

HIGHER EDUCATION IN TANZANIA: APPRAISING THE EXTENT OF STAKEHOLDERS PARTICIPATION IN DECISION MAKING: A CASE STUDY OF THE COLLEGE OF BUSINESS EDUCATION

Adrian F. Ndunguru, Assistant Lecturer, Department of Business Administration, College of Business Education, P.O. Box 2077, Dodoma, Mobile: +255752465858, +255652417505,
Email: adrianndunguru@yahoo.com

ABSTRACT

This paper examines the extent to which stakeholders participate in various decision-making organs in institutions providing business education using the College of Business Education (CBE) as the case study. The main question is 'How much are key stakeholders involved in decision making systems of the College?'

This study is mainly a desktop research. The methodology adopted to conduct this study is library research which involved reviewing literature in order to collect secondary data and it also involved questionnaires in order to collect primary data. Data analysis revealed that, the provision of higher education in Tanzania does not effectively involve all key stakeholders especially employers, students, parents and professional bodies in preparing and implementing education curricula and other education plans. Ineffective involvement of stakeholders' results in reduced quality of education that does not meet market demands.

Key words: Higher Education, Stake Holders and Stake Holders' Participation.

INTRODUCTION

The provision of education in higher learning institutions mainly aims at meeting the demands of stakeholders who are the beneficiaries of the output of the education provided. However, the best output of the education depends on what the stakeholders want and not what the training colleges wish to prepare in their curricula and training materials.

This paper aims at examining the extent to which stakeholders participate in preparing and implementing education curricula and plans in higher learning institutions. The author examines different levels of decision making system and the extent to which stakeholders participate in business education colleges using the College of Business Education in Tanzania as a case study. The question in focus is “How much the College’s decision making system reflects stakeholder’s participation in preparing and implementing education curricula and plans?”

The College of Business Education is chosen as a case study because it is the first College which was established to offer business education in Tanzania in 1965; hence, it is the model and a base on which other business colleges have been established.

When Tanganyika became independent in 1961, there was a shortage of experts in the commercial sector that was emerging at the time. The newly independent government could not be governed effectively as it was manned by people who were semi-trained and not skilled enough to handle government’s administrative duties. For this reason, the government established the College of Business Education (CBE) to train people in business related subjects in order to prepare them to address domestic and international trade challenges.

Therefore, the origin of CBE is closely linked to the history of the nation itself. Soon after independence on 9th December 1961 the newly independent state found itself in need of trained personnel to attend to commercial and industrial businesses. At that time, there were few nationals with commercial education and expertise. The need to train nationals for the commercial sector therefore gave birth to a business-training institute in the country (CBE, 2015).

In 1965 the Act establishing the College, Act of Parliament No. 31 of 1965 was enforced. The said Act gave the College its legal status as an autonomous institution with its Governing Body (GB). The duties of the GB were to govern and administer the College activities under the Ministry responsible for trade. His Excellency, Julius Kambarage Nyerere, the first President of the United Republic of Tanzania officially opened the new College in January 1965. The College was officially named the “College of Business Education” (CBE, 2015).

Over the last 54 years, the College has grown in size. A second Campus was opened in Dodoma in October 1983. This campus was also officially opened by the then President, Julius Kambarage Nyerere. In December 2007 the third campus was opened in Mwanza offering diplomas and basic certificate courses followed by Mbeya Campus in 2013, offering basic certificate courses (CBE, 2015).

The purpose of establishing new college campuses was to extend the services offered to reach more Tanzanians who cannot afford to travel to Dar es Salaam to join CBE Dar es Salaam campus. Another reason can be attributed to the growth of the commercial sector that demanded more skilled manpower and Dar es Salaam campus did not have the capacity to accommodate increasing number of students to meet the labour market demand.

The main functions of the College include providing training in business related courses, mainly in procurement and supply management, business administration, accountancy, marketing, Information and Communication Technology, legal and industrial metrology and building the staff capacity to undertake consultancy, research and publications. The output of the College intended to serve the commercial sector by supplying it with human resources vested by in-depth knowledge of business matters and offer solutions to business issues through research and consultancy.

The education offered in higher learning institutions in Tanzania is expected to meet stakeholders’ demands by solving the challenges existing in the community (The Education and Training Policy for Tanzania, 1995), however, the extent of involvement of stakeholders in planning and implementing the educational curricula needs to be investigated with regard to its magnitude and significance in skills learning and applications. The question in focus is ”How much does the higher learning decision

making system (especially the CBE system) reflects stakeholder's participation especially in preparing curricula and other education plans and policies?"

The requirement of stakeholder's involvement in higher learning decision-making system is reflected in the Tanzania Universities Act No 7 of 2005. It states that the composition of universities governing board shall reflect representation of stakeholders. Refer to section 44(2) that reads:

"...the composition of the Council or the Governing Board shall be provided for under the enabling instrument of each institution and in appointing members to the council or Governing Board; the appointing authority shall ensure that:

- a) **The composition reflects the various sectors of society** which have a stake in the institution and persons drawn from such sectors have such additional attributes, including Integrity, interest in higher education related matters and experience, as may enable them to make a meaningful contribution to the deliberations of the Council or, as the case may be, the Governing Board;
- b) Not less than seventy-five percent and not more than eighty percent of the membership shall be drawn from outside the members of staff and or officers of the institution concerned;
- c) The composition shall as far as possible consist of members of both sexes on an equal basis, and so that, in many events, at least one third of the membership shall be women; and
- d) **Students are represented.**"

The need for stakeholder's participation emanates from the fact that, the college prepares education curricula and education plans which are designed to enhance the quality of service and improve the **learning** environment. The quality of such curricula and plans depends on the inputs from key stakeholders such as employers, students, professional bodies, parents and lecturers. Poor curricula or plans have a negative effect to the beneficiaries and to the end users of the education products such as students and employers.

There has been an outcry that the education offered does not reflect the demands of the employers (Mcha, 2012). This point was raised by Hon. Richard Ndaswa during the Alumni meeting in Dodoma on 4th October, 2014 when he commented that “most of the people who graduate in business fields do not find employment because they are not well prepared to meet the market demands”. This calls for a need to carry out a study to investigate whether or not stakeholders such as employers are involved in planning the curricula so as to produce what is required by the labour market.

In July 2014, lecturers from all the four CBE campuses met at Dar es Salaam College to discuss the curricula with a view of improving its contents, however, employers, students, professional bodies and other stakeholders were not invited hence their views were not reflected. The curricula are designed to be used in the training of students so as to build their capacity of addressing the challenges in the business sector in Tanzania. However, the business employers and those who utilize the output could not even know what was removed, added or improved to the existing curricula. They missed the opportunity of contributing some inputs required for developing curricula that addresses the challenges in the current business environment.

To some people, lack of effective participation of these stakeholders may seem to lead to wrong content of the education package (Angeline. *et al.*, 2006), and hence affecting the students who fail to find employment because what they have in their mind versus that reflected by their certificates is inconsistent with what the market wants (Mcha, 2012). This tends to discourage parents, employers and even the government that sponsors the graduates. The public sector sponsoring students expects that when the student graduates he/ she will either be employed or employ themselves and pay back the expenses incurred in the training. As for employers who send their staff for further training they lack value for their money because the graduates go back with certificates and not with the relevant knowledge required for improving productivity. All this may be attributed to lack of participation of key stakeholders in the preparation and development of the College curricula.

This study therefore examines the extent of participation of stakeholders in College’s decision making organs especially in planning and implementing education curricula in Tanzania and more specifically to examine the areas of weaknesses where stakeholders are not effectively involved. The standard test

will be the number of members involved and the extent of participation of stakeholders in various decision-making organs such as the Governing Board. The study examines further the effects of ineffective participation of stakeholders in improving output.

LITERATURE REVIEW

Conceptual Overview of Higher Education and Stakeholder's Participation

Higher Education: In this context, higher education refers to the education provided by universities, colleges, and other higher learning institutions. The Tanzania Universities Act No. 7 of 2005 defines higher education as university education. In this case, higher learning institutions shall be construed to mean universities, colleges, and professional studies institutes.

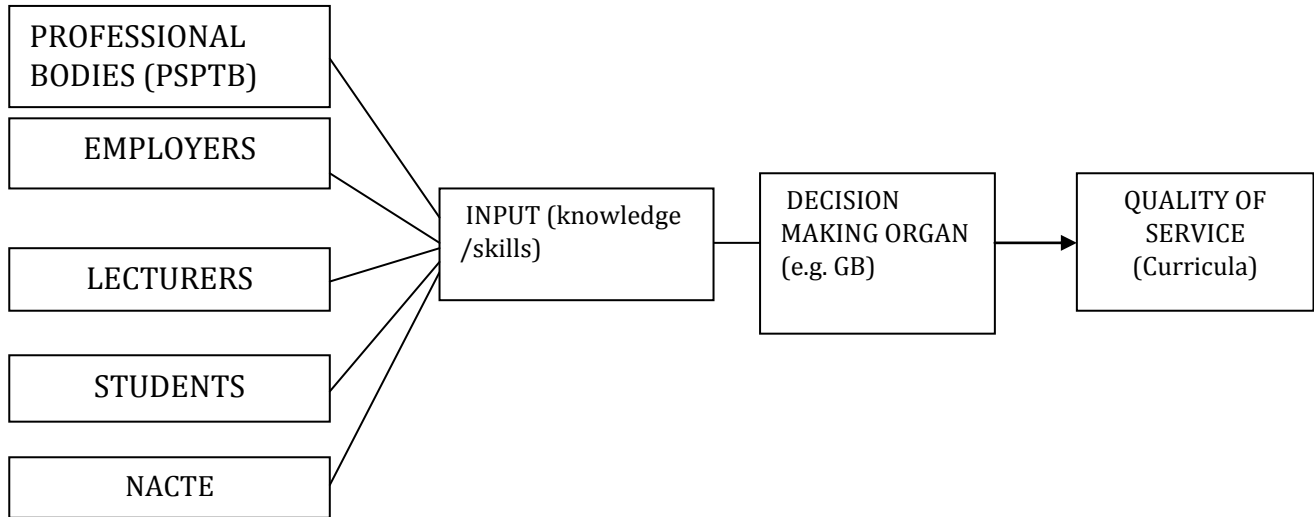
Definition of Stakeholders: Stakeholders in this paper refer to people who are directly or indirectly affected by education offered by academic institutions especially higher learning institutions (Saxena, 2014). Stakeholders include students, employers, parents, sponsors such as Higher Education Student's Loans Board (HESLB), National Council for Technical Education (NACTE) and professional bodies such as National Board for Accounts and Audit (NBAA), Procurement and Supplies Professional and Technician Board (PSPTB), lecturers and colleges.

The relationship between these stakeholders is considered to have significant impact on improving the level and quality of business education offered by Tanzanian Colleges (Angeline, Jutta and Eugenia, 2006). For example, the college through its professionals develops a curriculum, NACTE validates it and lecturers use the curriculum to teach; while the output of the education is utilized by students and employers who test whether or not the product meets their demands. If the product does not meet the demands then it is likely to be rejected by employers.

Stakeholders' Participation: Stakeholders' Participation refers to physical and psychological involvement of key stakeholders in the college's decision making organs (Saxena, 2014) such as the Governing Body, College Academic Board, Heads of Department and Consultative Committees and meetings during planning, preparing and implementing education plans such as academic curricula which designs the modules to be taught, their contents, students' learning objectives and applicability in day to day business environment.

The Model on Interrelationship in Aspects of Stakeholders Participation

The model Fig.1 explains the interrelationship with stakeholders, stakeholder's participation in decision-making organs and its effects on the quality of service offered by the College.



Source: Researcher's own construct

This model shows that, decision-making organs need to consult key stakeholders especially in preparing training curricula in order to have the inputs that can be used to improve the quality of service offered by the College.

METHODOLOGY

There were two approaches used in conducting this study, i.e. library research and survey. Library research involved review of various laws, policies, text books, articles and papers explaining about stakeholder's participation in higher learning education. The author consulted both print and online sources on the same above mentioned areas.

Moreover, the researcher undertook a survey by administering 70 questionnaires to lecturers, students and employers of higher education graduates to obtain opinions on the levels of stakeholder's participation in planning and implementing educational plans and curricula in higher learning institutions. Of the 70 questionnaires, fifty (50) questionnaires were administered to students, 10 questionnaires were administered to employers, while the remaining 10 questionnaires were administered to lecturers of the CBE. For this purpose, the sample population was randomly picked at the College of Business Education Dodoma Campus using *simple random sampling* technique.

Therefore the study had two sets of data, i.e. primary data which consisted of information collected from the respondents and secondary data as information retrieved from various sources such as the Universities Act No 7 of 2005, The Education and Training Policy for Tanzania, 1995.

Data were analyzed basing on meta-analysis which combined descriptions from various sources mixed with the findings from statistical parameters, mainly percentage of those who gave opinions on stakeholders' participation in higher learning institutions.

PRESENTATION AND DISCUSSION OF FINDINGS

A Scholarly Observation on the Need for Stakeholders Participation in Higher Learning Education System

As pointed out in the abstract, this study is basically founded on literature review. It is therefore important to consider some of the literature that attempts to examine a similar problem that is being examined in this article. These inputs are instrumental in clarifying the problem under study.

One such study is the Eastern and Southern African Universities Program (ESAURP, 1993) on *‘Technical Education and Labour Market in Eastern and Southern African States’*. According to ESAURP, the assessment of quality of education is not easy, it involves different types of people whose attitude on education may depend on what they consider to be the main function of education. These actors who affect the quality of education include teachers or educators and employers (ESAURP, 1993). This study is a starting point of examining the need for stakeholders’ participation in improving the quality of education. However, the study cites only two stakeholders, teachers and employers. It does not go further to examine the role of students, parents, and professional bodies in preparing training curricula. This paper therefore examines the role of all these key stakeholders in developing College training curricula.

Donald *et al.*, (2001) in their work *“Teaching Strategies: A Guide to Better Instruction”* is another instructive source looking at stakeholders’ participation. The authors point out that, many recent calls for education reforms have come from parents and community leaders who believe that schools have ignored the responsibility of building characters and moral values among students. This observation can be considered to be a wakeup call for schools and colleges to involve parents and the community as key stakeholders in addressing some educational and student’s problems. The authors highlight the problem but they do not state how and on what areas parents and the community leaders can be involved to bring about reforms or improvements in the education system. This study is therefore intended to fill in the gap left by the authors.

Higher Learning (CBE) Decision Making Systems and Extent of Stakeholder’s Participation

The decision-making system in higher learning institutions is mainly defined in their organization structure created according to the governing laws and regulations. For example in Tanzania,

Universities' organization structures are made to reflect Universities Act No. 7 of 2005, which defines the organization structure of Universities in Tanzania. However, other Colleges, like CBE have their own Acts, such as the College of Business Education Act of No. 31 of 1965, which provides for the framework of the CBE's organization. The Universities/ Colleges establishing Acts provide for different decision-making organs such as the Governing Boards/University Councils, Academic Boards, College Executive Committees, Management Committees and Consultative Committees to provide for their respective organisations' structure and rules.

This study intends to discuss the extent or amount of stakeholders' participation in terms of membership in the college's decision making organs as reflected in the governing laws and regulations using the CBE organization structure as a reference point (Refer to Annexure "A"). This organization structure is in line with the NACTE harmonized Technical Colleges Organization Structure, because the College is under NACTE.

The CBE decision-making system begins with the Governing Board (GB) Committees, College's Master Workers Councils, the Executive Team, the Campus Management Team, College Academic Board, Sub Committees (Undergraduate Committees), Academic and Administrative Departments and Units. All other Colleges operating under NACTE have adopted similar structure.

The GB is the supreme organ of the College decision-making system. It makes and approves all major decisions of the College including the curricula and training policy. The members of the GB include the Chairman, the Officer in charge of training from the Ministry of Commerce, a representative of the National Board of Accountants and Auditors (NBAA), a representative from the Institute of Finance Management (IFM), three members appointed by the Minister, and finally the Rector (Director of the College). This is according to Section 1(2) of the Schedule to the College of Business Education Act [CAP 315 R.E 2002]. The above composition clearly shows lack of representation of some key stakeholders such as students' representatives, employers' representatives, and parents' representatives. There are some matters that will need close consultation from all these partners.

Below the GB are the Board Committees which include; Planning and Finance Committees (composed of Executive Director of the National Board of Accountancy and Auditors, the Principal of

Public Service College and Rectors from the Institute of Finance and Management and CBE respectively); Human resource Management Committee which is composed of the College of Business Education Rector, the Director of Administration and Human Resource Management from the Ministry of Industry and Trade, the Executive Director NBAA and IFM Rector, Students Affairs Committee composed of the Chief Executive Officer Confederation of Tanzania Industries, the Director of Administration and Human Resource Management from the Ministry of Industry and Trade, the Principal of the Tanzania Public Service College and the Rector of CBE (CBE, 2014).

The third organ is Master Workers Council that is composed of the CBE Rector, the Deputy Rector Academic Research and Consultancy (ARC) and the Deputy Rector Planning Finance and Administration (PFA), Campus Directors, trade union representatives,, employees' representatives (male and female representatives from the campuses) and Heads of Department and Units. However, there are no representatives from NACTE, Professional Boards, students, parents, and employers, in the Workers Council which deliberates and approves College plans, policies and regulations.

Another level of decision making constitutes the College Executive Committee teams, they include Rector of CBE, Campus Directors; the Deputy Rector - PFA and the Deputy Rector-ARC; the Director of Human Resource; the Director of Finance; the Director of Undergraduate Studies, the Director of Post Graduate Studies, Research and Consultancy; and the Director of Planning and Development and Secretary to the committee (CBE, 2014). There are representative from among students', lecturers, Heads of Department and Units to the Executive Committee.

The last but not least important organ is the College Academic Board (CAB). This is the highest organ responsible for preparing and implementing all academic matters including curricula. The members of the CAB include the CBE Rector, two members from other academic institutions, the Deputy Rector ARC, the Deputy Rector PFA, the Director of Undergraduate Studies, the Director of Post Graduate Studies, the Director of Campuses and the Register of the College (CBE, 2014). The CAB does not include lecturers, Campus COBESO, Heads of Academic Departments, professional bodies and employers' representatives, the Head of Students, President and the Dean of students.

Weaknesses of Higher Learning Institution on Stakeholders Participation

The current study revealed that, the provision of business education at the College of Business Education in Tanzania does not effectively involve key stakeholders especially employers, students, and parents. The Governing Body (GB) of the College of Business Education does not recognize students' representation while making decisions, including approval of curricula. Section 1(2) of the Schedule to the College of Business Education Act [CAP 315 R.E 2002] provides that students, employers' representatives and professional bodies may be invited to the College GB as members in attendance so as to contribute towards critical decisions. Absence of these key stakeholders in such an important decision making organ is likely to have negative impact on the quality of service and education offered by the College since the decisions of the Board may overlook the demands of such key stakeholders. Employers of the College graduates, for example, are the ones who know what contents are relevant to address contemporary business challenges.

Since employers are involved in curricula development, the curricula contents are usually inconsistent with t employers' needs and requirements. As a result, some employers are forced to re-train graduates they employ soon after recruitment. This has implications such as unnecessary costs and inconveniences to the employer's operations, which could have been avoided by involving them in preparing the contents of the curricula in the first place.

Also, students are not effectively involved in planning and implementing educational plans. A good example is the preparation and implementation of the curricula. When curricula are prepared, students are not invited to give their opinion about the contents and the credit hours or the methodology to be adopted to enable them understand and follow the course.. There are moments in when a curriculum provides for a course to be covered in one semester while in fact students would like to take that course in two semesters due to the nature of the contents and its importance to their field, Principles of Accountancy or Accounting Principles is a good example.

The effects of non-participation of stakeholders in implementing the curricula extends even to the preparing class timetables whereby the timetable masters do not consult students' representatives to get their opinion as to which class will be suitable for a particular subject and what is the proper time to allow them have effective learning. For example, some courses, such as Mathematics require high concentration therefore the venue and the time for studying the course needs to be carefully planned.

Consideration of Students' opinion or interest in implementing the curricula is paramount in higher education institutions for them to have conducive learning environment.

As Traylor observes, the condition and availability of resources plays a major factor in improving quality of education (Traylor, 2010). Students should be consulted in planning the learning environment that will support effective learning. The findings of Traylor's study reveal that some classrooms were small and cramped, also some had entrance through another classroom, thus causing disturbance to those in the already occupied class. Furthermore, some classrooms were found near the train tracks on one side and wood and metal shop on the other side. The environment was noisy and students were easily disturbed and teaching in the classroom was equally tough (Traylor, 2010). Students were not consulted to plan allocation of that class hence it adversely affected their learning.

Other important stakeholders who are found to be not involved are parents. Parents are important stakeholders because they are the ones who normally pay fees and foot other costs for students. The GB and campus decision-making levels do not involve parents in planning and implementing the curricula and other various education policies. For example, parents could be involved in planning for the fees structure and timeline of paying the costs in instalments so that the amount to pay and payment of tuition fees could be agreed upon by all parties involved in the students training so that the latter may not waste too much time making a follow up of tuition fees and other payable charges. If parents were fully involved in planning for the payable tuition fee there would not have been resistance in paying the same. Some parents are not aware of the College running expenses; hence whenever colleges adjust fees to meet the real life expenses, parents complain about the new rates. Some adjustments are important to improve the quality of education but parents are not made aware as the College does not involve them. This causes misunderstanding between parents and the students with the former assuming that the later exaggerates the fees. This was observed when interviewing students at CBE Dodoma Campus (When?).

Parents could also be involved in advising students on matters such as discipline. The College Student's Affairs Committee is one of those organs found not to involve any parents or students' representatives. Parents know students far better than the College management knows them. When a

student behaves strangely, the College could have a forum to discuss the problem. The parents who know well student's background may assist the College in dealing with disciplinary matters.

Another observed issue relates to lecturers' involvement. The author of this article found no active representation of lecturers in the GB and management meetings. Lecturers are the ones who implement the College plans for improving education hence they could be effectively involved in planning and implementing College plans. Twenty five (25) lecturers of CBE who were interviewed at CBE Dodoma campus about their participation in the College decision-making system said they have not been involved in the College decision-making system. They reported further that they were not effectively involved in curricula development, changes in workloads, academic policy formulation, changes in strategic plans, students' enrolment, class designing and change in organization structure, examination handling and assessment plans implementation.

Eighty percent of the CBE lecturers who responded to the questionnaires said that their non-involvement in planning and implementing of education plans contributed to the fall of morale of teaching, poor class attendance, irrelevant methodology of teaching, irrelevant curriculum contents, constant resistance in accepting the already made management decisions, College budget deficits, and irrelevant teaching materials.

Another group reported not to be effectively involved is the administrative staff. The current situation in many colleges reflects a gap of communication between academic and administrative staff despite the fact that both are working to strengthen quality of education (Traylor, 2010). For example, during curriculum review, administrative staff was not involved to give their opinion as to what should be done to ensure effective implementation of the curricula. A librarian, for example could have advised curriculum planners as to the availability of text books in the market and library stock. Equally important, an accountant could have a positive advice on availability of funds to implement the plans and a human resource officer could also advice on the availability of competent staff to implement the curricula. Furthermore, the Estate Manager could advice on the availability of infrastructure to facilitate academic activities.

Effects of Non Involvement of Stakeholders in Higher Education in Tanzania

Poor or partial involvement of stakeholders may have negative impact on various areas ranging from college management, students, employers, parents and guardians of the students and the government, towards monitoring quality of education for effective development.

The direct effect to students is poor quality of education. If there is no collaboration between the College decisions-making organs and education stakeholders, students are likely to have low quality education which will not enable them to compete in the job market (Angeline *et al.*, 2006). Mismatch between educational packages offered and the market demands, may have a serious impact on the government efforts in developing manpower. Those who prepare curricula without having inputs from the users of the products end up with curricula that does not provide required knowledge, skills development and competences required in the job market. According to Mcha (2012), this is also a source of unemployment because Colleges provide products that are not up to employers' demands and expectations.

The difference between course content and the demands of the society also adversely affect development of the country. According to the Tanzania National Education and Training policy, the relationship between education and development depends on the extent to which the kind of education provided and its methods can meet the expectations of the individuals and the needs of the society. This means that if education is irrelevant due to lack of involvement of stakeholders, it (education) will not have impact on national development. For example, when CBE was established the college was intended to produce people who will work to improve trade and assist in national development but this is not happening because the education offered does not reflect the current challenges surrounding business environment hence cannot bring the intended development.

As for the parents, ineffective participation affects their commitment to implement the College curricula, plans and policies. A good example is when new fee structure is proposed and approved without their involvement, parents tend to be reluctant to accept it because they were not involved in their preparation hence they do not comprehend the logic behind the changes. If they were involved effectively they could have had a chance to know the rationale of the adjustments. This, in turn affects quality of education because students waste time to make follow up of the fee from their respective

parents / guardians. Sometimes, parents do not trust students with information on new fee structure believing that it is students' own inventions so as to obtain extra pocket money for themselves.

Poor participation of stakeholders also results in poor plans and policies. Plans and policies that are made 'in camera' miss important inputs from stakeholders. If stakeholders were involved in discussing and approving College plans, the inputs would strengthen the content and make them comprehensive. There are times when policies are discussed by the College management and shared among few stakeholders for inputs just as a matter of procedure. The short notice given to discuss and approve documents denies stakeholders time to exhaust the content and come up with concrete suggestion on how to improve the content. For example, committee stakeholders meetings takes hours to discuss academic plans, thus without prior planning, stakeholders may not be able to fully participate at any given time.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The main objective of the study was to examine the extent of stakeholders' participation in higher education in Tanzania. The findings of this study revealed that, the Tanzania University Act No 7 of 2005 recognizes the need for stakeholders' participation (Section 44(2)). However, this is not happening in practice in higher learning institutions. The CBE Act No 31 of 1965 provides for the composition of the CBE Governing Body and does not include students in the composition of the GB. The implications are that, students' opinion and demands are not properly reflected in improving the quality of education especially in discussing and approving curricula and fee structures.

The quality of business education offered in Tanzania's higher learning institutions and CBE in particular, depends on active involvement of all key stakeholders in planning, designing, implementation and evaluation of the education plans (see also Angeline *et al.*, 2006). It is important to involve stakeholders in order to bring divergent views together in preparing and implementing education curricula and plans. If one group is abandoned, it creates a gap during the implementation of the plan and it is one of the aspects that may reduce morale of academic staff as they work hard towards achieving educational goals.

CBE does not effectively involve its key stakeholders such as students, professional bodies, parents, employers and lectures in planning and implementing its education plans and activities such as designing curricula contents, planning fee structure and the like. The outcome of this is lack of important inputs in education plans hence lowering the quality of education that ultimately affects employability of the college graduates (Angeline *et al.*, 2006).

About 80 percent of the respondents to the questionnaire agreed that, low participation of stakeholders at Governing Body, College Academic Board, and Consultative Committees was likely to affect quality of education offered since the decisions lack inputs from the intended beneficiaries of the plans and these include employers, parents and students. The ultimate impact is unemployment to the graduates who seem to have 'inappropriate education' which is not consistent with the demand of the labour market. As Mcha (2012) points out, mismatch of education offered and the market demand is the source of unemployment to the youth (Mcha, 2012).

Recommendations

Colleges need to enhance participation of stakeholders in planning and implementing curricula and plans so as to improve the quality of education (knowledge and skills). The following steps are recommended:

- a. Increase the number of Governing Board members in higher learning institutions to include; employer representatives, students representatives, parents / guardian representatives as members of the Governing Board who can give their opinion in major decision making which affects the quality of education offered by the Universities/ Colleges.
- b. Review the current organizational structure to include key stakeholders' decision-making organs. This can be done by involving students, lecturers, employers and professional boards' representatives.
- c. Establish stakeholders meetings with the College so as to share experience on some areas that requires changes in order to improve the quality of education offered

REFERENCES

- Angelina, M, Ritta. C, John.L.,Jutta. N and Eugenia.U. (2006) *The Concept of Quality of Education: Review of the International Literature on the concept of Quality of Education*, University of Bristol, UK retrieved from [http:// www. equal. org/publications](http://www.equal.org/publications)
- Eastern and Southern Africa universities Research Program (1993), *Technical Education and the Labour Market in Eastern and Southern African Countries*, Tanzania Publishing House Limited, Dar es Salaam
- Morrish. I, (1982) *The Sociology of Education; An Introduction*, George Allen & Unwin, London
- Kenneth, B. & Brian C., (1981), *A Sociology of Education for Africa*, George Allen & Unwin, Boston
- Orlich. D. Harder, R.J, Callahan, R.C and Gibson, H. W. (2001) *Teaching Strategies: A guide to Better Instruction* (6Th E.d), Houghton Mifflin Company, Boston
- Saxena, S. (2014) *How to Involve Various Educational stakeholders in Education Improvement* retrieved from [http:// edtechreview-in/trends-insight/insigts/894](http://edtechreview-in/trends-insight/insigts/894)
- Traylor, D. (2010) *Factors that Affect Students Learning* retrieved from [www. news.wikinut.com/ factors-that-affect-student-learning](http://www.news.wikinut.com/factors-that-affect-student-learning)