvement in quality assurance processes in Teacher Colleges limit their physical and psychological energy for developing quality assurance competences for their teaching career. This observation is attributed with the shared school quality assurance framework among Teacher Colleges, Primary and Secondary Schools. From these results therefore, the study concludes that, there is a dire need of policy review to distinguish quality assurance practices in Teacher Colleges from Primary and Secondary Schools in order to spearhead the development of quality assurance competences among students in Teacher Colleges. To achieve this goal, the study recommends: Establishment of quality assurance framework specific for Teacher Colleges, incorporating quality assurance competences in teacher education curriculum and coaching & mentoring college management teams on how to involve students' involvement in quality assurance processes. Further studies can develop a model of students' involvement in Teacher Colleges' quality assurance processes.

Keywords: Students' Involvement, Teacher Colleges, Quality Assurance, Quality Assurance Framework, Students' Involvement Modalities

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INTRODUCTION

Teacher education systems in the world require effective quality assurance mechanisms which incorporate all important stakeholders to ensure that the quality of teachers trained are capable of promoting equitable, quality education and life-long learning opportunities for all, as a global agenda towards Sustainable Development Goals-2030, translated in the Tanzania Development Vision- 2025 and education and training policy of 2014 (UN, 2016; MoEVT, 2014). Improving teachers' quality bases on the truth that, quality teachers is a vehicle towards attainment of the learning needs to individual students, institution and the society at large (World Bank, 2018). Therefore, in order to meet the desired quality of teachers, quality assurance systems in Teacher Colleges have been put in place as a collaborative, holistic and transparent system of monitoring, evaluating reporting and taking deliberate action to ensure that the prescribed quality standards are achieved and maintained, to produce teachers who can teach effectively and ensure the quality of education provided in his/her institution (MoEST, 2017a).

The need to involve students in quality assurance processes for the education they receive is the global concern basing on the view that, students are beneficiary stakeholders invested their resources in education, thus imperative to speak for themselves in order to defend their needs, interests and career goal (Logermann, 2014). Similarly, students' involvement in quality assurance processes is an avenue for the management to receive important feedback from students which would improve teaching and learning processes (Barnes, Kohler-Evans & Wingfield, 2020). In this regard therefore, the school quality assurance framework which guide quality assurance in basic, secondary and teacher education in Tanzania has made teachers part and parcel of quality assurance processes. The framework describes six domains of quality education which require teachers engagement to promote: learners' achievement, the quality of teaching for good learning and assessment, the quality of curriculum in meeting learners' needs, the quality of leadership: leadership of learning, leadership of people and leadership of resources, the quality of school environment and its impact on welfare, health and safety and community engagement, all of which are focused on students thus to be involved in different levels (MoEST, 2017b: 16-27).

The school quality assurance system in Tanzania is a transformation of the school inspection system which operated in Tanzania since 1978 up to 2017 (MoEST, 2017a). The weaknesses of the school inspection system which threatened the education system to achieve its desired quality among others, include: lack of timely feedback, basing on procedural too much than the outcome, shortage of resources and limited level of stakeholders' engagement in quality assurance processes (UNESCO, 2018; Hongoke & Mmbando 2010; Harmandeep & Arjinder, 2013; Kambuga & Dadi, 2015; National Audit Office of Tanzania, 2008; 2016). The paradigm shift from school inspection to school quality assurance has created a need for teachers to serve as internal quality assurance personnel at school level thus imperative to develop specific quality

assurance competences through direct involvement in the process when still in Teacher Colleges (MoEST, 2017a; ADEM, 2021).

Problem and its context

Since their establishment, Teacher Colleges in Tanzania were mandated to prepare professional personnel to serve in the teaching career (Mgaiwa, 2018; Neihart & Ling, 2017; Namamba & Rao, 2017). Therefore, the Teacher education curriculum in class and in block teaching practice intended to strengthen the development of competences mainly in three aspects: the teaching content, teaching methods as well as classroom management (Tanzania Institute of Education, 2019). The quality assurance in form of school inspection therefore regarded teachers in schools as passive recipient of orders and directives from school inspectors who visited schools as external evaluators to judge, grade and punish teachers basing on their performance in subject content, methods and classroom management (Hongoke & Mmbando, 2010; Kambuga & Dadi, 2015).

However, the paradigm shift from school inspection to school quality assurance in basic, secondary and teacher education in Tanzania has changed the role of teachers in education monitoring system from passive recipient of orders and directives given by external evaluators into active internal quality assurance personnel responsible to conduct school self-evaluation, cooperate with external evaluators and other stakeholders to ensure that the determined education quality and standards are achieved and maintained (MoEST, 2017; ADEM, 2021).

The added roles and responsibilities to the teachers in the new paradigm, imply that, Teacher Colleges are required to develop quality assurance competences to their students alongside subject content, teaching methods and classroom management through direct involvement in quality assurance processes before they join the teaching career. Despite such importance of students' involvement in quality assurance processes for developing quality assurance competences, most of the studies on students' involvement in quality assurance processes have put much attention on safe guarding students' needs and interest instead of students involvement in quality assurance processes for competence development particularly in Teacher Colleges (Degtjarjora, Lapina & Freidefelds, 2018; Leisyte & Kersting, 2014; Longermann, 2014; Nkala & Ncube, 2020; Noha, 2013, Nyenya & Rupande, Scott, 2018). Such situation has created a literature gap on the current modalities of students' involvement in quality assurance processes in Teacher Colleges and if those modalities enable students to develop quality assurance competences required for their teaching career.

The purpose and objectives of the study

The purpose of the study was to examine the current practices of students' involvement in quality assurance practices in Teacher Colleges. Specifically, the study intended to explore the existing modalities of students' involvement in quality assurance processes in Teacher Colleges and then evaluate those modalities if they enable students to develop quality assurance competences for their teaching career.

Teacher Education and Training in Tanzania

Teacher education in Tanzania can be traced as far back as to 1902 when missionaries established a Lutheran Teacher College at Kidia in Moshi, Kilimanjaro Tanzania. More Teacher Colleges were further established by missionaries in Tanzania to meet the needs of different religious denominations (MoEVT, 2007). After independence, all Teacher Colleges in Tanzania were confiscated by the government as part and parcel of the nationalization policy under the Arusha declaration of 1967 in order to ensure that the trained teachers meet the national quality and quantity demands (Sanyal, 2013). In post independent Tanzania, teacher education was strengthened due to their pivotal role of organizing and guiding students towards the acquisition of knowledge, skills and positive values for mindset transformation for national man power development. Up to now, there are about 100 teacher colleges in Tanzania, 35 of them owned by the government, the rest are owned by religious institutions and private individuals ((Kitilia, 2015; Komba & Mwakabenga, 2019). Moreover, teachers in Tanzania are trained at certificate, diploma and degree qualifications. For degree qualifications, teachers are trained in Universities and technical institutions while for certificate and diploma qualifications, teachers are trained in Teacher Colleges (Namamba & RAO, 2017). The education and training policy of 1995, describes the following as aims and objectives of teacher education and training in Tanzania as:

- imparting to student-teachers' theories and practices of curriculum, psychology, guidance and counseling;
- imparting to student-teachers about knowledge and skills of pedagogy, creativity and innovation;
- promoting an understanding of the foundation of the education curriculum
- equipping student-teachers with mastery of subject content and teaching methodologies in specific subjects;
- imparting knowledge, skills and techniques of conducting education research, assessment and evaluation in education;
- Equipping both pre-service and in-service teachers with organizational, leadership and management skills in education and training (MoEC, 1995:7-8).

These aims and objectives of teacher education described in the education policy of 1995 imply that, teacher education should prepare professional personnel not only in teaching content, teaching methods and class management but also in education leadership and management in schools. Strengthening the leadership and managerial roles of teachers, the new education policy of 2014 as translated in the school quality assurance framework of 2017 require teachers to serve as school quality assurance personnel alongside teaching. This means, developing quality assurance competences to the teachers is a policy issue to enable teachers perform their managerial functions in schools (MoEST, 2017a; MoEVT, 2014).

REVIEW OF LITERATURE

Students' Involvement in Quality Assurance Processes in Developed Countries

Students' involvement in quality assurance processes is an interests of education systems in both, developed and developing countries. In developed countries, students' involvement in quality assurance practices was triggered off by the Bologna process in 1999, when European countries committed themselves to improve the quality of education through strengthening students' involvement in quality assurance processes. The discussion in the Madrid workshop held from 19th to 20th October, 2006, declared the need for improving the levels and modalities of students' involvement in quality assurance systems which would help to safeguard students' needs, interests and career goals as aspects of quality education (Raurent, 2006). Similarly, prior to the workshop conducted by the National Union of Students in Europe in 2003, students had risen the need for widening students' involvement in quality assurance processes while in colleges and universities in order to make students speak for themselves in quality assurance processes (National Union of Students in Europe, 2003).

Consistently, studies about students' involvement in quality assurance practices establish that, the level and modalities of students' involvement in quality assurance processes requires improvement at different stages of quality assurance from: planning, implementation, monitoring and evaluation at college level as partners to the college management, given a reasonable chance to exchange their views for improving the quality of education they receive, as evidenced in Romania (Fedeli, 2016). In the United States of America, the study pinpointed the benefits of involving students in quality assurance practices as improving the teaching and learning processes as well as enhancing the assessment procedures towards the labour market demand (Blake, 1994). Despite the fact that, students have beneficiary interest in quality assurance practices as noted by Alaniska *et al*, 2006), there is lack of trust between tutors and students which affect the effective collaboration of students and staff in quality assurance processes (Berner, 2017).

Similarly, in England, the study indicates that, there are different challenges which hinder students' involvement in adequate modalities of quality assurance processes. Those include: conflicting interests among students themselves, division between students and staff, fear for negative feedback from students which might stress staff and affect the relationship between students and staff (Scott, 2018). Moreover, in Nordic countries, among the impediments towards students' involvement in quality assurance processes are regulations and legislations. Other challenges include: lack of experience to the task, lack of commitment concerning time, and large number of students who cannot be accommodated easily in the quality assurance committees (Logermann, 2014; Leisyte & Kersting, 2014). The reviewed studies concerning students' involvement in quality assurance processes in developed countries indicate that, the central aim of involving students in quality assurance processes is to enable students defend their needs and interests (Degtjarjora, Lapina & Freidefelds, 2018).

Students' Involvement in Quality Assurance Processes in Developing Countries

Most of the academic institutions in developing countries have adopted the idea of involving students in quality assurance processes to enable the management get direct feedback from students themselves as key inputs for improving the quality of education. For example, Tick, Thondhlana & Churuma, conducted a study in Zimbabwe (2015), on students' involvements in quality assurance processes, the results indicate that, by involving students in quality assurance processes, it improves the quality of teaching and learning through the students' feedback on the content, methods and resources. Chong and Cheah (2009), added that, involving students enable them to become competent and effective in terms of mastery of the subject matter content, knowledge on the curriculum, pedagogy and psychology of the learners through discussing with students about their needs, interests and career aspirations.

Similarly, involving students at considerable levels, ensure that colleges have; clearly defined mission, effective governance and administration, competent human resource, mechanisms for designing, developing and monitoring programmes, mechanisms for maintaining and improving academic status, adequate learning opportunities as well as consolidated development (business) plan which integrate the use of all the identified indicators (Sanyal, 2013). Moreover, students' involvement in internal quality assurance processes enable them to develop different skills which include: Communication skills, analytical skills as well as leadership skills. It makes students confident and improve their awareness about their institutions (Noha, 2013).

However, the study conducted in Ghana indicated that, students' involvement in quality assurance processes is impeded by the mistrust and fear for conflicts among different stakeholders in the process (Essel, Boakye-Yiadom & Kyeremeh, 2018).

The study financed by the German Academic Exchange Service (DAAD) in countries of southern of Africa indicated that, all 15 countries under Southern African Development Cooperation (SADC), they lack common modalities on involving students in quality assurance processes. While in Botswana, Republic of Congo, in Mozambique students are the eyes of the institutions for quality improvement hence direct and actively involved in the quality assurance processes within their institutions, in Malawi, Mauritius and Lesotho, students are just recipient of quality education with minimal role during the process (Hoosen, Chetty & Butcher, 2018). Likewise in developing countries as it is in developed countries, the major focus of students' involvement in quality assurance processes intends to ensure that the provision of welfare services, teaching and learning processes as well as the teaching and learning environment are favorable to the students as the ultimate goal of quality assurance processes, benefiting the students and not the process itself (Nyenya & Rupande, 2014).

Students' Involvement in Quality Assurance Practices in Tanzania

In Tanzania, the Ministry of Education, Science and Technology is mandated to conduct monitoring of the quality of education through different departments and organs. The Tanzania Commission for Universities (TCU) established under Act no. 7 of 2005 is mandated to assure quality education in higher learning institutions (universities and university colleges) (TCU, 2020);

The National Council for Technical Education (NACTE) established under Technical Education Act no. 9 of 1997 is responsible for quality assurance processes in tertiary and technical training institutions (NACTE, 2010) and the school quality assurance department under the Ministry of Education, Science and Technology was established under the Education Act no. 25 of 1978 to assure quality for the basic, secondary and teacher education (Kambuga & Dadi, 2015). In all the three quality assurance systems in Tanzania education, the focus of students' involvement in quality assurance processes is to ensure that, the developed competences, the teaching and learning environment, the teaching and learning methods as well as welfare services provided to students in their institutions address their needs and interest (NACTE, 2010; MoEST, 2017a; SUA, 2017; ADEM, 2020; TCU, 2020). That means, involving students in quality assurance processes to develop their abilities towards performing quality assurance functions has been given a little consideration.

THEORETICAL UNDERPINNING

The study was guided by students' involvement theory developed by Alexander Astin (Astin, 1984). The theory holds that, students' involvement is the amount of physical and psychological energy which students devote to the academic experiences with the assumptions that: physical and psychological energy devoted by students' involvement in academic activities improve their learning outcomes. That means, the amount of physical and psychological energy devoted for students' involvement in quality assurance processes determines the rate of competences development towards quality assurance processes (Nkala & Nkuba, 2020).

This implies that, the evaluation of the students' involvement in quality assurance processes in teacher Colleges bases on the view that, the physical and psychological energy of students manifested through their direct involvement in quality assurance processes determine the level of quality assurance competences they would develop when in Teacher Colleges and demonstrate in schools after graduation (Rudragoudar, 2014).

METHODOLOGY

The study adopted a descriptive survey design and a mixed approach dominated by qualitative to guide data collection, analysis and presentation (Nassaji, 2015). Information was collected through semi-structured questionnaires from 174 respondents who included, 89 members of the College Management Teams (CMTs) from 35 Teacher Colleges in Tanzania and 85 school quality assurance officers (SQAOs) from 12 education zones. Interview sessions were conducted to 12 students' representatives, 12 Teacher College Principals and 12 Zonal school quality assurance officers, one from each zone for triangulating the information obtained through questionnaires. CMTs and SQAOs were sampled randomly from participants trained on education leadership and management. Purposeful sampling was used to obtain students representatives, college principals and zonal school quality assurance officers by virtue of their positions hence expected to be familiar of modalities of students' involvement in quality assurance processes particularly in Teacher Colleges. The quantitative data were analyzed through descriptive statistics while

qualitative data were subjected into verbatim and content analysis techniques. Data presentation involved chart, percentage, verbatim quotes and descriptions.

FINDINGS AND DISCUSSION

The respondents were asked ‘What are the current modalities of students’ involvement in quality assurance processes in Teacher Colleges?’ to answer this question, SQAOs as external college evaluators and CMTs as internal quality assurance personnel were provided with seven quality assurance modalities available in Teacher Colleges to rate modalities in which Teacher Colleges involve students. The results are presented in terms of percentage as shown in figure 1.

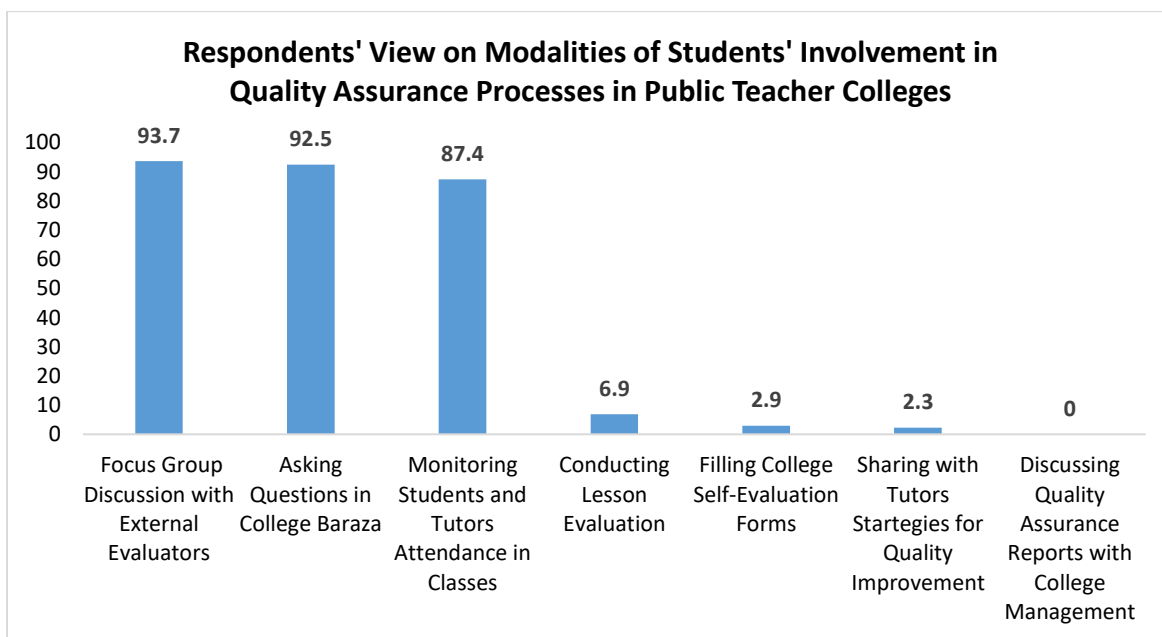


Figure 1: Respondents’ Views on Modalities of Students’ Involvement in Quality Assurance Processes in Public Teacher Colleges

As indicated in figure 1, The rate of students’ involvement in quality assurance modalities in Teacher Colleges are moderate in which, among seven quality assurance modalities conducted in Teacher Colleges, students are mostly involved in three of them. Most of the respondents among CMTs and SQAOs, 163 (93.7.0%) out of 174 disclosed that, students are highly involved in Focus Group Discussion with external evaluators, asking questions during college Baraza 161 (92.5%) and through monitoring tutors and students’ attendance in classes 152 (87.4%). Few respondents indicated that, students are involved in the key quality assurance modalities such as conducting lesson evaluation 6.9%, filling college self-evaluation forms 2.9%, sharing strategies for quality improvement with college management 4 (2.3%). No respondent indicated that students are involved in discussing quality assurance reports with College Management Teams.

Triangulating the information filled by CMTs and SQAOs through questionnaires; students’ representatives, college principals and school quality assurance officers at zonal level

were interviewed about the existing modalities of students' involvement in quality assurance processes as well as the impact of those modalities in developing quality assurance competences among students. Their responses and discussions are presented in paraphrasing, verbatim quotes and descriptions.

Involvement in Focus Group Discussion with External Evaluators

The results of the study indicated that, the highest modality of students' involvement in quality assurance processes is participation in focus group discussion with school quality assurance officers. Respondents said that, when school quality assurance officers as external evaluators visit Teacher colleges and meet with students with whom they conduct focus group discussions. An interview question was asked to the zonal school quality assurance officer on how they get students to represent others in focus group discussion she said *'Few students are picked randomly to represent others in discussing issues posed by school quality assurance officer'*. During interviews with students on their involvement in focus group discussion, one student said *'We are doubtful if the issues we pose to SQAOs reach to the CMTs undiluted because SQAOs meet with CMTs separately after conducting discussion with us'*. When a SQAo was asked the reason for separating students from CMT and tutors during focus group discussion she said *'Those discussions are conducted in absence of tutors and members of the management teams in order to give students freedom to express their concerns in relation to college life as some issues might touch CMTs or Tutors'*. This separation of students from tutors during the focus group discussion with external evaluators leaves a gap between the two important stakeholders who could collaborate for quality improvement. This finding is contrary to the study conducted by Degtjarjova, Laina & Freidefelds in 2018, which insist that, students as customer stakeholders in education, their voices must be heard direct to the management and tutors during the quality assurance processes. This observation implies that, the participation of students in focus group discussion with SQAOs in absence of CMTs and tutors does not develop quality assurance competences among students.

Involvement in Asking Questions During the College Baraza

The study revealed that, the open avenue for most of the students to air out their views concerning the quality assurance issues in their college is the College Baraza. The member of CMT during interview said that *'During the college Baraza, students are given chances to ask questions after the management teams have presented all the agendas they planned.'* The interview with students indicated that, questions sessions come at the end of the Baraza when students are already tired or feel hunger so chances are limited as the chairperson or the moderator picks the student to ask questions basing on his/her preferences. A student revealed that *'Critical students are rarely given opportunities to ask questions, in most cases, questions are limited within the agendas presented which might not be students' interests'*. This finding that college management present their issues in college Baraza which might not be on favour of students needs and interest is contrary to the study conducted by Lau in 2014 which establish that, the extent to which institutional management

provides satisfactory needs and interests to students, depends on the extent at which students are engaged in the processes.

Involvement in Monitoring Tutors and Students Attendance in Classes

The study results indicated that, students are adequately involved in managing students and tutors' attendance in classes through the use of class attendance and class journals respectively. An academic dean during interview said '*When tutors delay to attend their classe they remind them and they do tick present and absent students, taught and untaught lessons*'. A student interviewed added that, *students are involved directly in ensuring the quality of students and tutors' attendance by using class journals and class attendance*'. Through such initiative, tutors fulfil their responsibilities and students avoids absenteeism hence improve the academic performance which is the benefit to students, management and the college as well. This result is in-line with the study conducted by Nyenya in Zimbabwe (2014) which indicates that, there are benefits to the students, management and institution when students are involved as active participants in quality assurance processes. However, quality assurance competences required to be developed by students through their direct involvement in the process, entails the actual teachers' preparation, participatory and interactive teaching methods, resources availability, quality supportive services and readiness of the tutors and learners for teaching and learning which are far beyond attendance in classes.

Involvement in Conducting Lessons Evaluations in Their Colleges

The study indicated that, students have rare chances to conduct lesson evaluation in Teacher Colleges despite the fact that, lesson evaluation is important to improve teaching and learning resources, strategies and plans for staff training. The interview question asked to college principals on 'why are students not involved in conducting lesson evaluation?'. The response from one among them, was '*Students cannot evaluate their tutors, this will make tutors lose confidence and it may result into conflict between students and tutors when the comments are negative*'. This result differs from findings established by Zavale *et al* (2016) at Eduardo Mondlane University in Mozambique where students are well involved in quality assurance practices through evaluating lecturers' performances in different programmes and course review processes. This implies that, college management do not get direct feedback from students concerning the course content, teaching methodologies and mode of assessment hence cannot take effective measures for improvement as proposed. If, students do not conduct lesson evaluation, when they will become teachers, they will hardly allow the evaluation from their students too hence jeopardize the quality improvement motives in education. This is because, teachers do the way they were taught (World Bank, 2018).

Involvement in Filling College Self Evaluation Forms

The present study found that, students are inadequately involved in filling college self-evaluation forms in Teacher Colleges. The CMT and SQAOs acknowledge that, each college is given a self-evaluation form for self- assessment and it is the responsibility of the college management team

and not students to rate themselves in respect to the six domains of quality assurance. After filling such form, the form is sent to the respective quality assurance zonal office, before SQAQO from such zone conduct a college visit to compare the self-evaluation form filled by the college and the reality in the college. An interview question asked to students if they are involved in filling college self-evaluation forms revealed that they are not involved at all and they had never seen them. One of the student replied *'Self-evaluation forms!, I do not know them?'*

The question was posed to both, principal and zonal quality assurance officer on why Teacher Colleges do not involve students in filling college self-evaluation forms. The principal replied that, *'some information in those forms is confidential thus too risky to expose them to students'*. The ZSQAQO replied *'even the school quality assurance framework which is shared by Teacher Colleges, Primary and Secondary Schools, does not say if students should be involved in filling college self-evaluation forms or not. After all, the purpose of involving them is not to train them as quality assurance officers but safeguarding their needs and interests'*. In this aspect, the study indicates that, the shared school quality assurance framework among Teacher Colleges, Primary and Secondary Schools is the source of the problem in two aspects. One, by being shared for mere students and student-teachers, second by being silent on how should students be involved in quality assurance processes. Such tendency of leaving aside students in filling college self-evaluation forms makes the processes not participatory. Excluding students in filling college self-evaluation forms limit competence development towards effective quality assurance practices because ability to conduct self-assessment is a necessary competence for teachers and future quality assurance personnel.

Involvement in Sharing Strategies for Quality Improvement with Management

The study found that, students have little opportunity to share strategies with management team for quality improvement. After identification of the weak areas affecting the quality of the college during the college visit, on the exit meeting, SQAQOs and CMTs discuss strategies for quality improvement in all the weak areas. A question was asked to SQAQOs and CMTs if students are involved in sharing strategies for quality improvement with the management. The response was as follows: The Zonal School Quality Assurance Officer said *'You know, these students are not trained in quality assurance issues, by the way even quality assurance practices is not part of their curriculum so they lack knowledge and skills altogether.'* A member of the CMT said *'some issues are confidential, so sharing with students is very risk to the management, the institution and the government altogether'*. A student from the students' government replied *'As students, we are not given opportunities to share our views with the management, but we have constructive ideas which can work because we live, play and study with our fellow students so we know exactly our needs, interest and expectations than the staff members do'*. The students' concern is in-line with the study conducted by Essel & Boakye-Yiadom in Ghana (2018), where he found that, students' involvement in quality assurance processes safeguards their needs, interests and learning goals and motivate them to work hard. That means, Teacher Colleges in Tanzania do not utilize important role of students in sharing strategies for quality improvement. As, students in colleges might have

positive solutions for challenges they face. This observation implies that, students' mind in Teacher Colleges are fixed not to think and share the strategies for improving quality assurance in education, strategies which would improve students themselves in performing quality assurance functions when they graduate as teachers.

Involvement in Discussing Quality Assurance Reports with Management

The findings of the current study, indicate that, students are not involved in discussing quality assurance reports with the management. Both CMT and SQAOs established that, after filling college self-evaluation forms and present them to the zonal school quality assurance office, SQAOs conduct a college visit to collect evidences of what has been filled in the form then prepare a comprehensive report which is sent back as feedback to the college management. Students do not access such feedback and they have no opportunity to discuss it. An interview question was posed to the college management team on why are students not involved in discussing quality assurance reports with the college management. A member of the college management replied *'Unless there are guidelines on how to involve students' in quality assurance processes, it is hard to expose quality assurance reports with them'*. Lack of guideline about students' involvement in quality assurance in Teacher Colleges is contrary to the studies conducted in European countries which reveal that, there are standards and guidelines for students' involvement in quality assurance processes (Logerman, 2014; Leisyte & Kersting, 2014). Likewise, denying quality assurance feedback to students who are the important stakeholders in Teacher Colleges contradict with the advice given by controller and audit general on the importance of feedback systems to education stakeholders as important inputs for quality improvement (NAOT, 2016). Since, the effective quality assurance mechanism in education depends on the quality of feedback it provides to its customers for improvement, students who are not given quality assurance feedback for the education processes they pay and undergo through, it is unlikely that, when they become teachers, they will provide valuable feedback which is a mark of effective quality assurance personnel.

CONCLUSION

The study concludes that, the current practices of students' involvement in quality assurance processes in Teacher Colleges in Tanzania intend to benefit students by safeguarding their needs and interests but not beneficial to the processes itself. The existing modalities of students' involvement in quality assurance processes, limit their physical and psychological energy for developing quality assurance competences for their teaching career which would enrich the quality assurance processes with competent personnel. This situation is attributed with the shared school quality assurance framework among Teacher Colleges, Primary and Secondary Schools. From this observation therefore, the study recommends: Policy intervention for separating quality assurance practices in Teacher Colleges from primary and secondary education, establishing quality assurance framework specific for Teacher Colleges, incorporating quality assurance competences in teacher education curriculum and coaching & mentoring college management teams on how to

involve students' involvement in quality assurance processes. Further studies can develop a model of students' involvement in Teacher Colleges' quality assurance processes.

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