

# THE TANZANIA COMMISSION FOR UNIVERSITIES



## STATE OF UNIVERSITY EDUCATION IN TANZANIA 2018

July 2019

# **State of University Education in Tanzania 2018**

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## Abbreviations and Acronyms

AJUCo	ArchBishop James University College
AKU	Aga Khan University
AMUCTA	Archbishop Mihayo University College of Tabora
ARU	Ardhi University
CARUMUCo	Cardinal Rugambwa Memorial University College
CFR	Certificate of Full Registration
CoA	Certificate of Accreditation
CUHAS	Catholic University of Health and Allied Sciences
DA	Director of Accreditation
DAD	Director of Admission Coordination and Data Management
DAQ	Director of Accreditation and Quality Assurance
DCS	Director of Corporate Services
DQA	Directorate of Quality Assurance
DUCE	Dar es Salaam University College of Education
ES	Executive Secretary
ESDP	Education Sector Development Programme
ESPJ	Education and Skills for Productive Jobs
ESPJ-PforR	Education and Skills for Productive Jobs Programme for Results
ETU	Eckernforde Tanga University
GoT	Government of Tanzania
HEAC	Higher Education Accreditation Council
HESLB	Higher Education Students' Loan Board
HKMU	Hubert Kairuki Memorial University
HLIs	Higher Learning Institutions
HROs	Human Resource Officers
IAE	Institute of Adult Education
ICT	Information and Communication Technology
IFM	Institute of Finance Management
IMS	Institute of Marine Sciences
IMTU	International Medical and Technological University

IRDP	Institute of Rural Development Planning
JKUAT	Jomo Kenyatta University of Agriculture and Technology
JOKUCo	Josiah Kibira University College
JUCo	Jordan University College
KCMUCo	Kilimanjaro Christian Medical University College
KIUT	Kampala International University in Tanzania
MARUCo	Marian University College
MCHAS	Mbeya College of Health and Allied Sciences
MJNUAT	Mwalimu Julius K. Nyerere University of Agriculture and Technology
MMU	Mount Meru University
MoCU	Moshi Cooperative University
MoEST	Ministry of Education, Science and Technology
MU	Mzumbe University
MUCE	Mkwawa University College of Education
MUCHST	Mbeya University College of Health Sciences and Technology
MUCU	Moshi Cooperative University
MUHAS	Muhimbili University of Health and Allied Sciences
MUM	Muslim University of Morogoro
MUST	Mbeya University of Science and Technology
MWECAU	Mwenge Catholic University
NACTE	National Council for Technical Education
NDV	National Development Vision
NMAIST	Nelson Mandela African Institute of Science and Technology
OUT	Open University of Tanzania
PS	Personal Secretaries
RUCU	Ruaha Catholic University
SAUT	St. Augustine University of Tanzania
SD	Standard Deviation
SEKOMU	Sebastian Kolowa Memorial University
SFUCHAS	St. Francis University College of Health and Allied Sciences
SJUCAST	St. Joseph University College of Agricultural Science and Technology

SJUCET	St. Joseph University College of Engineering and Technology
SJUCHAS	St. Joseph University College of Health and Allied Sciences
SJUCMC	St. Joseph University College of Management and Commerce
SJUIT	St. Joseph University in Tanzania
SJUT	St. John's University of Tanzania
SMMUCo	Stefano Moshi Memorial University College
STeMMUCo	Stella Maris Mtwara University College
SUA	Sokoine University of Agriculture
SUZA	State University of Zanzibar
SWOC	Strengths, Weaknesses, Opportunities, and Challenges
TCU	Tanzania Commission for Universities
TEKU	Teofilo Kisanji University
TIA	Tanzania Institute of Accountancy
TIU	Tanzania International University
ToR	Terms of Reference
TUDARCo	Tumaini University Dar es Salaam College
TUMA	Tumaini University Makumira
TVTs	Technical Verification Teams
UAUT	United African University of Tanzania
UDOM	University of Dodoma
UDSM	University of Dar es salaam
UIMS	University Information Management System
UoA	University of Arusha
UoB	University of Bagamoyo
UoI	University of Iringa
UQF	University Qualifications Framework
URT	United Republic of Tanzania
VC	Vice Chancellor
WB	World Bank
ZU	Zanzibar University

## Preface

University education in Tanzania has changed in many dimensions since independence in 1961. The number of university institutions has grown from one (1) University College at the time of independence to 34 Full-Fledged Universities, 15 University Colleges and eleven (11) University Campuses, Centres and Institutes in 2018. This is exclusive of non-university institutions, which have also increased tremendously in the past two decades. In the early 1990s, the Government of Tanzania (GoT) created an enabling environment for participation of the private sector in the Higher Education sub-sector. Consequently, many Higher Learning Institutions (HLIs) were established at that time with the intent to increase access to university education countrywide. The increase in the number of universities has accelerated growth in both the number of programmes and students' population enrolled in universities<sup>1</sup>.

Further, the immense investment in education and other strategic initiatives that the GoT through the Ministry of Education, Science and Technology (MoEST) has been undertaking at various levels within the country's education system has also been serving as another underlying catalyst for the observed increase in the demand for university education in the country. Such initiatives include the establishment of the Education Sector Development Programme (ESDP) in 1996. ESDP aimed among other things to address the existing problems in the education sector. Others include the development of the new Education and Training Policy in 2014, which among other things stresses the need for quality education and training the standards of which are recognized at national, regional and global levels, and production of human resources according to national development priorities.

For a developing economy like Tanzania, the provision of quality education is indispensable in order to produce well-trained human resources to respond not only to national development needs consistent with the National Development Vision (NDV) 2025 and other national development objectives, but also to existing and emerging regional and global labour market demands.

The observed increasing trend in the population of university institutions in Tanzania in the past recent decades requires corresponding concerted efforts by all stakeholders in order to ensure that indeed, graduates from these institutions are of acceptable quality to meet the labour market needs. The Tanzania Commission for Universities (TCU), which is charged with the responsibility of regulating the provision of university education in the country, will continue to provide relevant information regarding university education in the country, devising suitable instruments and monitor their implementation by user institutions consistent with the Universities Act, Cap 346 of the Laws of Tanzania.

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<sup>1</sup> One of the Government's decision that was made in the 1990s was to liberalize the establishment, ownership and management of higher education institutions in the country. This decision resulted into expansion of opportunities for higher education, hence increasing the number of students' enrollment in university institutions in the country.

This book on the *State of University Education in Tanzania 2018* is the first of its kind in the sense that it puts together critical information on various aspects concerning university education in Tanzania to permit an understanding of the status of such education in the country. In producing this book, the most important aspects that characterize a university institution have been considered. These include profiles of academic and administrative staff, programmes on offer, students' admission and enrolment, and trends of graduates by field of specialization. Therefore, I appeal to all stakeholders (Government Ministries, Departments and Agencies, Development Partners, university institutions' management, staff, students, parents, the private sector and the general public) interested in university education to read this book carefully so that they can make evidence-based decisions when need arises.

Finally, I wish to stress that ensuring and enhancing quality in higher education institutions is a complex venture and hence, its success requires concerted efforts of various stakeholders. Let us continue working together with the common goal of producing graduates who are capable of solving societal problems for socio-economic transformation and sustainable development of our country in particular, and who are competitive regionally and globally. This can only be realized if we continue adhering to best practices, approved quality assurance guidelines and standards as well as other central instruments that govern the provision of university education in the country. It is my personal view that complying with set quality assurance standards is perhaps, the best alternative that an individual university should do in order to sustain its credibility within the changing higher education landscape in which stakeholders including employers are increasingly becoming sensitive to quality education.



Prof. Jacob P. Mtabaji  
**CHAIRMAN**  
The Tanzania Commission for Universities

Dar es Salaam  
July 2019

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Third, I am grateful to the Chairman and members of the Commission (TCU) for their guidance and ensuring that TCU performs its functions commensurate with the mandates it was established for. Equally, I wish to thank the Chairpersons and members of the Accreditation Committee, Grants Committee and Admissions Committee for their enthusiasm and advice, which have always been geared towards ensuring that TCU achieves its vision and mission effectively and efficiently to meet the expectations of stakeholders at various levels.

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Prof. Charles D. Kihampa

**EXECUTIVE SECRETARY**

The Tanzania Commission for Universities

Dar es Salaam

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## Introduction

Today's good decisions are driven by data. This has become a basic requirement in almost every area of activity<sup>2</sup> at both micro and macro levels. Government bureaucrats, professionals and Chief Executive Officers (CEOs) of corporations are increasingly required to vindicate decisions they make (whether economic, social or political) based on data that come from credible sources. Increased public awareness on the dominant role that education plays in the future socio-economic development (*ceteris paribus*) of an individual and the nation at large, has made parents/guardians to become ever more demanding for information from various sources that are available at their disposal to facilitate their decisions about investments in the human capital development of their children or relatives. However, it must be stressed at this juncture that, not every source of information is reliable to permit drawing apt decisions without much considerations.

In recognition of the above facts, the Tanzania Commission for Universities (TCU) has decided to publish this book in order to inform stakeholders about the state of university education in Tanzania. This book gives important statistics covering a diversity of aspects that reflect a higher learning institution context. It serves as a one-stop source of basic statistics on university education, the prime objective being to provide a complete understanding of the status quo of university education in the country. This is consistent with the provisions of Section 5(1) (b) & (d) of the Universities Act, Cap 346 of the Laws of Tanzania, which gives TCU *inter alia*, the mandate to collect, examine, store in databases or databanks and publish information relating to higher education, research and consultancy in the country.

The data used in this book were collected from university and non-university institutions between 5<sup>th</sup> March and 2<sup>nd</sup> June 2018. However, for non-university institutions, only statistics on some aspects, namely students' admission and enrolment are presented in this book. This restriction is made in recognition of the fact that TCU only coordinates admissions of students into various Bachelor degree programmes that are offered by non-university institutions, but the legal mandate to regulate the provision of technical education in the country is under the National Council for Technical Education (NACTE).

The data were collected using a standardized data collection checklist – *Institutional Regular Quality Audit Tool* that was prepared and administered by the TCU Secretariat. Information sought from the institutions included administrative and academic staff registers and their employment statuses as well as a register of continuing students showing their programmes and years of study. Others were a list of graduates from the 2012/2013 to 2016/2017 academic years, inventories of all accredited programmes offered by the institution and a list of all students who dropped out of studies for whatever reasons.

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<sup>2</sup> There is a plethora of evidence on this fact. See for example, The Future Climate for Africa report of 2016, *Africa's climate: Helping decision-makers make sense of climate information* pg. 2, states that "African decision-makers need reliable, accessible, and trustworthy information about the continent's climate, and how this climate might change in future, if they are to plan appropriately to meet the region's development challenge"

Data processing and analysis involved a series of steps including consolidation of information collected from the various institutions; crosschecking validity and precision of the collected data aligned with the data available in the TCU's database. Furthermore, descriptive measures such as frequencies and corresponding percentages were estimated and used to summarize the data. Graphical presentations were also often used to summarize the data. The draft book was subjected to a one-day dissemination workshop that was attended by representatives of university institutions. Comments and suggestions raised during the workshop were incorporated into the final version of the book.

This book is structured into thirteen (13) chapters. Chapter One provides a succinct synopsis of the TCU, concentrating on its establishment and functions, vision and mission, motto, core values as well as legal and policy instruments that inform the Commission during the execution of its functions.

Chapter Two provides a list of university institutions that are recognized to operate in the United Republic of Tanzania (URT). The Chapter covers both public and private university institutions alongside their locations in the URT.

Chapters Three, Four and Five, respectively give statistics on governance and management in university institutions, number and qualifications of academic and administrative staff and their employment statuses. Information on academic programs that are offered in university institutions is provided in Chapter six.

Chapter Seven presents information on undergraduate students' admission in the institutions. Analysis of students' enrolment and trends of graduates in these institutions from the 2012/2013 to 2016/2017 academic years are presented in Chapters Eight and Nine, respectively.

Chapter Ten gives information on students' dropout in university institutions while Chapters Eleven and Twelve present information on undergraduate students' admission in higher learning institutions (considering both university and non-university institutions) and students' enrolment in non-university institutions, respectively.

Chapter Thirteen presents the conclusions based on the analysis results presented in Chapters two through twelve.

# CHAPTER 1

## About The Tanzania Commission for Universities

### **1.1 Establishment**

The Tanzania Commission for Universities (TCU) is a body corporate that was established on 1<sup>st</sup> July 2005 through the Universities Act, Cap 346 of the Laws of Tanzania with the mandate of recognizing, approving, registering and accrediting Universities operating in Tanzania, and local or foreign university level programmes that are offered by registered higher education institutions (HEIs) in the country. In addition, TCU coordinates the proper functioning of all university institutions in Tanzania so as to foster a harmonized higher education system in the country.

TCU succeeded the then Higher Education Accreditation Council (HEAC) which was established in 1995 through the Education Act with a legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country. The mandate of HEAC was narrow in scope as it was restricted to only regulate the establishment and accreditation of private universities. This was thus, considered not favourable for the promotion of a feasible Public-Private Partnership (PPP) in higher education as stipulated in the National Higher Education Policy of 1999, Cap 523.

### **1.2 Functions**

The functions of the Commission are provided under Section 5(1) of the Universities Act, Cap 346 of the Laws of Tanzania. Unlike HEAC, TCU has a wider spectrum of mandates for it oversees institutional management processes for all Universities (public and private) in the country. Overall, TCU's legal mandates can be clustered into three broad and distinct categories, namely regulatory, advisory and supportive.

**Regulatory:** TCU conducts periodic evaluation of Universities, their systems and programmes so as to regulate the quality assurance systems at new and established Universities and in the process, institutions are registered and accredited to operate in Tanzania. TCU also validates programmes to ensure their credibility and evaluates for recognition university qualifications attained from local and foreign institutions for use in Tanzania.

**Advisory:** TCU advises the Government and the public on matters related to higher education in Tanzania as well as international issues pertaining to higher education, including advice on program and policy formulation and other best practices.

**Supportive:** TCU ensures the orderly conduct of university operations and management adherence to set standards and benchmarks by providing support to universities in terms of coordinating the admission of students, offering training and other sensitization interventions in key areas like quality assurance, university leadership and management, fund raising and resources mobilization, entrepreneurial skills and gender mainstreaming.

The above functions are integrated and reflected in the vision and mission statements as well as the core values of TCU.

### **1.3 Policy and Legal Frameworks**

TCU executes its mandates based on two major legal instruments, namely The Universities Act, Cap 346 of the Laws of Tanzania and the Universities (General) Regulations, G.N. No. 226 of 2013. Regarding policy framework, the Education and Training Policy, 2014, inform the major policy directives on higher education. In addition, from time to time, the Commission has been issuing a number of policy guidelines to Universities and the public on all matters related to the provision of higher education in Tanzania.

### **1.4 Vision and Mission**

TCU aspires "*To become a leading regional higher education regulatory agency supporting systematic growth and excellence of university education*" with a Mission "*To promote accessible, equitable, harmonized and quality university education systems*".

### **1.5 Motto**

Universities for Prosperity.

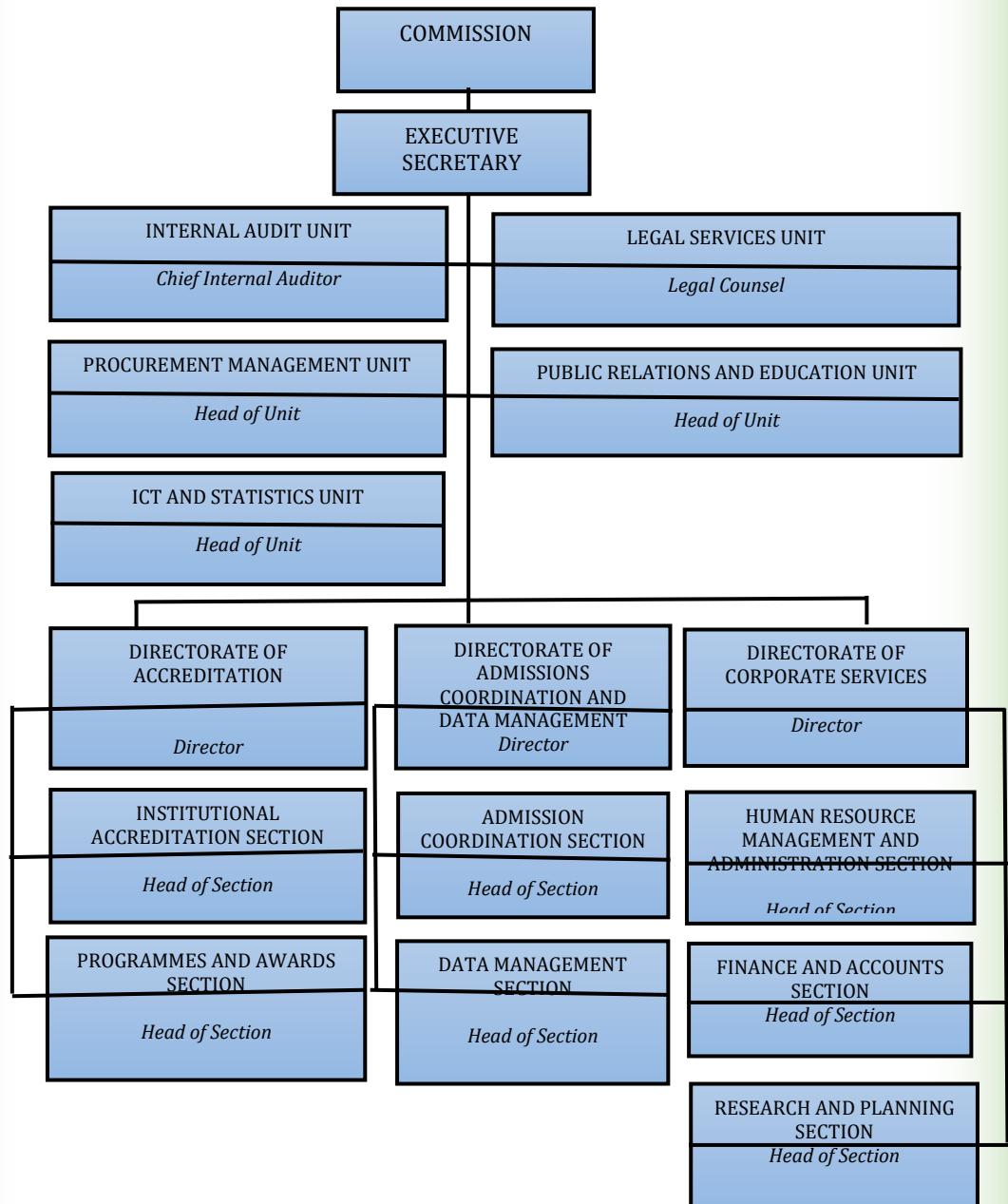
### **1.6 Core Values**

As a regulatory agency of university education in the country that envisions being a leading higher education regulatory agency in the region, in carrying out its mandates, TCU adheres to the following core values: transparency, efficiency, integrity, tolerance, accountability, and integrity.

### **1.7 Organization Structure**

Administratively, TCU is headed by the Executive Secretary (ES) who is the CEO of the organisation. He/she is appointed by the Commission from amongst persons with qualifications, skills and competence through procedures involving public advertisement and interviews for the post. Accordingly, he is responsible to the Commission on routine running of the organisation. The roles of the ES are described in Section 13(2) of the Universities Act, Cap 346 of the Laws of Tanzania, which are to manage day-to-day operations of the Commission and its Committees, and to carry out such functions as the Commission shall prescribe. Further, policy decisions regarding the provision of university education in the country are made by the Commission, which is the highest decision-making body

of the institution as revealed in the organisation structure of the Commission presented in Figure 1.



**Figure 1:** Organisation structure of the Tanzania Commission for Universities

## CHAPTER 2

# University Institutions in Tanzania

### 2.1 Types of University Institutions

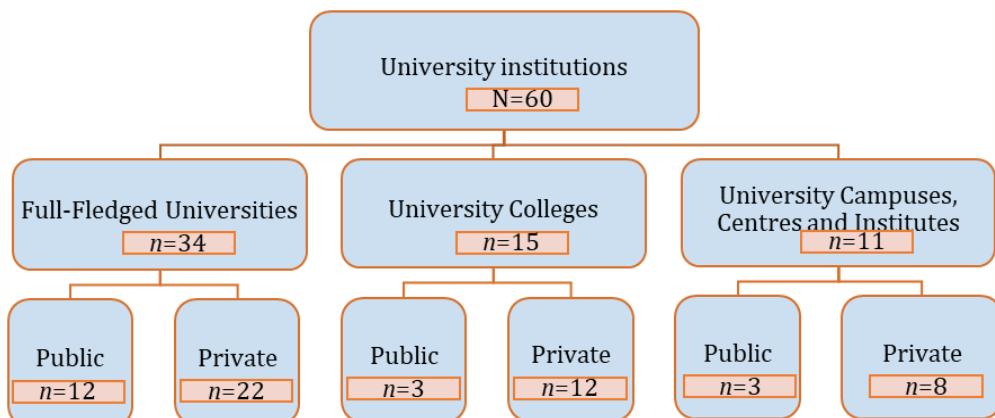
In Tanzania, university institutions are grouped into three main types, namely Full-Fledged Universities, University Colleges, and University Campuses, Centres and Institutes. Currently, there are thirty-four (34) Full-Fledged Universities, fifteen (15) University Colleges, and eleven (11) University Campuses, Centres and Institutes. Table 1 provides the types of university institutions that are recognized to operate in the United Republic of Tanzania (URT) and their corresponding percentages of the total number.

University institutions have increased tremendously – from one (1) University College in 1961 to the current 49 Universities (34 Full-Fledged University and 15 University Colleges)<sup>3</sup>.

**Table 1: Total number of university institutions by type in the URT**

SN	Institution Type	Number	Percent
1	Full-Fledged Universities	34	56.7
2	University Colleges	15	25.0
3	University Campuses, Centres and Institutes	11	18.3
	Total	60	100.0

Figure 2 provides a summary of university institutions in Tanzania by ownership (public versus private). Detailed analysis of the universities including year of establishment and location in Tanzania is provided in Sections 2.1.1 through 2.1.6.



**Figure 2: University institutions recognized to operate in the United Republic of Tanzania by ownership**

<sup>3</sup> The University College Dar es Salaam was established in 1961 as an affiliate College of the University of London.

### **2.1.1 Public Full-Fledged Universities**

Out of the total 34 Full-Fledged Universities that are recognized to operate in Tanzania as presented in Table 1, 12 (35.3%) are public universities. These are listed in Table 2. However, as indicated in Table 2, Mwalimu Julius K. Nyerere University of Agriculture and Technology (MJNUAT) is still in the preparatory stages thus, does not currently offer any academic programmes.

**Table 2: Public Full-Fledged Universities recognized to operate in the URT**

SN	Name of University	Approved Acronym	Year Founded <sup>4</sup>	Head Office
1	University of Dar es salaam	UDSM	1961	Dar es Salaam
2	Mzumbe University	MU	1972	Morogoro
3	Sokoine University of Agriculture	SUA	1984	Morogoro
4	Open University of Tanzania	OUT	1992	Dar es Salaam
5	State University of Zanzibar	SUZA	1999	Zanzibar
6	Nelson Mandela African Institution of Science and Technology	NM-AIST	2005	Arusha
7	Muhimbili University of Health and Allied Sciences	MUHAS	2007	Dar es Salaam
8	Ardhi University	ARU	2007	Dar es Salaam
9	University of Dodoma	UDOM	2007	Dodoma
10	Mbeya University of Science and Technology	MUST	2012	Mbeya
11	Mwalimu Julius K. Nyerere University of Agriculture and Technology	MJNUAT	2012	Musoma
12	Moshi Cooperative University	MoCU	2014	Kilimanjaro

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<sup>4</sup> Prior to the current status, some institutions underwent through various stages including as constituent colleges while some began as full-fledged universities. The same applies to private Universities.

### **2.1.2 Private Full-Fledged Universities**

Private Full-Fledged Universities account for the majority of universities in Tanzania. Twenty-two (64.7%) of the total 34 universities in Tanzania as presented in Table 1 are privately owned. These are listed in Table 3 along with their location in Tanzania.

**Table 3: Private Universities recognized to operate in the URT**

SN	Name of the Institution	Approved Acronym	Year Founded	Head Office
1	Hubert Kairuki Memorial University	HKMU	1996	Dar es Salaam
2	International Medical and Technological University	IMTU	1996	Dar es Salaam
3	University of Iringa	UoI	1996	Iringa
4	St. Augustine University of Tanzania	SAUT	1998	Mwanza
5	Zanzibar University	ZU	1998	Zanzibar
6	Tumaini University Makumira	TUMA	1999	Arusha
7	Aga Khan University	AKU	2000	Dar es Salaam
8	Mount Meru University	MMU	2002	Arusha
9	Catholic University of Health and Allied Sciences	CUHAS	2003	Mwanza
10	University of Arusha	UoA	2003	Arusha
11	Eckernforde Tanga University	ETU	2004	Tanga
12	St. Joseph University in Tanzania	SJUIT	2004	Dar es Salaam
13	Teofilo Kisanji University	TEKU	2004	Mbeya
14	Muslim University of Morogoro	MUM	2005	Morogoro
15	Sebastian Kolowa Memorial University	SEKOMU	2007	Tanga
16	St. John's University of Tanzania	SJUT	2007	Dodoma
17	Kampala International University in Tanzania	KIUT	2009	Dar es Salaam
18	University of Bagamoyo	UoB	2009	Dar es Salaam
19	United African University of Tanzania	UAUT	2011	Dar es Salaam
20	AbdulRahman Al-Sumait Memorial University	SUMAIT	2013	Zanzibar
21	Mwenge Catholic University	MWECAU	2014	Kilimanjaro
22	Ruaha Catholic University	RUCU	2014	Iringa

### **2.1.3 Public University Colleges**

Out of the total 15 University Colleges, only 3 (20.0%) are public owned. Table 4 presents a list of these University Colleges, their corresponding institution of affiliation and location in Tanzania.

**Table 4: Public University/Campus Colleges recognized to operate in the URT**

SN	Name of the Institution	Approved Acronym	Affiliation	Year Founded	Head Office
1	Mkwawa University College of Education	MUCE	University College under UDSM	2005	Iringa
2	Dar es Salaam University College of Education	DUCE	University College under UDSM	2005	Dar es Salaam
3	Mbeya College of Health and Allied Sciences <sup>5</sup>	MCHAS	Campus College under UDSM	2018	Mbeya

#### 2.1.4 Private University Colleges

Out of the total 15 University Colleges presented in Table 1, 12 (80.0%) are private owned. Table 5 presents a list of these private University Colleges, their corresponding institution of affiliation and location in Tanzania.

**Table 5: Private University Colleges recognized to operate in the URT**

SN	Name of the Institution	Approved Acronym	Year Founded	Affiliation	Head Office
1	Kilimanjaro Christian Medical University College	KCMUCo	1996	University College under TUMA	Kilimanjaro
2	Tumaini University Dar es Salaam College	TUDARCo	1997	University College under TUMA	Dar es Salaam
3	Stefano Moshi Memorial University College	SMMUCo	2007	University College under TUMA	Kilimanjaro
4	Archbishop Mihayo University College of Tabora	AMUCTA	2010	University College under SAUT	Tabora
5	Jordan University College	JUCo	2010	University College under SAUT	Morogoro
6	St. Francis University College of Health and Allied Sciences	SFUCHAS	2010	University College under SAUT	Morogoro
7	Cardinal Rugambwa Memorial University College	CARUMUCo	2011	University College under SAUT	Kagera
8	Stella Maris Mtwara University College	STeMMUCo	2011	University College under SAUT	Mtwara
9	Josiah Kibira University College	JOKUCo	2012	University College under TUMA	Kagera
10	ArchBishop James University College	AJUCo	2013	University College under SAUT	Ruvuma
11	Marian University College	MARUCo	2015	University College under SAUT	Coast
12	St. Joseph University College of Health and Allied Sciences	SJUCHAS	2015	University College under SJUIT	Dar es Salaam

<sup>5</sup> Campus College of the University of Dar es Salaam

## 2.1.5 Public University Campuses, Centres and Institutes

Out of the total eleven (11) University Campuses, Centres and Institutes, 3 (27.3%) are public owned. Table 6 presents a list of these public University Campuses, Centres and Institutes, their corresponding institution of affiliation and location in Tanzania.

**Table 6: Public University Campuses, Centres and Institutes recognized to operate in the URT**

SN	Name of the Institution	Approved Acronym	Year Founded	Affiliation	Head Office
1	Institute of Marine Sciences	IMS	-	University institute under UDSTM	Zanzibar
2	Mzumbe University Dar es Salaam Campus	Pending	2005	University Campus under MU	Dar es Salaam
3	Mzumbe University Mbeya Campus	Pending	2006	University Campus under MU	Mbeya

## 2.1.6 Private University Campuses, Centres and Institutes

Out of the total eleven (11) University Campuses, Centres and Institutes, 8 (72.3%) are private owned. Table 7 presents a list of these private University Campuses, Centres and Institutes, their corresponding institution of affiliation as well as location in Tanzania.

**Table 7: Private University Campuses, Centres and Institutes recognized to operate in the URT**

SN	Name of the Institution	Approved Acronym	Year Founded	Affiliation	Head Office
1	St. John's University of Tanzania - St. Mark's Centre	Pending	2009	University Centre under SJUT	Dar es Salaam
2	Jomo Kenyatta University of Agriculture and Technology (JKUAT) Arusha Centre	JKUAT	2011	University Centre under Jomo Kenyatta University of Agriculture and Technology	Arusha
3	Teofilo Kisanji University Dar es Salaam Centre	Pending	2011	University Centre under TEKU	Dar es Salaam
4	Mount Meru University Mwanza Centre	Pending	2013	University Centre under MMU	Mwanza
5	St. Augustine University of Tanzania Mbeya Centre	Pending	2013	University Centre under SAUT	Mbeya
6	St. Augustine University of Tanzania Arusha Centre	Pending	2013	University Centre under SAUT	Arusha
7	St. Augustine University of Tanzania Dar es Salaam Centre	Pending	-	University Centre under SAUT	Dar es Salaam
8	Stefano Moshi Memorial University College, Mwika Centre	Pending		University Centre under SMMUCo	Moshi

It is worthwhile mentioning herein that nine (9) private University Centres (not listed in Table 7) which were operating in the United Republic of Tanzania before December 2018, their establishments have been revoked by the Commission due to quality assurance issues. Names and dates of disestablishment of the institutions are listed in Table 8.

**Table 8: Disestablished university institutions**

SN	Name of institution	Date of disestablishment
1	Tanzania International University (TIU)	5 <sup>th</sup> February, 2016
2	St. Joseph University College of Agricultural Science and Technology (SJUCAST)	5 <sup>th</sup> February, 2016
3	St. Joseph University College of Information and Technology (SJUCIT)	5 <sup>th</sup> February, 2016
4	St. Joseph University in Tanzania (SJUIT)-Arusha Campus	25 <sup>th</sup> February, 2016
5	Kenyatta University (KU) Arusha Centre	31 <sup>st</sup> December, 2017
6	Tumaini University Makumira (TUMA) Mbeya Centre	5 <sup>th</sup> July, 2018
7	Teofilo Kisanji University (TEKU) Tabora Centre	12 <sup>th</sup> September, 2018
8	St. John's University of Tanzania (SJUT) Msalato Centre	12 <sup>th</sup> September, 2018
9	Stefano Moshi Memorial University College (SMMUCo) Town Centre	25 <sup>th</sup> October, 2018

## 2.2 Summary

The present chapter provided an overview of the numbers and locations of university institutions that are recognized to operate in Tanzania. Statistics in this chapter have revealed that in Tanzania, both the public and the private sectors have a significant contribution in the provision of university education in the country. Additionally, a remarkable observation is that a significant proportion of university institutions in Tanzania are private owned. The analysis revealed that, of the total 60 university institutions, 41 (68.3%) are private and the remaining 19 (31.7%) are public owned. This difference is consistent across all types of university institutions. That is, the numbers of private Full-Fledged Universities ( $n=22$ ; 64.7%), University Colleges ( $n=12$ ; 80.0%), University Campuses, Centres and Institutes ( $n=8$ ; 72.7%) are comparatively higher than that of their public counterparts.

The observations in this chapter have several policy implications. These include: First, the observed increased number of university institutions calls for more investment in quality assurance systems in order to ensure that indeed, there is equitable, harmonized and quality university education system that can contribute to the realization of the NDV 2025, which envisages to transform the country into a middle income country that is characterized among other things, by high quality livelihood and a well-educated and learning society. Second, the increased demand for university education is an apparent proxy for increased public awareness of the importance of higher education for socio-economic development<sup>6</sup>. Therefore, in a resource constrained environment, it is important that relevant and latest information on university education be made available to aid individuals' decision-making processes whenever it deems necessary.

<sup>6</sup> The GoT recognizes that education is a basic need for all. GoT (2000). The Education Sector Development Programme Document. Available at <http://www.tzonline.org/pdf/theeducationsectordevelopmentprogramme.pdf>.

## CHAPTER 3

# Governance and Management in University Institutions

### 3.1 Introduction

In Chapter Two, the focus was on the number of university institutions that are recognized to operate in the URT and their associated registration statuses. In this chapter, the focus is on governance and management in university institutions. The quality of leadership in higher education institutions has been a subject of intense discussion since the 1980s<sup>7</sup>. Increasing student population, changes in funding models for higher education students, increased marketization, and continuing globalization of the sector are among the key factors that have triggered the need for effective leadership of higher education institutions. In recognition of this fact, TCU has been among other things, monitoring qualities of top management of university institutions on the understanding that it plays a pivotal role in the smooth day-to-day operations, guiding the development process including management of institutional human and financial resources, policy-making (initiating policy change or formulation) and hence, ensuring growth and sustainable development consistent with the vision and mission of the institution.

In view of the above contextual information, assessment of governance and administration with reference to the top management as per set standards was considered indispensable in this publication. However, the analysis of adequacy of Top Management considered only Universities (Full-Fledged Universities and University Colleges).

As per Section 36 (3) of the Universities Act, Cap 346 of the Laws of Tanzania, a qualified Vice Chancellor must be a Full Professor, Associate Professor, or a Senior Academician. On the other hand, a Deputy Vice Chancellor is required to be a Full Professor or Associate Professor. The later requisite qualifications are also applicable to the position of Deputy Principal/Provost.

Based on the previously mentioned legal framework, the principal organs of governance in university institutions (Universities, University Colleges and Campuses) are described in details in Section 43 (1) of the Universities Act 2005. On the other hand, as revealed hitherto and consistent with Part V of the Universities Act 2005, administration of a university institution includes the Chancellor, Vice Chancellor, Deputy Vice Chancellor, Principal of a University College, Deputy Principals, Director, Deputy Director and Registrar. However, in the context of this book, university institutions' top management was restricted to the Vice Chancellor, Deputy Vice Chancellors, Principals/Provosts, and Deputy Principals/Provosts.

The analysis in this chapter used data collected from 45 University institutions (32 Full-Fledged Universities and 13 University Colleges). Two (2) Full-Fledged

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<sup>7</sup> Black, S.A (2015). Qualities of effective leadership in higher education. *Open Journal of Leadership*, Vol.4, pp. 54-66.

Universities, namely University of Bagamoyo and Mwalimu Julius K. Nyerere University of Agriculture and Technology did not provide information, as they were not academically active at the time of execution of the academic audit in June 2018. Further, two University Colleges, namely Mbeya College of Health and Allied Sciences (MCHAS), and St. Joseph University College of Health and Allied Sciences (SJUCHAS) did not also provide data. The former (MCHAS), was in its early stages of establishment, thus, was considered not to have adequate information while information for the latter (SJUCHAS) was collected from the mother university (i.e., St. Joseph University in Tanzania).

### **3.2 Institutional Governance**

Table 9 provides statistics on adequacy of qualified top management. As the table shows, at the time of data collection, some university institutions had inadequate qualified top management as per the set quality standards. Among Full-Fledged University institutions, private institutions were more likely to have at least one unqualified (as per the aforementioned requisite qualifications) top management staff compared to their counterpart public university institutions (76.2% private against 18.9% public). On the other hand, all two (100%) public University Colleges had qualified top management as compared to only slightly more than a quarter (27.2%) of the total private University Colleges.

**Table 9: Adequacy of qualified top management in universities**

SN	Institution type	Number of University institutions	Number of University institutions with adequate qualified top management	Percentage of the total institutions within the type
1	Public Full-Fledged Universities	11	9	81.8
2	Private Full-Fledged Universities	21	5	23.8
3	Public University Colleges	2	2	100.0
4	Private University Colleges	11	3	27.8
	Total	45	19	42.2%

It is expected that the statistics presented in Table 9 might have changed due to continued compliance (by the university institutions) to established quality assurance standards that are constantly being enforced by the Commission. Meanwhile, the fact that most of the privately owned institutions did not have qualified top management suggests that such institutions have perhaps failed to attract qualified senior academicians.

#### **3.2.1 Institutional Governance Tools**

The analysis aimed to assess the availability and validity of various governance tools. The governance tools assessed are listed in Box 1. These tools coupled with assessment of adequacy of top management were considered critical for effective and efficient operations and sustainability (*ceteris paribus*) of the institutions. These tools were considered as critical guiding principles for effective and efficient operations and sustainability (*ceteris paribus*) of Universities. For example, a Corporate Strategic Plan provides a strategic direction in which the

institution is heading through setting priorities and plans to implement them to meet the institution's goals consistent with its vision and mission.

#### **BOX 1: University governance tools**

- ✓ Admission Regulations
- ✓ Consultancy Services Policy
- ✓ Examination Regulations
- ✓ Facilities' Inventory and Maintenance Policy/Manual
- ✓ Financial Regulations
- ✓ Human Resources Policy/Manual
- ✓ ICT Policy
- ✓ Land Use Master Plan
- ✓ Online Admission System
- ✓ Quality Assurance Office/Directorate
- ✓ Quality Assurance Policy
- ✓ Recent Prospectus
- ✓ Research Policy
- ✓ Rolling Strategic Plan
- ✓ Staff Recruitment, Promotion and Development Policy/Manual
- ✓ Student By-Laws/Handbook
- ✓ Student Support Services Manual
- ✓ Students' Association
- ✓ Workers' Union

Table 10 presents the degree of existence of these tools in Full-Fledged Universities and their constituent colleges. Notable differences in terms of availability of governance tools were observed to exist between and within types of institution. Detailed analysis of the extent of existence of some of the tools is provided in the following subsections

##### **3.2.1.1 Rolling strategic and land use master plans**

The findings revealed that Rolling Strategic Plans were available in all public university institutions irrespective of type of institution. This was different from private university institutions. It was observed that some of them (14% and 9% for Full-Fledged Universities and University Colleges, respectively) lacked this important document while some of them had it in draft form (10% and 9% of all Full-Fledged Universities and University Colleges, respectively). Further to that, 5% of the private Full-Fledged Universities had outdated Rolling Strategic Plans while the two (2) public University Colleges had no land use master plans (Table 10).

### **3.2.1.2 Admission and examination regulations**

It was imperative to find out if universities had in place admission and examination regulations. These documents are considered critical in the determination of the quality of academic output. Whereas the later sets standards to measure the quality of admitted students, the presence of later determines the quality of assessment and ultimately the final product of a university. It was observed that all public institutions had in place admission and examination regulations. In contrast, only examination regulations were available in all private University Colleges. Of the total 21 private Full-Fledged Universities, 3 (about 14%) and 1 (5%) had no admission and examination regulations, respectively. Moreover, of the total 11 private University Colleges, 2 (18%) had no evidence of existence of admission regulations. At that point in time, online admission systems were not available in some 24% and 9% of the private Full-Fledged Universities and University Colleges, respectively. Contrary to the previous finding, all public university institutions had online admission systems.

### **3.2.1.3 Quality assurance office/unit and policy**

The findings showed that all public university institutions visited had a designated place or established a unit for quality assurance matters and had a quality assurance policy. Equally, all 11 University Colleges had a designated place or office for quality assurance. In contrast, 24% and 19% of the private Full-Fledged Universities had not established a quality assurance unit or directorate and they had not developed a quality assurance policy, respectively while 9% of the private University Colleges had not developed a quality assurance policy.

### **3.2.1.4 Financial regulations**

Financial stability of an institution is essential for sustainability of services offered by the institution. This depends partly on the existence of effective financial regulations. In this regard, it was also considered important to gather information regarding existence of financial regulations in university institutions. The findings revealed that all public institutions and private University Colleges visited had financial regulations. However, 19% of the total eleven (11) private Full-Fledged Universities had no financial regulations (Table 10).

### **3.2.1.5 Students' support services manual**

Unlike the other governance tools, there were limited documentations to ascertain existence of support services to students during their academic stay at the institution. Of the total public and private Full-Fledged Universities, slight above half (55% and 57% for public and private, respectively) had students' support services manuals. Furthermore, about two-thirds (64%) of the total private University Colleges had no students' support services manuals. Other details are as summarized in Table 10.

**Table 10: Governance tools (percentage) available in university institutions**

### ***3.3 Summary***

The findings in this chapter demonstrate that governance in university institutions was adequate in a number of aspects. In terms of adequacy of top management (in the context defined in this book), at the time of implementation of the audit mission, some institutions had at least one top management staff who lacked the requisite qualifications (in line with established standards) for the post. Moreover, a number of governance tools were observed in several university institutions, though at varying rates between and within public and private institutions, with the later institutions exhibiting more variability between and within institutions and had fewer governance tools.

## CHAPTER 4

### Academic Staff Disposition in University Institutions

#### 4.1 Introduction

In Chapter Three, the focus was on governance and management issues in university institutions. In this chapter, the focus is on the number and qualifications (or highest level of education attained) of academic staff in the reported institutions. Analyses in this chapter used data that were collected from 53 institutions.

As per the *Second Edition of Quality Assurance General Guidelines and Minimum Standards for Provision of University Education in Tanzania*, 2014, academic members of staff have qualifications ranging from PhD to Bachelor degrees. Their designations range from full Professors/ Library Professors/Research Professors, Associate Professors/ Associate Library Professors/Associate Research Professors, Senior Lecturers/ Senior Librarians/Senior Research Fellows, Lecturers/ Librarians/Research Fellows, Assistant Lecturers/ Assistant Librarians/Assistant Research Fellows to Tutorial Assistants/Assistant Library Trainees.

As per the referred Standards and Guidelines, the lowest employment entry point for teaching staff in universities is Tutorial Assistant/Assistant Library Trainee while for the research fellow cadre; the lowest entry point is Assistant Research Fellow. Moreover, the main duties of Tutorial Assistants/Assistant Library Trainees are to assist lecturers in their routine teaching activities especially overseeing tutorials, seminars, practicals and in marking scripts under the guidance of appointed mentors. Meanwhile, as per the Quality Assurance Guidelines and Standards, it is a requirement that all members of academic staff attain the highest qualification (PhD) in their profession except for medicine where an MMed or equivalent is acceptable. However, based on the job descriptions of technical staff in university institutions, it is not binding for them to have a PhD as long as one has the minimum qualifications required to effectively and efficiently perform his/her duties.

However, it is worthwhile mentioning here that while there are harmonized recruitment and promotion criteria for members of academic staff in public university institutions, the same are missing in private university institutions. The absence of harmonised criteria for recruitment and promotion of academic staff across universities has led to confusion and inconstancies in the employment and ranking of academic staff. This matter has for sometime been a major concern that needs to be addressed through development of guidelines to cover different aspects of human resources management practices in university institutions in order to overcome the existing discrepancies and misunderstanding. It is in this regard, that TCU through support from the World Bank under the Education and Skills for Productive Jobs Programme for Results (ESPJ-PforR) hosted by the

Ministry of Education, Sciences and Technology has embarked on the establishment of relevant guidelines and standards.

The analysis in this chapter used data collected from 53 university institutions (n=15 public university and n=38 private university) of which 31 were Full-Fledged Universities, 12 were University Colleges and 10 were University Campuses, Centres and Institutes.

#### **4.2 Number of Academic Staff**

A total of 8,307 members of academic staff including 660 (7.9%) technical staff were present in the various public and private university institutions as at 2<sup>nd</sup> June 2018. This means that of the total 8,307 academic staff, 7,647 (92.1%) were teaching staff. Technical staff included Laboratory Technicians, Workshop Instructors, Forest and Field Attendants and Laboratory Engineers, among others.

Table 11 presents some descriptive statistics of numbers of academic staff (teaching and technical staff) in university institutions. The mean (standard deviation or SD) number of total academic staff (combined for teaching and technical) per institution was 157 (243) with a range of 1,428 (minimum 21 and maximum 1,449) staff. The median number of academic staff was 76, implying that 50% of the institutions had members of academic staff below 76 while the remaining 50% of the institutions had members of academic staff above the median value of 76 staff, that is, they had more than 76 academic staff. However, when teaching staff were considered separately, the mean (SD) number of teaching staff per institution was 144 (217) and ranged from a minimum of 21 to a maximum of 1,327 staff, and the median value was 72 staff.

On the other hand, the mean (SD) number of technical staff per institutions was 12 (34) and ranged from a minimum of 0 to a maximum of 214 staff and the median value was 2 staff. Overall, the distribution of academic members of staff (teaching and technical combined) in university institutions was found to be non-normally distributed (Shapiro-Wilk test of normally, p<0.001).

When considered separately, the distributions of teaching and technical staff were also individually found to be non-normally distributed, implying that university institutions had different number of teaching and technical staff. This is not unexpected in university institutions since one of the key determining factors of staff population in university institutions is size of the institution, which is determined largely by number of students, which in turn is determined by the number and nature of programmes that the institution runs. Some programmes require technical staff while others do not.

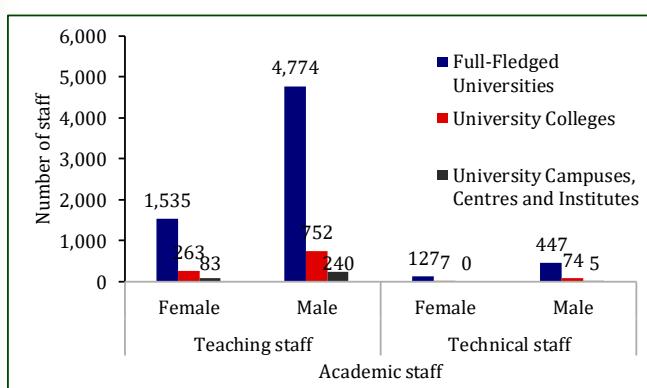
**Table 11: Descriptive statistics of number of academic staff (teaching and technical)**

Summary statistic	Estimated value		
	Teaching staff	Technical staff	Overall
Mean	144	12	157
Standard Deviation	217	34	243
Range	1,306	214	1,428
Minimum	21	0	21
Maximum	1,327	214	1,449
Sum	7,647	660	8,307
Percentile			
25	43	0	46
50	72	2	76
75	163	11	166
Skewness	4	5	4

#### **4.3 Academic Staff by Type of Institution and Sex**

More than three-quarters ( $n=6,309$ ; 82.5%) of the total 7,647 teaching staff (excluding technical staff) in university institutions were from Full-Fledged Universities. University Colleges, and University Campuses, Centres and Institutes accounted for 13.3% ( $n=1,015$ ) and 4.2% ( $n=323$ ), respectively of the total teaching staff in the institutions (Figure 3). A similar pattern was also observed for technical staff whereby 574 (87.0%) of the staff were from Full-Fledged Universities. University Colleges, and University Campuses, Centres and Institutes accounted for 12.3% ( $n=81$ ) and 0.8% ( $n=5$ ), respectively of the total technical staff in the institutions.

In terms of sex, the analysis revealed that university institutions in the country are largely dominated by male teaching staff. Of the total 7,647 teaching staff in university institutions, about three-quarters ( $n=5,766$ ; 75.4%) were males and the remaining 1,881 (24.6%) were females. Likewise, a significant proportion of the total technical staff ( $n=526$ ; 79.7%) were males and the remaining 134 (20.3%) were females. Overall, male academic staff (both teaching and technical) accounted for about three-quarters ( $n=6,292$ ; 75.7%) of the total academic staff while females accounted for the remaining proportion (i.e.,  $n=2,015$ ; 24.3%).



**Figure 3: Academic staff by institution type and sex**

#### ***4.4 Academic Staff by Cluster and Ownership of Institution***

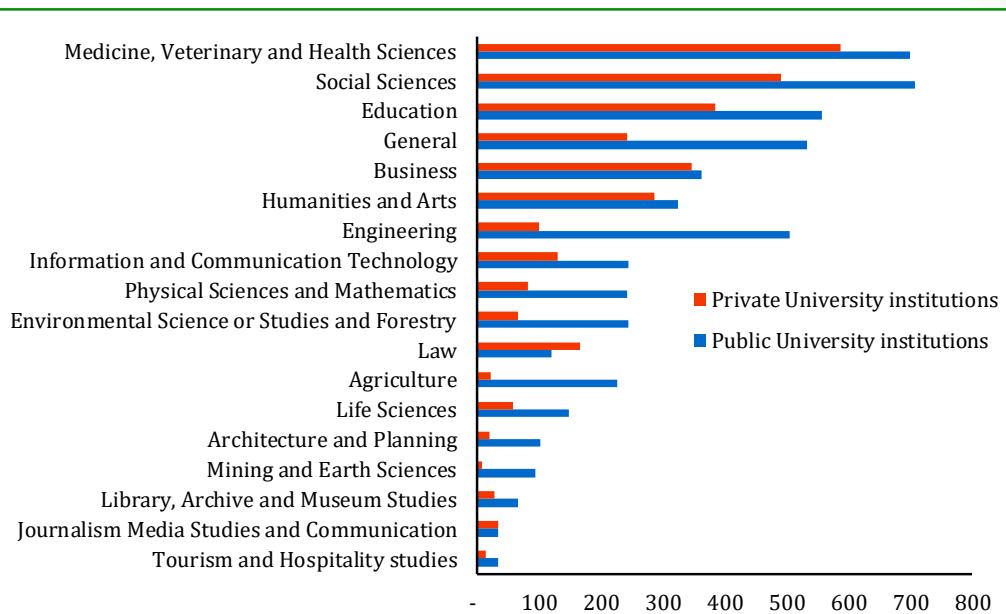
On award clusters or fields of specialization of academic members of staff (teaching and technical) in university institutions, the results revealed that a significant proportion of them were concentrated in seven (7) out of the total 18 fields of specialization or clusters. The said leading clusters (n; %) are, namely Medicine, Veterinary and Health Sciences (n=1,287; 15.5%), Social Sciences (n=1,200; 14.4%), Education (n=941; 11.3%), General (n=775; 9.3%), Business (n=708; 8.5%), Humanities and Arts (n=611; 7.4%), and Engineering (n=605; 7.3%). Altogether, these seven (7) clusters accounted for 73.8% (n=6,127) of the total staff population in the university institutions (Table 12). The last seven (7) clusters in terms of low number of staff (in decreasing order of magnitude of number of staff) were Agriculture (n=248; 3.0%), Life Sciences (n=206; 2.5%), Architecture and Planning (n=123; 1.5%), Mining and Earth Sciences (n=102; 1.2%), Library, Archive and Museum Studies (n=92; 1.1%), Journalism Media Studies and Communication (n=66; 0.8%), and Tourism and Hospitality Studies (n=47; 0.5%) (Table 12).

**Table 12: Academic staff by award cluster and ownership of institution**

SN	Award cluster	Public University Institutions				Private University Institutions				Grand total	Percentage of the total
		Female	Male	Total	Percent	Female	Male	Total	Percent		
1	Medicine, Veterinary and Health Sciences	125	575	700	54.4	122	465	587	45.6	1,287	15.5
2	Social Sciences	203	505	708	59.0	110	382	492	41.0	1,200	14.4
3	Education	180	377	557	59.2	107	277	384	40.8	941	11.3
4	General	135	398	533	68.8	44	198	242	31.2	775	9.3
5	Business	84	278	362	51.1	81	265	346	48.9	708	8.5
6	Humanities and Arts	97	228	325	53.2	68	218	286	46.8	611	7.4
7	Engineering	90	415	505	83.5	12	88	100	16.5	605	7.3
8	Information and Communication Technology	60	184	244	65.2	27	103	130	34.8	374	4.5
9	Physical Sciences and Mathematics	39	203	242	74.5	17	66	83	25.5	325	3.9
	Environmental Science or Studies and										
10	Forestry	69	175	244	78.7	17	49	66	21.3	310	3.7
11	Law	25	96	121	42.2	58	108	166	57.8	287	3.5
12	Agriculture	69	157	226	91.1	9	13	22	8.9	248	3.0
13	Life Sciences	41	108	149	72.3	19	38	57	27.7	206	2.5
14	Architecture and Planning	22	81	103	83.7		20	20	16.3	123	1.5
15	Mining and Earth Sciences	19	75	94	92.2	3	5	8	7.8	102	1.2
16	Library, Archive and Museum Studies	21	44	65	70.7	9	18	27	29.3	92	1.1
	Journalism Media Studies and										
17	Communication	9	24	33	50.0	7	26	33	50.0	66	0.8
18	Tourism and Hospitality studies	12	22	34	72.3	5	8	13	27.7	47	0.6
	Grand total	1,300	3,945	5,245	63.1	715	2,347	3,062	36.9	8,307	100.0

When the data were disaggregated by university ownership (public against private) of the institution, variations were observed between the two category of institutions. The results revealed that more than half (n=5,245; 63.1%) of the total academic staff were from public university institutions while the remaining 3,062 (36.9%) were from private institutions (Table 12).

Private university institutions had more staff in only one (1) of the total 18 clusters. That is, there were more academic staff in the Law cluster (57.8% private versus 42.2% public). With the exception of Journalism Media Studies and Communication cluster in which private and public institutions had equal proportions of staff, in all the remaining clusters, public university institutions had the highest proportions of staff. The proportions of staff in public university institutions was far much higher than that in private university institutions especially in the Mining and Earth Sciences (92.2% public versus 7.8% private), Agriculture (91.1% public versus 8.9% private), Architecture and Planning (83.7% public versus 16.3% private), Engineering (83.5% public versus 16.5% private), Environmental Science or Studies and Forestry (78.7% public versus 21.3% private), Physical Sciences and Mathematics (74.5% public versus 25.5% private), Life Sciences (72.3% public versus 27.7% private), and Tourism and Hospitality Studies (72.3% public versus 27.7% private) and as revealed in Figure 4.



**Figure 4: Academic staff in public and private university institutions**

#### 4.5 Academic Staff by Level of Education

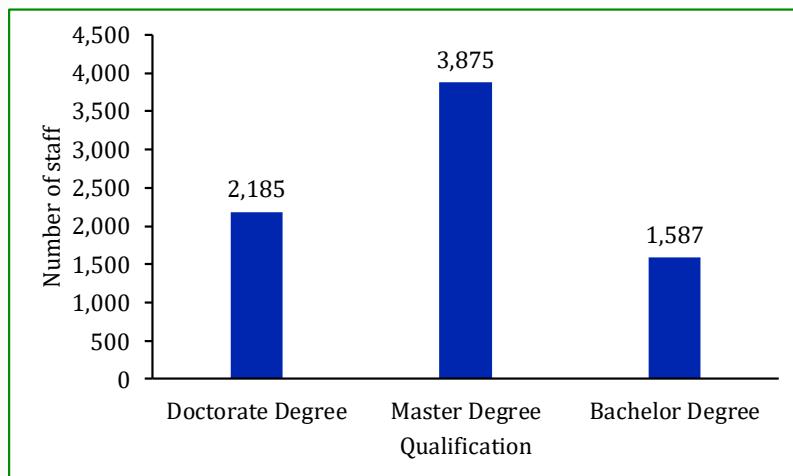
Of the total 7,647 teaching staff (i.e., excluding technical staff) in university institutions, PhD holders accounted for 28.6% (n=2,185) while Master and Bachelor degree holders accounted for 50.7% (n=3,875) and 20.8% (n=1,587), respectively. Cumulatively, PhD and Master degree holders accounted for more

than three-quarters ( $n= 6,060$ ; 79.2%) of the total population of teaching staff in university institutions (Figure 5). On the other hand, of the total 660 technical staff in university institutions, PhD holders accounted for 1.8% ( $n=12$ ) while Master and Bachelor degree holders accounted for 13.2% ( $n=87$ ) and 25.3% ( $n=167$ ), respectively of the total technical staff in university institutions. Other qualifications of technical staff are as shown in Figure 6.

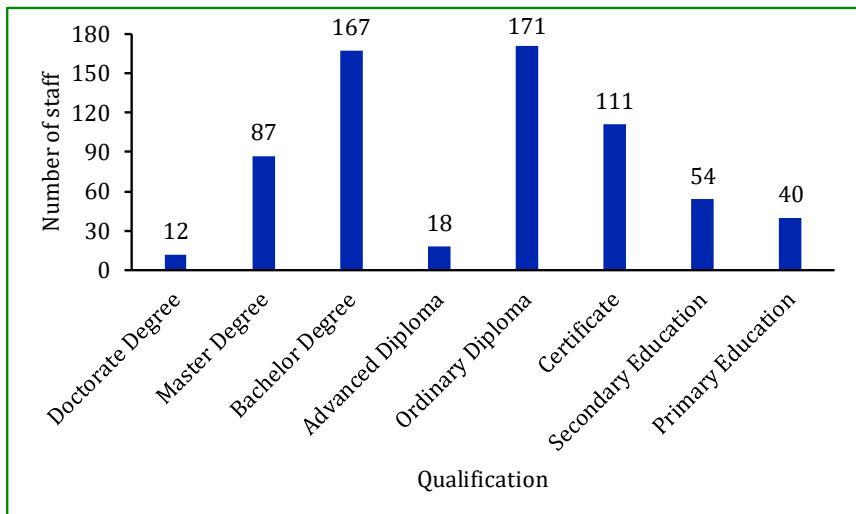
Of the total PhD holders, Full-Fledged Universities accounted for 87.4% ( $n=1,908$ ) while University Colleges, and University Campuses, Centres and Institutes accounted for 9.9% ( $n=215$ ) and 2.7% ( $n=59$ ), respectively. Table 13 provides the number of academic staff by qualifications or level of education and type of institution disaggregated by sex.

Table 14 gives the number of academic staff by level of education and ownership of institution (public against private). From the table, it is clear that public university institutions were more likely to have PhD holders than private university institutions. Of the total PhD holders (i.e., 2,197), more than two-thirds ( $n=1,499$ ; 68.2%) were from public institutions while the corresponding proportion in private university institutions was 31.8% ( $n=698$ ).

On average, there were 100 staff with Doctoral degrees in each of the 15 public university institutions compared to 18 PhD holders in each of the 38 private university institutions considered for analysis in this chapter. Likewise, on the average, there were 156 and 74 academic members of staff with Master and Bachelor degrees, respectively in each of the 15 public university institutions compared to 43 and 17 staff with equivalent qualifications (Master and Bachelor's degrees, respectively) in each of the 38 private university institutions. However, given the fact that the distribution of staff was non-normally distributed (with extreme values), the information on average number of staff as described here should be interpreted with caution since simple average is affected by extreme values and hence, is not a good measure of central tendency or average in case there are extreme values in the dataset as it is in the present case.



**Figure 5: Teaching staff by level of education**



**Figure 6: Technical staff by level of education**

**Table 13: Academic staff (teaching and technical) by level of education and type of institution**

Level of Education <sup>8</sup>	Sex	Type of institution			Grand Total	% qualification (Teaching and Technical)
		Full-Fledged Universities	University Colleges	University Campuses, Centres and Institutes		
Doctorate Degree	Female	426	40	16	482	26.4
	Male	1,501	168	46	1,715	
	Total	1,927	208	62	2,197	
Master Degree	Female	784	137	53	974	47.7
	Male	2,447	405	136	2,988	
	Total	3,231	542	189	3,962	
Bachelor Degree	Female	371	83	21	475	21.1
	Male	1,018	210	51	1,279	
	Total	1,389	293	72	1,754	
Advanced Diploma	Female	4			4	0.2
	Male	10	4		14	
	Total	14	4		18	
Ordinary Diploma	Female	32	2		34	2.1
	Male	108	29		137	
	Total	140	31		171	
Certificate	Female	17	2		19	1.3
	Male	71	16	5	92	
	Total	88	18	5	111	
Secondary Education	Female	16			16	0.7
	Male	38			38	
	Total	54			54	
Primary Education	Female	11			11	0.5
	Male	29			29	
	Total	40			40	
<b>Grand Total</b>		<b>6,883</b>	<b>1,096</b>	<b>328</b>	<b>8,307</b>	<b>100</b>

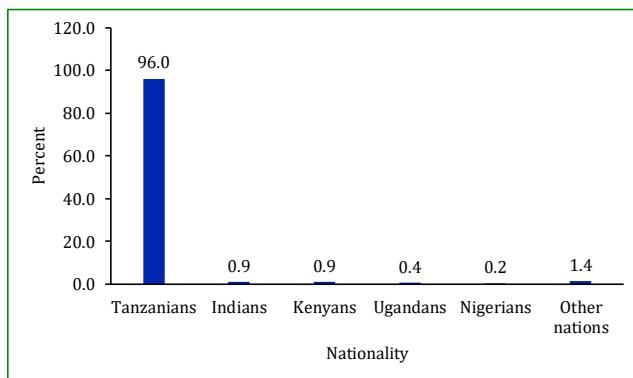
<sup>8</sup> Note: Level of education of teaching staff in university institutions ranges from bachelor to PhD only

**Table 14: Academic staff (teaching and technical) by level of education and ownership**

Education level	Ownership of institution				Total
	Public	Percentage (of the total)	Private	Percentage (of the total)	
Doctorate Degree	1,499	68.2	698	31.8	2197
Master Degree	2,335	58.9	1,627	41.1	3962
Bachelor Degree	1,109	63.2	645	36.8	1754
Advanced Diploma	12	66.7	6	33.3	18
Ordinary Diploma	122	71.3	49	28.7	171
Certificate	80	72.1	31	27.9	111
Secondary Education	52	96.3	2	3.7	54
Primary Education	36	90.0	4	10.0	40
Grand Total	5,245	63.1	3,062	36.9	8,307

#### **4.6 Academic Staff by Nationality**

According to the data, most of the academic staff (n=7,975; 96.0%) in university institutions in the country were Tanzanians. Indians and Kenyans each accounted for 0.9% (n=80) and (n=76), respectively while Ugandans and Nigerians accounted for 0.4% (n=38) and 0.2% (n=21), respectively of the total population of academic staff in university institutions in the country. Others were from more than 20 countries and in sum accounted for about 1.4% of the total population of academic staff in the country (Figure 7).



**Figure 7: Academic (teaching and technical) staff by nationality**

#### **4.7 Academic Staff by Employment Status**

Employment status in university institutions can be on permanent, part-time or contract basis. The results revealed that 7,701 (92.7%) of the total population of academic staff in university institutions were working on full-time basis. Staff who were working on part-time basis accounted for 4.9% (n=403) while 188 (2.3%) were working on contractual basis.

A comparison between the different types of institutions was made and the results revealed that Full-Fledged Universities were more likely to have full-time staff (93.9%) compared to University Colleges (89.8%) or University Campuses, Centres and Institutes (78.4%). In other words, University Campuses, Centres and Institutes

were more likely to have part-time lecturers (21.6%) as opposed to Full-Fledged Universities (6.1%) or University Colleges (10.2%) as Table 15 shows.

**Table 15: Academic staff by employment status and type of institution**

Employment status	Full-Fledged Universities			University Colleges			University Campuses, Centres and Institutes			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
1 Full-Time	1,609	4,851	6,460	239	745	984	71	186	257	7,701
2 Part-Time	29	203	232	24	80	104	9	58	67	403
3 Contract	26	150	176	8	8	16	3	1	4	188
4 Volunteer	3	7	10							10
5 Visiting Lecturer	2	3	5							5
	1,669	5,214	6,883	263	833	1,096	83	245	328	8,307

When the data on employment status were disaggregated by institution ownership (public against private), some notable differences were observed. In particular, 5,152 (98.2%) of the total staff in public university institutions were working on full-time basis while the corresponding number in private university institutions was 2,549 (83.3%). Furthermore, private university institutions were about 31 times more likely to have part-time staff than their counterpart public university institutions. The corresponding figures were 12.5% for private against 0.4% for public university institutions (Table 16).

**Table 16: Academic staff by employment status and ownership of institution**

SN	Employment Status	Ownership of institution						Grand total
		Public			Private			
		Female	Male	Total	Female	Male	Total	
1	Full-Time	1,364	3,788	5,152	538	2,011	2,549	7,701
2	Part-Time	6	15	21	76	306	382	403
3	Contract	34	38	72	25	91	116	188
4	Volunteer	0	0	0	3	7	10	10
5	Visiting Lecturer	0	0	0	2	3	5	5
Grand total		1,404	3,841	5,245	644	2,418	3,062	8,307

#### 4.8 Summary

The analysis in this chapter revealed that 8,307 members of academic staff including 660 (7.9%) technical staff were present in 53 university institutions in the country as at 2<sup>nd</sup> June 2018. Alternatively speaking, of the total 8,307 members of academic staff, 7,647 (92.1%) were teaching staff. Technical staff included Laboratory Technicians, Workshop Instructors, Forest and Field Attendants and Laboratory Engineers, among others. There were notable variations between institutions in terms of population of academic staff. The mean (SD) number of total academic staff was 157 (243) with a range of 1,428 (minimum 21 and maximum 1,449) staff. The median number of teaching staff was 76, indicating that 50% of the institutions had members of academic staff below 76 while the remaining 50% of the institutions had members of academic staff above the median value of 76 staff. However, when teaching staff were considered separately, the mean (SD) number of teaching staff was 144 (217) and ranged from a minimum of 21 to a maximum of 1,327 staff, and the median value was 72 staff. On the other hand, the mean (SD) number of technical staff in university institutions was 12 (34) and ranged from a minimum of 0 to a maximum of 214 staff and the median value was 2 staff.

The results revealed further that more than three-quarters (n=6,309; 82.5%) of the 7,647 teaching staff (excluding technical staff) in university institutions were from Full-Fledged Universities. University Colleges, and University Campuses, Centres and Institutes represented 13.3% and 4.2%, respectively of the total teaching staff in the institutions. A similar pattern was also observed for technical staff whereby 574 (87.0%) were from Full-Fledged Universities. University Colleges, and University Campuses, Centres and Institutes accounted for 12.3% and 0.8%, respectively of the total technical staff in the institutions.

In terms of sex, the analysis revealed that of the total 7,647 teaching staff in university institutions, about three-quarters (n=5,766; 75.4%) were males and 1,881 (24.6%) were females. Likewise, a significant proportion of the total technical staff (n=526; 79.7%) were males and 134 (20.3%) were females. Overall, male academic staff (both teaching and technical) accounted for about three-quarters (n=6,292; 75.7%) of the total academic staff while females accounted for the remaining proportion (i.e., n=2,015; 24.3%).

On areas of specialization or clusters, members of academic staff in university institutions were distributed across 18 different clusters. However, the predominant clusters (by number of staff) were seven (7), which are Medicine, Veterinary and Health Sciences (n=1,287; 15.5%), Social Sciences (n=1,200; 14.4%), Education (n=941; 11.3%), General (n=775; 9.3%), Business (n=708; 8.5%), Humanities and Arts (n=611; 7.4%), and Engineering (n=605; 7.3%). Altogether, these seven (7) clusters accounted for 73.8% (n=6,127) of the total staff population in the university institutions. The last seven (7) clusters in terms of low number of staff (in decreasing order of magnitude of number of staff) were Agriculture (n=248; 3.0%), Life Sciences (n=206; 2.5%), Architecture and Planning (n=123; 1.5%), Mining and Earth Sciences (n=102; 1.2%), Library, Archive and Museum Studies (n=92; 1.1%), Journalism Media Studies and Communication (n=66; 0.8%), and Tourism and Hospitality Studies (n=47; 0.5%).

When the data were disaggregated by university ownership (public against private), the results revealed that more than half (n=5,245; 63.1%) of the academic staff were from public university institutions while the remaining 3,062 (36.9%) were from private institutions. Further analysis revealed that private university institutions had more staff in the Law cluster (57.8% private versus 42.2% public) while with the exception of Journalism Media Studies and Communication cluster in which private and public institutions had equal proportions of staff, in all the remaining clusters, public university institutions had the highest proportions of staff. The proportions of staff in public university institutions was far much higher than that in private university institutions particularly in the Mining and Earth Sciences (92.2% public versus 7.8% private), Agriculture (91.1% public vs. 8.9% private), Architecture and Planning (83.7% public versus 16.3% private), Engineering (83.5% public versus 16.5% private), Environmental Science or Studies and Forestry (78.7% public versus 21.3% private), Physical Sciences and Mathematics (74.5% public versus 25.5% private), Life Sciences (72.3% public versus 27.7% private), and Tourism and Hospitality Studies (72.3% public versus 27.7% private).

Of the total 7,647 teaching staff (i.e., excluding technical staff) in university institutions, PhD holders accounted for 28.6% (n=2,185) while Master and Bachelor degree holders accounted for 50.7% (n=3,875) and 20.8% (n=1,587), respectively. Cumulatively, PhD and Master degree holders accounted for more than three-quarters (n= 6,060; 79.2%) of the total population of teaching staff in university institutions. Further, of the total 660 technical staff in university institutions, PhD holders accounted for 1.8% (n=12) while Master and Bachelor degree holders accounted for 13.2% (n=87) and 25.3% (n=167), respectively of the total technical staff in university institutions.

Of the total PhD holders, Full-Fledged Universities accounted for 87.4% (n=1,908) while University Colleges, and University Campuses, Centres and

Institutes accounted for 9.9% (n=215) and 2.7% (n=59), respectively. Further, public university institutions were more likely to have PhD holders than private university institutions. Of the total PhD holders (i.e., 2,197), more than two-thirds (n=1,499; 68.2%) were from public institutions while the corresponding proportion in private university institutions was 31.8% (n=698).

Most of the academic staff (n=7,975; 96.0%) in university institutions in the country were Tanzanians. Indians and Kenyans each accounted for 0.9% (n=80) and (n=76), respectively while Ugandans and Nigerians accounted for 0.4% (n=38) and 0.2% (n=21), respectively of the total population of academic staff in university institutions in the country.

Regarding employment status, the results revealed that 7,701 (92.7%) of the total population of academic staff in university institutions were working on full-time basis. Staff who were working on part-time basis accounted for 4.9% (n=403) while 188 (2.3%) were working on contractual basis.

When the data were disaggregated by type of institution (Full-Fledged Universities, University Colleges, and University Campuses, Centres, and Institutes), the results revealed that Full-Fledged Universities were more likely to have full-time staff (93.9%) compared to University Colleges (89.8%) or University Campuses, Centres and Institutes (78.4%). In other words, University Campuses, Centres and Institutes were more likely to have Part-time Lecturers (21.6%) as opposed to Full-Fledged Universities (6.1%) or University Colleges (10.2%).

On employment status by ownership of institution (public against private), the results revealed that 5,152 (98.2%) of the total staff in public university institutions were working on full-time basis while the corresponding number in private university institutions was 2,549 (83.3%). Furthermore, private university institutions were 31 times more likely to have part-time staff than their counterpart public university institutions. The corresponding figures were 12.5% for private against 0.4% for public university institutions.

The findings in this chapter suggest that efforts to raise the population of academic members of staff in university institutions should go hand-in-hand with establishment of effective and sustainable staff development strategies that aim at training academic staff at PhD levels.

## CHAPTER 5

# Administrative Staff Disposition in University Institutions

### 5.1 *Introduction*

In Chapter Four, the focus was on the numbers and qualifications of academic staff only (including technicians) in university institutions although staff in university institutions include administrative staff. For that reason, this chapter provides statistics on numbers and qualifications (also measured by highest level of education attained) of administrative staff disaggregated by different variables including sex and type of institution.

Administrative staff in university institutions in Tanzania include but not limited to Human Resources Officers (HROs), Accountants, Planning Officers, Estates Managers, Librarians, Personal Secretaries (PS), Drivers, Cleaners, Security Officers, Messengers etc. The number and highest education level of administrative staff varies depending on the institutional requirements. However, for Government or public university institutions, the development of the administrative staff cadre is guided by existing government policies and standardized procedures that govern their recruitment, promotion and retention. On the other hand, the number and highest level of education of administrative staff cadre in private university institutions depend largely on an individual institution's set policies and procedures. Similarly, the analysis on the number and level of education of administrative staff was based on data from 53 university institutions (30 Full-Fledged Universities, 12 University Colleges and 11 University Campuses, Centres and Institutes).

### 5.2 *Number of Administrative Staff*

A total of 5,799 members of administrative staff were available in the 53 university institutions as at 2<sup>nd</sup> June 2018. The mean (SD) number of administrative staff was 109 (177) staff per institution with a range of 890 (minimum 2 and maximum 892) staff. The median number of administrative staff was 40, indicating that 50% of the institutions had administrative staff below 40 while the remaining 50% of the institutions had administrative staff above the median value of 40 staff (Table 17). As was the case for academic staff, the distribution of administrative staff in university institutions was also found to be non-normally distributed (Shapiro-Wilk test of normally,  $p<0.001$ ).

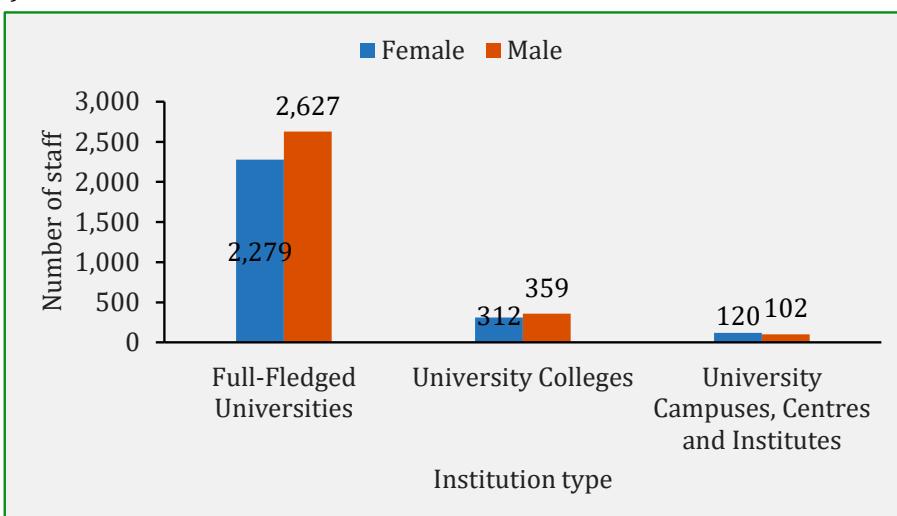
**Table 17: Descriptive statistics of number of administrative staff**

Summary statistic	Estimated value
Mean	109
Standard deviation	177
Range	890
Minimum	2
Maximum	892
Sum	5,799
Percentile	
25	20
50	40
75	110
Skewness	3.0

On the gender dimension, as it was for academic members of staff, male administrative staff were the majority in most university institutions. Overall, males accounted for 53.2% ( $n=3,088$ ) while females accounted for the remaining proportion ( $n=2,711$ ; 46.8%) of the total population of administrative staff in the institutions.

### 5.3 Administrative Staff by Type of Institution

The analysis revealed that Full-Fledged Universities had the highest proportion of administrative staff than the other types of institutions. In particular, Full-Fledged Universities accounted for about 84.6% ( $n=4,906$ ) of all administrative staff in the university institutions. University Colleges, and University Campuses, Centres and Institutes accounted for 11.6% ( $n=671$ ) and 3.8% ( $n=222$ ), respectively (Figure 8).



**Figure 8: Administrative staff by type of institution and sex**

The analysis on the composition of administrative staff between public and private university institutions revealed that public institutions represented about 76.0% (n=4,406) while private university institutions accounted for only 24.0% (n=1,393) of the population of administrative staff in university institutions in the country. Whereas private Full-Fledged Universities had 19.4% (n=952) of the total administrative staff in all Full-Fledged Universities, public Full-Fledged Universities had 80.6% (n=3,954) as Table 18 shows. On average (number of staff/number of institutions), public Full-Fledged Universities, University Colleges and Campuses had 360, 191 and 35 staff, respectively. The equivalent average numbers of staff in private university institutions were 50, 29 and 17, respectively.

**Table 18: Administrative staff by type and ownership of institution**

SN	Type of institution	Number of institutions	Ownership of institution						Grand total	
			Public			Private				
			Number of staff	Number of institutions	Percent (Public)	Number of staff	Number of institutions	Percent (Private)		
1	Full-Fledged Universities	30	3,954	11	80.6	952	19	19.4	4,906	
2	University Colleges	12	382	2	56.9	289	10	43.1	671	
3	University Campuses, Centres and Institutes	11	70	2	31.5	152	9	68.5	222	
Grand total		53	4,406	15	76.0	1,393	38	24.0	5,799	

#### **5.4 Administrative Staff by Cadre and Type of Institution**

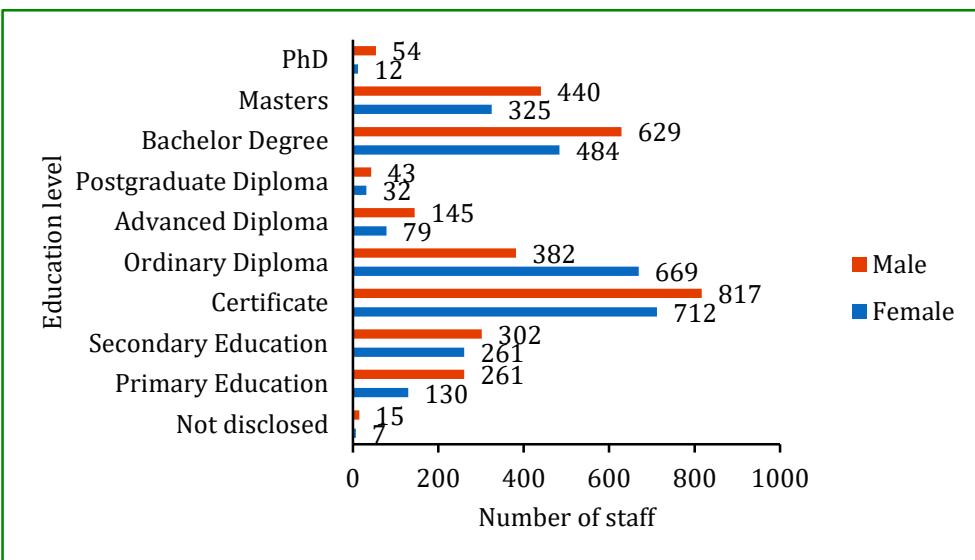
A significant part of the administrative staff in university institutions were Attendants, Accountants, Librarians, and Personal Secretaries. These cadres accounted for 10.5% (n=655), 9.0% (n=520), 8.9% (n=475) and 8.3% (n=441), respectively of the total population of administrative staff in university institutions. Other cadres and their respective number of staff are as shown in Table 19.

**Table 19: Administrative staff by institution type and cadre**

SN	Name of the cadre	Institution type			Total
		Full-Fledged Universities	University Colleges	University Campuses, Centres and Institutes	
1	Attendant	611	36	8	655
2	Librarian	404	78	38	520
3	Accountant	388	60	27	475
4	Personal Secretary	395	36	10	441
5	Security Officer	270	16	4	290
6	Driver	241	26	15	282
7	Office Assistant	234	8	15	257
8	Artisan	223	21	7	251
9	Administrative Officer	203	36	4	243
10	Nurse	189	34	1	224
11	ICT	187	28	6	221
12	Human Resources Officer	159	9	6	174
13	Procurement Officer	133	18	6	157
14	Medical Officer	106	23	2	131
	Records Management Officer	104	5	2	111
16	Warden	84	12	1	97
17	Janitor	84	2	1	87
18	Dean of Students	58	13	4	75
19	Admissions Officer	47	12	8	67
20	Internal Auditor	58	4	0	62
21	Cleaner	38	12	11	61
22	Planning Officer	53	7	1	61
23	Not Disclosed	56	0	4	60
24	Education Officer	0	58	0	58
25	Teacher	37	19	0	56
26	Estates Officer	40	13	2	55
27	Examination Officer	27	5	5	37
28	Legal Officer	24	9	0	33
29	Public Relations Officer	29	1	3	33
30	Receptionist	30	1	1	32
31	Marketing Officer	20	0	1	21
32	Pharmacist	16	3	0	19
33	Health Officer	16	2	0	18
34	Cook	7	5	0	12
35	Academic Officer	11	0	0	11
36	Engineering	11	0	0	11
37	Transport Officer	7	1	0	8
38	Others	306	58	29	393
	Total	4,906	671	222	5,799

## **5.5 Qualification of Administrative Staff**

Figure 9 shows, 1,529 (12.37%) of the total population of administrative staff were holders of certificates. About 8.3% (n=1,113) and 6.0% (n=765) were holders of Bachelor and Master's degrees, respectively while about 12.0% (n=1051) were holders of Ordinary Diploma. Secondary and primary education represented 4.5% (n=563) and 2.2% (n=391), respectively of the total population of administrative staff in university institutions. Only sixty-six (0.2%) of the total administrative staff were PhD holders and varied between males and females (Figure 9).



**Figure 9: Administrative staff by education level and sex**

## **5.6 Summary**

A total of 5,799 members of administrative staff were employed in 53 university institutions. The mean (SD) number of administrative staff was about 109 (177) and ranged from a minimum 2 and maximum of 892 staff.

On the gender dimension, male staff accounted for 53.2% while females accounted for the remaining proportion (46.8%) of the total population of administrative staff in university institutions. Further analysis showed that Full-Fledged Universities had the highest proportion of administrative staff than the other types of institutions. In particular, Full-Fledged Universities accounted for about 84.6% of all administrative staff in the university institutions. University Colleges, and University Campuses, Centres and Institutes accounted for 11.6% and 3.8%, respectively of the total number of administrative staff in the institutions.

Public institutions represented 76.0% while private university institutions accounted for only 24.0% of the population of administrative staff in university institutions in the country. Whereas private Full-Fledged Universities had 19.4%

of the total administrative staff in all Full-Fledged Universities, public Full-Fledged Universities had 80.6%. In contrast, private University Campuses, Centres and Institutes had more administrative staff (68.5%) than public University Campuses, Centres and Institutes (43.1%).

Regarding their positions, a significant part of the administrative staff in university institutions were Attendants, Accountants, Librarians, and Personal Secretaries. These cadres accounted for 10.5%, 9.0%, 8.9% and 8.3%, respectively of the total population of administrative staff.

The results showed further that members of administrative staff had diverse qualifications. However, a significant proportion of them ( $n=1,529$ ; 12.37%) had a Certificate in various disciplines. About 8.3% ( $n=1,113$ ) and 6.0% ( $n=765$ ) were holders of Bachelor and Master Degrees, respectively while about 12.0% ( $n=1,051$ ) were holders of Ordinary Diploma. Secondary and primary education represented 4.5% ( $n=563$ ) and 2.2% ( $n=391$ ), respectively of the total population of administrative staff in university institutions. Less than 1% ( $n=66$ ) of the total administrative staff were PhD holders.

# CHAPTER 6

## Academic Programmes in University Institutions

### 6.1 Introduction

Chapters Four and Five, respectively looked at numbers and qualifications of academic and administrative staff in university institutions. In this Chapter, the focus is on the academic programmes that were offered in university institutions during the 2017/2018 academic year disaggregated by various aspects or analysis domains including programme clusters, type of institution and ownership of institution. The main purpose of this chapter is to inform stakeholders on the various programmes that university institutions offer in Tanzania, with the intention of uncovering most popular and least popular programmes in university institutions in relation to development objectives of the nation.

Programmes on offer in university institutions range from PhD to certificates and vary in number from one institution to another. Furthermore, programmes cover a wide range of areas or clusters. Other programmes are specific to particular institutions and aim to promote a particular field of study consistent with the vision and mission of the concerned institution.

This chapter provides an analysis of programmes that were on offer during the 2017/2018 academic year disaggregated by various aspects or analysis domains including award level, type of institution and ownership of institution. Data from 53 university institutions were analysed.

### 6.2 Number of Programmes

A total of 1,582 programmes were on offer in the 53 university institutions during the 2017/2018 academic year. The mean (SD) number of programmes per institution was about 30 (34) programmes with a range of 171 (minimum 2 and maximum 173) programmes. The median number of programmes was 17 (Table 20).

**Table 20: Descriptive statistics of programmes on offer 2017/2018**

Summary statistic	Estimated value
Mean	30
Standard deviation	34
Range	171
Minimum	2
Maximum	173
Sum	1,582
Percentile	
25	10
50	17
75	37
Skewness	2.6

### ***6.3 Programmes by Award Level and Type of Institution***

Table 21 gives a summary of programmes that were on offer per award level and type of institutions during the 2017/2018 academic year. Of the total programmes that were on offer, 556 (35.1%) were Bachelor's degree programmes while 377 (23.8%) were Master degree programmes. Diplomas and Certificates accounted for 18.0% (n=285) and 15.4% (n=243), respectively.

The results show further that Full-Fledged Universities offered largely Bachelor (n=465; 37.0%) and Master (n=335; 26.7%) degree programmes, followed by Diplomas (n=189; 15.0%) and Certificates (n=151; 12.0%). On the other hand, University Campuses, Centres and Institutes offered mainly Diplomas and Certificates. Besides Bachelor degree programmes, Certificates and Diplomas were also widespread in University Colleges (Table 21).

**Table 21: Programmes by award level and type of institution**

Type of institution	Number of Institutions	Programmes by award level or level of education								Total
		Certificate	Diploma	Higher Diploma	Advanced Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree	
Full-Fledged Universities	31	151	189	4	1	465	38	335	74	1,257
University Colleges	15	54	63	0	0	76	2	33	1	229
University Campuses, Centres and Institutes	7	38	33	0	0	15	1	9	0	96
Total	53	243	285	4	1	556	41	377	75	1,582

#### **6.4 Programmes on Offer by Cluster**

As per Section 3.1.2.1 of the Second Edition of the Quality Assurance Guidelines and Minimum Standards for Provision of University Education in Tanzania, 2014, and academic cluster means “*a group of academic programmes organized around thematic and related academic or professional disciplines*”.

In total, there were 1,582 programmes that were on offer during the period under reference and these were grouped into eighteen (18) clusters based on the above description of an academic cluster. Table 22 provides the total number of programmes per cluster. As seen from the table, the most popular (top five) clusters (number of programmes in braces) were Business (n=290), Medicine, Veterinary and Health Sciences (n=244), Education (n=218), Social Sciences (n=178) and Information and Communication Technology or ICT (n=120). These five (5) clusters accounted for about 66.0% of the total programmes that were on offer during 2017/2018 academic year. The last five (5) clusters in terms of number of programmes (in decreasing order of magnitude of number of programmes) that were on offer were Tourism and Hospitality Studies (n=28), Library, Archive and Museum Studies (n=27), Life Sciences (n=20), Mining and Earth Sciences (n=17), and General (n=6).

**Table 22: Programmes by cluster in university institutions**

SN	Programme Cluster	Total
1	Business	290
2	Medicine, Veterinary and Health Sciences	244
3	Education	218
4	Social Sciences	178
5	Information and Communication Technology	120
6	Law	85
7	Engineering	81
8	Humanities and Arts	73
9	Agriculture	44
10	Architecture and planning	42
11	Environmental Science or Studies and Forestry	42
12	Journalism Media Studies and Communication	35
13	Physical Sciences and Mathematics	32
14	Tourism and Hospitality Studies	28
15	Library, Archive and Museum Studies	27
16	Life Sciences	20
17	Mining and Earth Sciences	17
18	General	6
Total		1,582

## **6.5 Programmes by Field of Study and Ownership of Institution**

Variations were observed between public and private university institutions in terms of number of programmes per cluster. In general, of the total 1,582 programme that were on offer during the period under reference (2017/2018), 863 (54.6%) programmes were offered in public university institutions while the remaining 719 (45.4%) programmes were offered in private university institutions (Table 23). Further analysis revealed that private institutions had more programmes compared to public university institutions that were on offer during the 2017/2018 academic year in four (4) clusters, namely Business, Education, Law, and Journalism Media Studies and Communication. In all the remaining programme clusters, public university institutions had more programmes that were on offer. In particular, public university institutions had relatively large number of programmes compared to that of private university institutions in Mining and Earth Sciences, Agriculture, Environmental Science or Studies and Forestry, Life Sciences, Physical Sciences and Mathematics, and Engineering clusters as shown in Table 23.

**Table 23: Programmes by cluster and ownership of institution**

SN	Programme Cluster	Ownership of University institutions				Total
		Public	% Public	Private	% Private	
1	Business	106	36.6	184	63.4	290
2	Medicine, Veterinary and Health Sciences	130	53.3	114	46.7	244
3	Education	86	39.4	132	60.6	218
4	Social Sciences	95	53.4	83	46.6	178
5	Information and Communication Technology	67	55.8	53	44.2	120
6	Law	23	27.1	62	72.9	85
7	Engineering	64	79.0	17	21.0	81
8	Humanities and Arts	56	76.7	17	23.3	73
9	Agriculture	42	95.5	2	4.5	44
10	Architecture and Planning Environmental Science or Studies and	40	95.2	2	4.8	42
11	Forestry Journalism Media Studies and	40	95.2	2	4.8	42
12	Communication	13	37.1	22	62.9	35
13	Physical Sciences and Mathematics	28	87.5	4	12.5	32
14	Tourism and Hospitality Studies	19	67.9	9	32.1	28
15	Library, Archive and Museum Studies	14	51.9	13	48.1	27
16	Life Sciences	18	90.0	2	10.0	20
17	Mining and Earth Sciences	17	100.0	0	0.0	17
18	General	5	83.3	1	16.7	6
Total		863	54.6	719	45.4	1,582

## **6.6 Programmes by Cluster and Type of Institution**

More than three-quarter (n=1,257; 79.5%) of the total programmes that were on offer in university institutions during the 2017/2018 academic year were from Full-Fledged Universities. University Colleges accounted for 14.5% (n=229) while University Campuses, Centres and Institutes contributed 6.1% (n=96) of the total programmes that were on offer in the 2017/2018 academic year (Table 24).

Detailed information on number of programmes in each cluster per award level for each institution type is given in Tables 25 through 27.

**Table 24: Programme by award level and institution type**

SN	Type of Institution	Number of Institutions	Programmes by level of education								Total
			Certificate	Diploma	Higher Diploma	Advanced Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree	
<b>Full-Fledged</b>											
1	Universities	31	151	189	4	1	465	38	335	74	1,257
2	University Colleges	15	54	63	0	0	76	2	33	1	229
3	University Campuses, Centres and Institutes	7	38	33	0	0	15	1	9	0	96
<b>Total</b>		<b>53</b>	<b>243</b>	<b>285</b>	<b>4</b>	<b>1</b>	<b>556</b>	<b>41</b>	<b>377</b>	<b>75</b>	<b>1,582</b>

**Table 25: Programme by field of education in Full-Fledged Universities**

SN	Field of education	Award level or level of education									Total
		Certificate	Diploma	Higher Diploma	Advanced Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree		
<b>Medicine, Veterinary and Health Sciences</b>											
1	Sciences		19	36	0	1	36	0	108	3	203
2	Business		43	40	3	0	71	6	24	2	189
3	Education		13	30	0	0	74	11	25	4	157
4	Social Sciences		11	14	0	0	55	4	50	9	143
<b>Information and Communication</b>											
5	Technology		20	24	1	0	34	2	12	4	97
6	Engineering		0	9	0	0	34	2	14	11	70
7	Humanities and Arts		1	1	0	0	47	0	11	5	65
8	Law		11	10	0	0	14	4	17	3	59
9	Agriculture		5	2	0	0	19	1	15	2	44
10	Architecture and planning		2	2	0	0	14	5	9	10	42
<b>Environmental Science or Studies and Forestry</b>											
11	Environmental Science or Studies and Forestry		0	2	0	0	14	2	18	6	42
12	Physical Sciences and Mathematics		1	1	0	0	14	0	11	4	31
<b>Journalism Media Studies and Communication</b>											
13	Communication		7	5	0	0	9	1	4	2	28
14	Tourism and Hospitality Studies		11	5	0	0	8	0	1	0	25
15	Life Sciences		0	1	0	0	7	0	9	3	20
<b>Library, Archive and Museum Studies</b>											
16	Studies		5	5	0	0	4	0	5	0	19
17	Mining and Earth Sciences		1	2	0	0	11	0	2	1	17
18	General		1	0	0	0	0	0	0	5	6
<b>Total</b>		<b>151</b>	<b>189</b>	<b>4</b>	<b>1</b>	<b>465</b>	<b>38</b>	<b>335</b>	<b>74</b>	<b>1,257</b>	

**Table 26: Programme by field of education in University Colleges**

SN	Field of education	Award level							
		Certificate	Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree	Total	
1	Business	21	17	10	0	4	0	52	
2	Education	1	10	26	2	7	0	46	
3	Medicine, Veterinary and Health Sciences	6	6	9	0	19	1	41	
4	Social Sciences	4	8	7	0	2	0	21	
5	Information and Communication Technology	7	6	3	0	0	0	16	
6	Law	6	5	5	0	0	0	16	
7	Engineering	0	5	6	0	0	0	11	
8	Humanities and Arts	1	2	4	0	1	0	8	
9	Library, Archive and Museum Studies	4	3	1	0	0	0	8	
10	Journalism Media Studies and Communication	3	1	3	0	0	0	7	
11	Tourism and Hospitality Studies	1	0	1	0	0	0	2	
12	Physical Sciences and Mathematics	0	0	1	0	0	0	1	
13	Agriculture	0	0	0	0	0	0	0	
14	Architecture and planning	0	0	0	0	0	0	0	
15	Environmental Science or Studies and Forestry	0	0	0	0	0	0	0	
16	General	0	0	0	0	0	0	0	
17	Life Sciences	0	0	0	0	0	0	0	
18	Mining and Earth Sciences	0	0	0	0	0	0	0	
Total		54	63	76	2	33	1	229	

**Table 27: Programme by field of education in University Campuses, Centres and Institutes**

SN	Field of education	Award level					
		Certificate	Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Total
1	Business	20	18	6	0	5	49
2	Education	3	4	6	1	1	15
3	Social Sciences	6	4	1	0	3	14
4	Law	5	4	1	0	0	10
5	Information and Communication Technology	4	3	0	0	0	7
6	Tourism and Hospitality Studies	0	0	1	0	0	1
7	Agriculture	0	0	0	0	0	0
8	Architecture and planning	0	0	0	0	0	0
9	Engineering	0	0	0	0	0	0
10	Environmental Science or Studies and Forestry	0	0	0	0	0	0
11	General	0	0	0	0	0	0
12	Humanities and Arts	0	0	0	0	0	0
13	Journalism Media Studies and Communication	0	0	0	0	0	0
14	Library, Archive and Museum Studies	0	0	0	0	0	0
15	Life Sciences	0	0	0	0	0	0
16	Medicine, Veterinary and Health Sciences	0	0	0	0	0	0
17	Mining and Earth Sciences	0	0	0	0	0	0
18	Physical Sciences and Mathematics	0	0	0	0	0	0
Total		38	33	15	1	9	96

## **6.7 Summary**

More than one thousand five hundred programmes (i.e., 1,582) were on offer from among 53 university institutions during the 2017/2018 academic year. The mean (SD) number of programmes per institution was about 30 (34) programmes with a range of 171 (minimum 2 and maximum 173) programmes. The median number of programmes was 17 programmes. Of the total programmes that were on offer, 556 (35.1%) were Bachelor degree programmes while 377 (23.8%) were Master degree programmes. Diplomas and Certificates accounted for 18.0% (n=285) and 15.4% (n=243), respectively. Seventy-five (4.7%) of the total programmes in university institutions were PhD programmes, which were offered mainly in Full-Fledged Universities, which had 74 (99.7%) of the PhD programmes in these Universities.

The analysis revealed that Full-Fledged Universities had 1,257 (79.5%) programmes, University Colleges had 229 (14.5%) programmes while University Campuses, Centres and Institutes had 96 (6.1%) programmes. Moreover, Full-Fledged Universities offered largely Bachelor (n=465; 37.0%) and Master (n=335; 26.7%) degree programmes, followed by Diplomas (n=189; 15.0%) and Certificates (n=151; 12.0%). University Campuses, Centres and Institutes offered mainly Certificates (n=38; 39.6%) and Diplomas (n=33; 34.4%). Besides Bachelor's degree programmes, which were 76 (33.2%), Certificates (n=54; 23.6%) and Diplomas (n=63; 27.5%) were also widespread in University Colleges.

In terms of programme cluster, the total 1,582 programmes that were on offer during the period under reference were grouped into eighteen (18) clusters, the leading clusters in terms of number of programmes were Business (n=290), Medicine, Veterinary and Health Sciences (n=244), Education (n=218), Social Sciences (n=178) and Information and Communication Technology or ICT (n=120). These clusters cumulatively accounted for about 66.0% of the total programmes that were on offer during 2017/2018 academic year. On the other hand, the five (5) clusters that had the least number of programmes were Tourism and Hospitality Studies (n=28), Library, Archive and Museum Studies (n=27), Life Sciences (n=20), Mining and Earth Sciences (n=17), and General (n=6).

Further, of the total 1,582 programme that were on offer, 863 (54.6%) were offered in public university institutions while the remaining 719 (45.4%) programmes were offered in private university institutions. Additionally, private institutions had more programmes compared to public university institutions that were on offer during 2017/2018 academic year in four (4) clusters, namely Business (n=184; 63.4% private vs. n=106; 36.6% public), Education (n=132; 60.6% private vs. n=86; 39.4% public), Law (n=62; 72.9% private vs. n=23; 27.1% public), and Journalism Media Studies and Communication (n=22; 62.9% private vs. n=13; 37.1% public). In all the remaining programme clusters, public university institutions had more programmes that were on offer. In particular, public university institutions had relatively more programmes compared to that of private university institutions in the following clusters: Mining and Earth Sciences (n=17; 100.0% public vs. n=0; 0% private), Agriculture (n=42; 95.5% public vs. n=2; 4.5% private), Environmental Science or Studies and Forestry (n=40; 95.2% public vs. n=2; 4.8% private), Life Sciences (n=18; 90.0% public vs. n=2; 10.0% private), Physical Sciences and Mathematics (n=28; 87.5% public vs. n=4; 12.5% private), and Engineering (n=64; 79.0% public vs. n=17; 21.0% private).

## CHAPTER 7

# Undergraduate Students' Admission in University Institutions

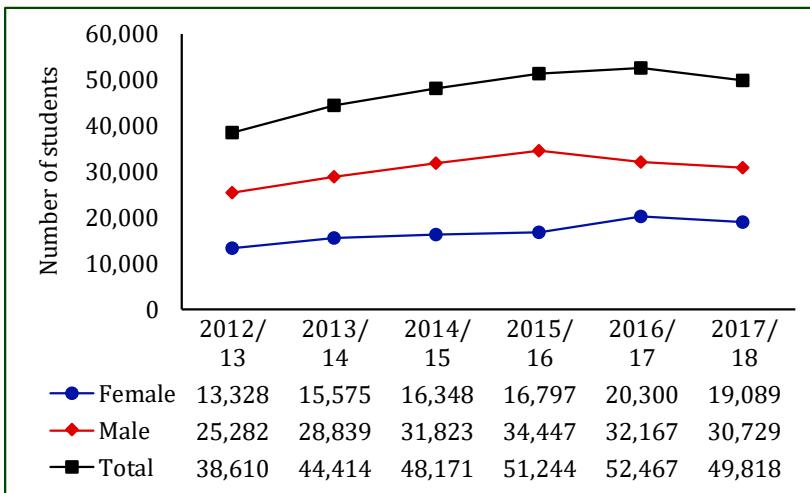
### 7.1 *Introduction*

Having seen the population of academic and administrative staff, and number of programmes on offer in university institutions (i.e., Full-Fledged Universities, University Colleges, University Campuses, Centres and Institute), it is now suitable to have a look at students' admission in these institutions. Therefore, this chapter looks at trends in undergraduate students' admission in university institutions from the 2012/2013 to 2017/2018 academic years or admission cycles, the main aim being to reveal profiles of admission of students in various undergraduate degree programmes in public and private university institutions in the country. In this chapter, data on undergraduate students' admissions from 66 university institutions were analysed.

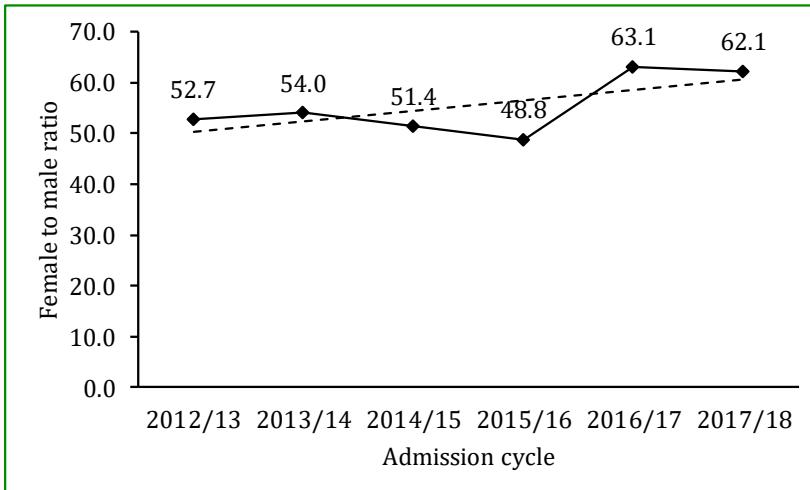
### 7.2 *Total Students' Admission in University Institutions*

Admission of students into various academic programmes in university institutions has been varying from year to year. Overall, there has been an increasing demand for higher education in the country. Between 2012/2013 and 2016/2017 academic years, the number of students admitted into various degree and non-degree programmes in university institutions increased by about 36% (from 38,610 students admitted during the 2012/2013 academic year to 52,467 students admitted during the 2016/2017 academic year). However, the number of admitted students decreased by 5.0% (from 52,467 students admitted during the 2016/2017 academic year to 49,818 students admitted during 2017/2018 academic year. The decline in total students' admission observed during the 2017/2018 academic year is mainly due to the admission ban, which suspended admission of students into nineteen (19) institutions that was issued by the Commission during the 2017/2018 academic year. Further, some institutions, which were still running were forbidden not to admit students in several degree programmes. The decision was informed by the Report on Special Academic Audit, which was conducted in all higher learning institutions in the country in 2016. The Audit Report identified a number of shortfalls, which were to be addressed by the concerned institutions to the satisfaction of the Commission.

When the data were broken down by sex, the results revealed that the total number of male students admitted into various academic programmes in university institutions has been consistently large than their counterpart female students as Figure 10 displays. Further analysis revealed that the ratio of female to male (in percent) in total admission has been fluctuating from time to time, sometimes increasing and sometimes decreasing, but generally displays an increasing trend as Figure 11 shows.



**Figure 10: Students' admission in university institutions 2012/13-2017/18**



**Figure 11: Female to male ratio of students' admission in university institutions 2012/13-2017/18**

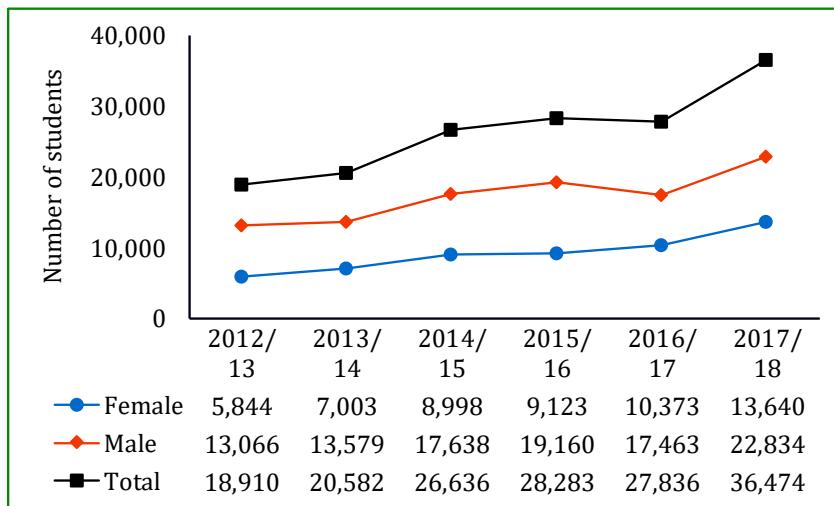
## 7.3 Students' Admission by Ownership of Institution

### 7.3.1 Students' Admission in Public University Institutions

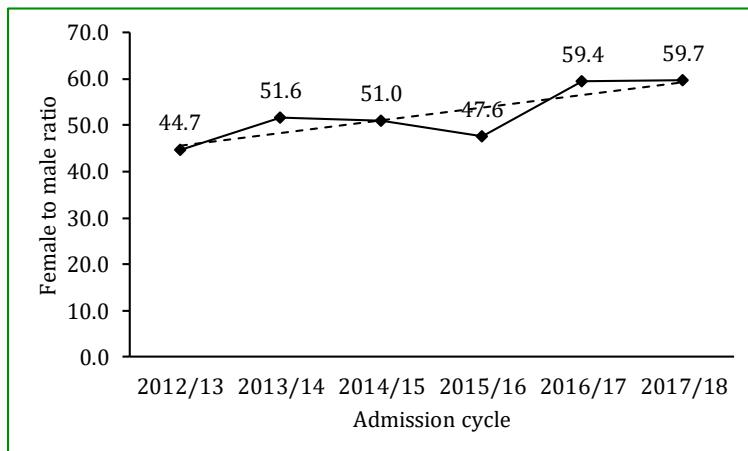
Admission of students in public university institutions displays an overall increasing trend (Figure 12). Between the 2012/2013 and the 2017/2018 academic years, the number of students admitted into various academic programmes in public university institutions increased nearly twofold (increased from 18,910 students admitted during 2012/2013 academic year to 36,474 students admitted during the 2017/2018 academic year).

In order to understand the magnitude of gender disparity in students' admission in public university institutions, the data were further broken down by sex of students. According to the results (Figure 12), the profile of number of

female students admitted into various academic programmes was constantly lower than that of male students. A profile of female to male ratio (percent) is given in Figure 13 from which it is clear that the female to male ratio of admission in public university institutions generally displays an increasing trend, though when individual academic years are considered, there seems to be a random pattern.



**Figure 12: Trends in students' admission in public university institutions 2012/13-2017/18**

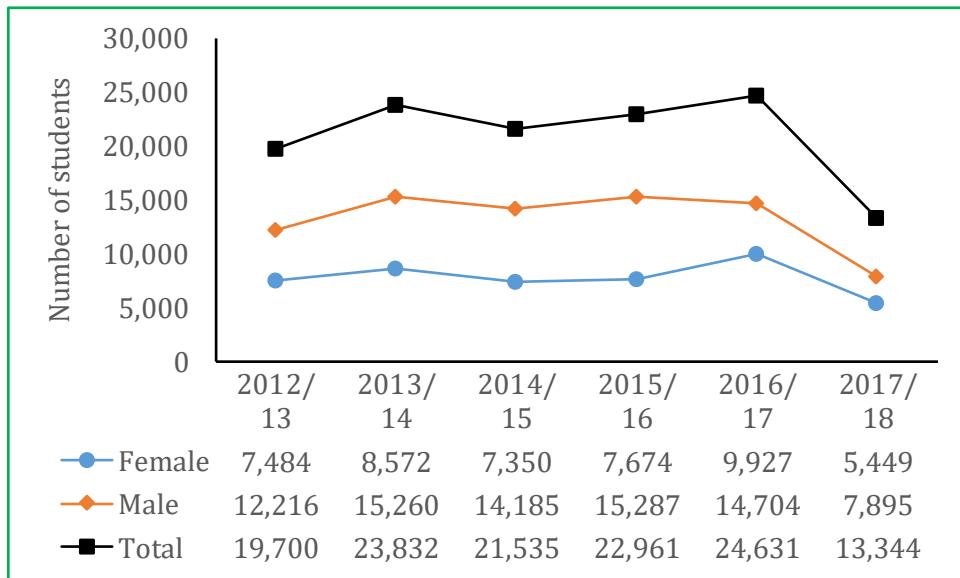


**Figure 13: Female to male ratio of admission in public university institutions 2012/13-2017/18**

### 7.3.2 Students' Admission in Private University Institutions

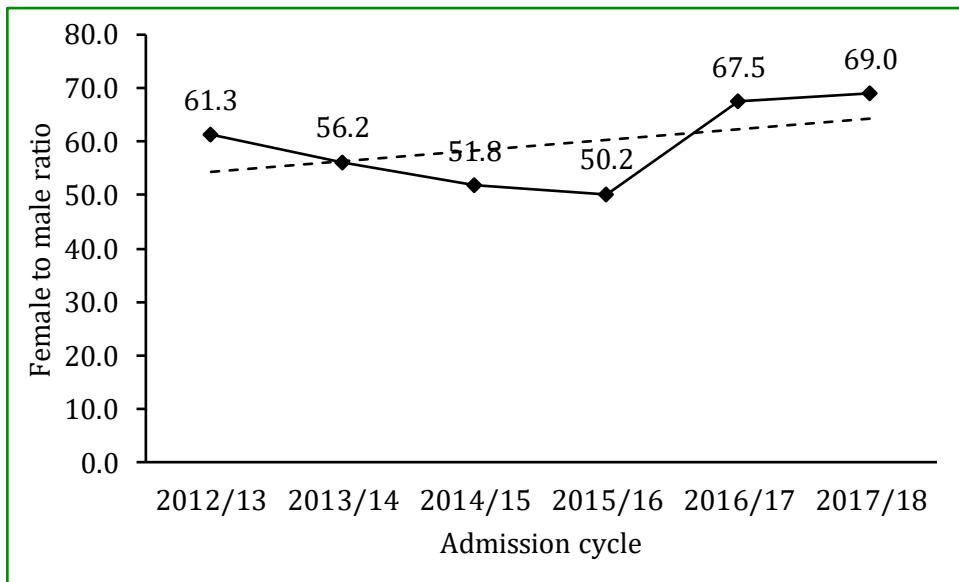
Unlike in public university institutions, admission of students in private university institutions displays an overall decreasing trend for the period under reference. Students' total admission dropped from 19,700 students admitted during the 2016/2017 academic year to 13,444 students who were admitted during the

2017/2018 academic year (Figure 14). This is equivalent to about 32.3% reduction in total admission between the 2012/2013 and the 2017/2018 admission cycles, but a reduction of about 46.0% between the 2016/2017 and 2017/2018 admission cycles. As noted hitherto, the observed overall significant reduction in total students' admission that occurred during the 2017/2018 academic year was caused by the ban in admission that was issued by the Commission to several institutions due to quality issues.



**Figure 14: Trends in admission in private university institutions 2012/13-2017/18**

As was the case in public university institutions, female students who were admitted into various academic programmes in private university institutions were also consistently lower than male students. However, the magnitude of the gap displayed a decreasing trend from the 2012/2013 to the 2014/2015 academic years and an increasing trend in the remaining subsequent academic years for the period under reference (Figure 15). In addition, the ratio (percent) between female and male students is much higher in private university institutions than is the case in public university institutions. This suggests that female students were more likely to be admitted in private university institutions than in corresponding public university institutions. Table 29 gives a list of individual private university institutions and their corresponding number of students who were admitted into these institutions between the 2012/2013 and the 2017/2018 admission cycles.



**Figure 15: Female to male ratio of admission in private university institutions 2012/13-2017/18**

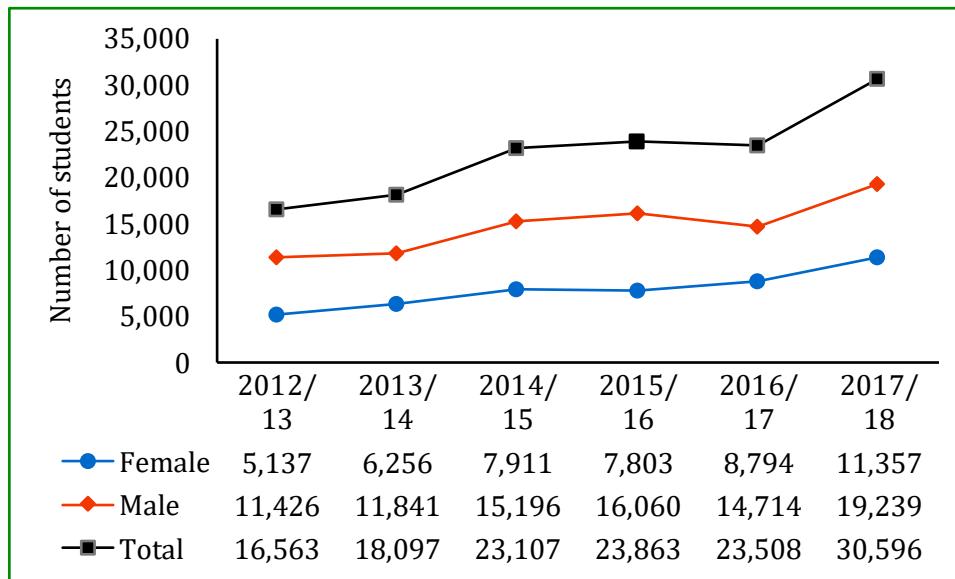
#### 7.4 Students' Admission by Type of Institution

In this chapter as is the case in the other chapters in this book, it was also considered necessary to provide associated statistics by type of institutions (i.e., Full-Fledged Universities, University Colleges, University Campuses, Centres and Institute) in order to inform readers how the profile of students' admission behaves over time in each type of institution. Therefore, the following sections give students admission statistics in the different types of institutions between the 2012/2013 and the 2017/2018 admission cycles.

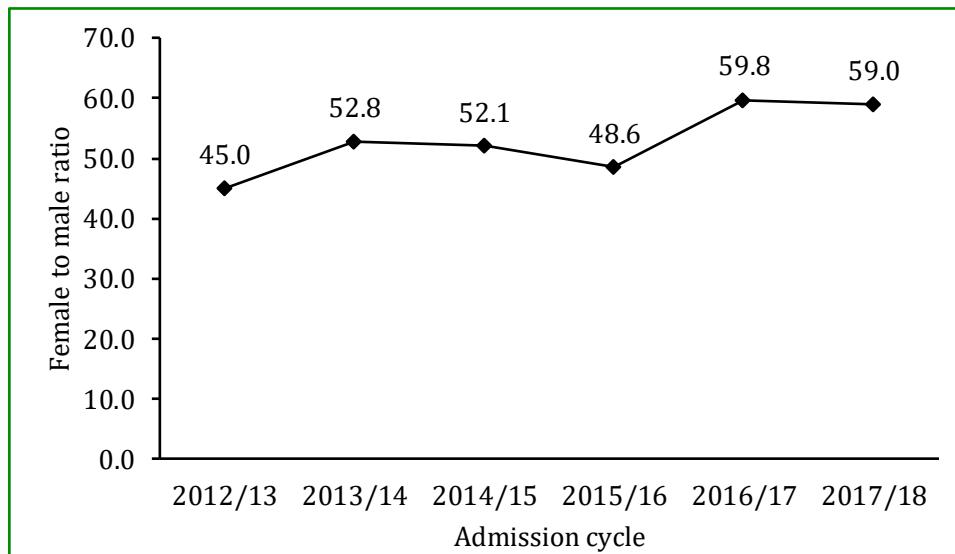
##### 7.4.1 Students' Admission in Public Full-Fledged Universities

Table 28 gives a list of the individual public Full-Fledged University institutions and the corresponding number of students who were admitted into these institutions between the 2012/2013 and the 2017/2018 admission cycles. These include students who were admitted into various public foreign universities in Algeria and Mozambique through scholarships. Trends in students' admission (total and disaggregated by sex) for these institutions are provided in Figure 16, which shows an overall increasing trend. Between the 2012/2013 and the 2017/2018 admission cycles, the number of students admitted into various academic programmes in public universities increased from 16,563 students admitted during the 2012/2013 admission cycle to 30,596 students admitted during the 2017/2018 admission cycle. This is equivalent to 85.0% increase between the two time points, that is, between the 2012/2013 and the 2017/2018 admission cycles. The profile of female to male ratio (percent) is given in Figure 17, which also shows an overall increasing trend for the period under reference, suggesting that, generally, relative to male students, admission of female students

in public universities has been gradually increasing. That is, as evidenced in Table 28, the total number of female students admitted into public universities has been increasing at a reasonably high rate compared to that of male students over the entire period under reference.



**Figure 16: Trends in admission in public Full-Fledged Universities 2012/13-2017/18**



**Figure 17: Female to male ratio of admission in public Full-Fledged Universities 2012/13-2017/18**

**Table 28: Students admitted into public Full-Fledged Universities 2012/13 - 2017/18 admission cycles**

SN	Name of University institution	2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
1	Algerian Scholarships	-	-	-	-	-	-	-	-	-	8	44	52	-	-	-	-	-	-
2	Ardhi University	287	702	989	439	705	1,144	450	704	1,154	407	722	1,129	516	769	1,285	459	666	1,125
3	Mbeya University of Science and Technology	34	275	309	59	454	513	75	621	696	124	929	1,053	110	602	712	144	652	796
4	Moshi Cooperative University	243	313	556	135	204	339	392	564	956	479	602	1,081	303	371	674	363	463	826
5	Mozambique Scholarships	21	78	99	8	34	42	8	38	46	11	36	47	-	-	-	-	-	-
6	Muhimbili University of Health and Allied Sciences	183	349	532	135	300	435	184	442	626	187	418	605	128	281	409	214	504	718
7	Mzumbe University	610	776	1,386	968	1,124	2,092	1,171	1,201	2,372	1,086	1,188	2,274	1,363	1,316	2,679	1,277	1,644	2,921
8	Open University of Tanzania	448	1,066	1,514	366	614	980	413	968	1,381	193	441	634	408	800	1,208	524	1,313	1,837
9	Sokoine University of Agriculture	568	1,709	2,277	632	1,578	2,210	869	1,987	2,856	703	1,838	2,541	902	1,914	2,816	1,229	2,475	3,704
10	State University of Zanzibar	154	124	278	274	224	498	500	379	879	469	348	817	345	401	746	216	234	450
11	University of Dar es Salaam	1,348	2,813	4,161	1,564	2,977	4,541	1,909	3,083	4,992	1,884	3,792	5,676	2,056	3,424	5,480	3,674	5,394	9,068
12	University of Dodoma	1,241	3,221	4,462	1,676	3,627	5,303	1,940	5,209	7,149	2,252	5,702	7,954	2,663	4,836	7,499	3,257	5,894	9,151
Grand total		5,137	11,426	16,563	6,256	11,841	18,097	7,911	15,196	23,107	7,803	16,060	23,863	8,794	14,714	23,508	11,357	19,239	30,596

Note: F=female; M=Male; T=Total

#### 7.4.2 Students' Admissions in Private Full-Fledged Universities

In Section 7.4.1, it noted that of the total 32 universities, which are analysed in this chapter, ten (10) are public universities. Accordingly, the remaining twenty-two (22) are private universities. Table 29 gives a list of these individual private Universities and their corresponding number of students who were admitted into these Universities between the 2012/2013 and the 2017/2018 admission cycles disaggregated by sex. Trends in students' admission (total and disaggregated by sex) for these Universities are provided in Figure 18, which shows an overall decreasing trend. Between the 2012/2013 and the 2017/2018 admission cycles, the total number of students (top profile) admitted into various academic programmes in private universities decreased from 14,425 students admitted during the 2012/2013 admission cycle to 10,919 students admitted during the 2017/2018 admission cycle. This is equivalent to 24.3% decrease between the two time points, that is, between the 2012/2013 and the 2017/2018 admission cycles.

The profile of female to male ratio (in percent) is given in Figure 19, which shows a decreasing trend in the first four admission cycles and an increasing trend in the last two years. Overall, the profile is somewhat flatter and that across all admission cycles, the ratio between females and males is larger in private universities than in public universities. This suggests that female students were more likely to be admitted in private universities than were in public universities.

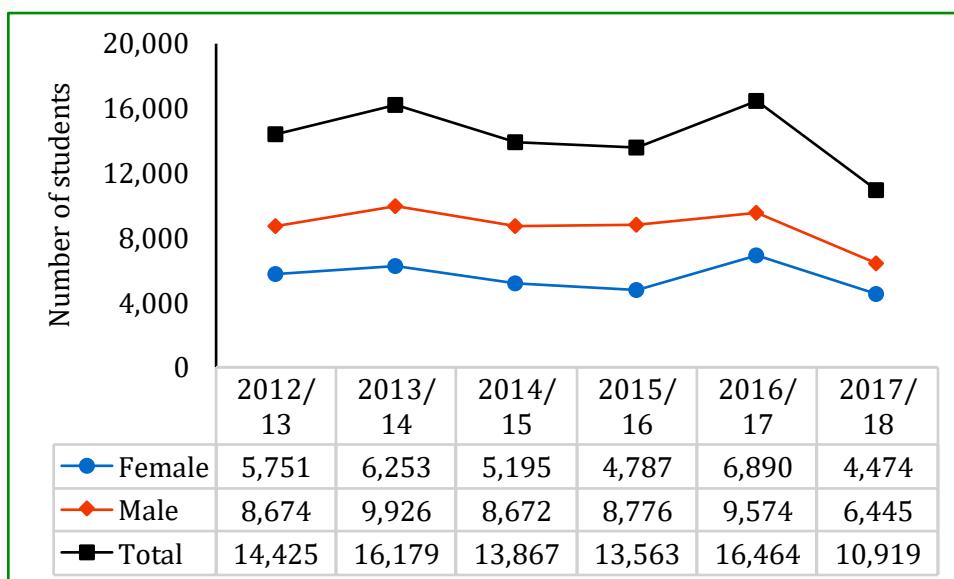
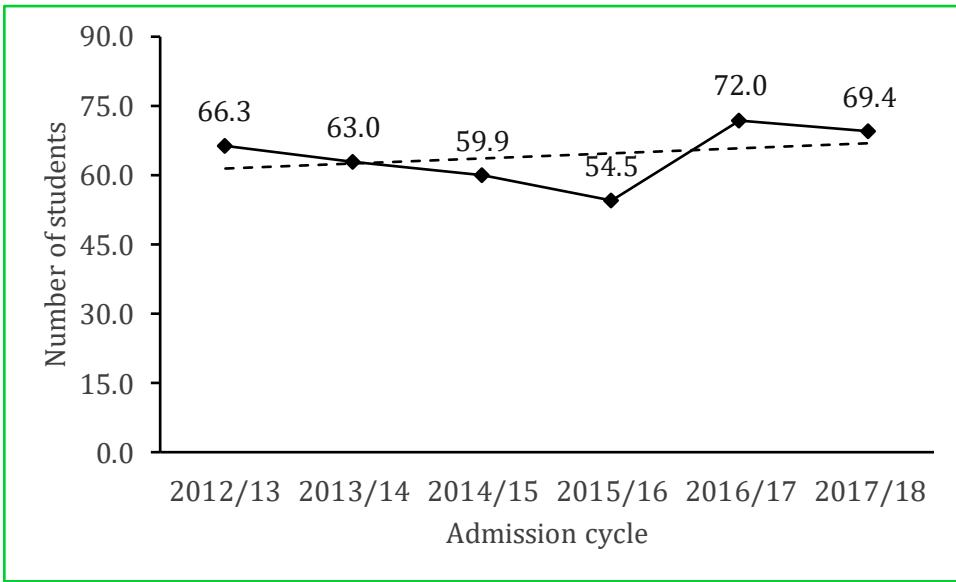


Figure 18: Trends in admission in private Full-Fledged Universities 2012/13-2017/18



**Figure 19: Female to male ratio of admission in private Full-Fledged Universities 2012/13-2017/18**

**Table 29: Students admitted into private Full-Fledged Universities 2012/13 - 2017/18 admission cycles**

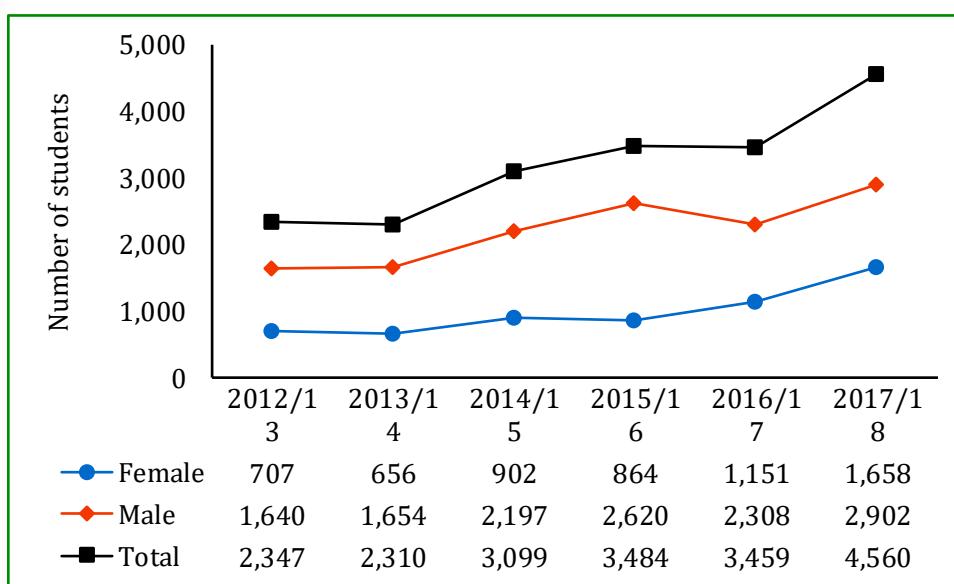
SN	Name of University institution	2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
1	AbdulRahman Al-Sumait University	434	255	689	393	275	668	208	127	335	154	111	265	223	126	349	75	72	147
2	Aga Khan University Catholic University of Health and Allied Sciences	15	3	18	22	5	27	17	3	20	25	3	28	11	8	19	31	6	37
3	Eckernforde Tanga University	76	116	192	109	177	286	203	269	472	211	294	505	184	278	462	116	183	299
4	Hubert Kairuki Memorial University	135	195	330	80	177	257	18	53	71	26	43	69	163	272	435	-	-	-
5	International Medical and Technological University	72	100	172	124	101	225	160	112	272	138	136	274	122	184	306	138	146	284
6	Jomo Kenyatta University of Agriculture and Technology	102	160	262	196	238	434	-	-	-	98	223	321	-	-	-	-	-	-
7	Kampala International University in Tanzania	66	77	143	273	422	695	401	721	1,122	382	783	1,165	474	1,009	1,483	-	-	-
8	Mount Meru University	172	239	411	158	243	401	122	214	336	76	136	212	134	230	364	16	9	25
9	Muslim University of Morogoro	348	508	856	307	538	845	225	459	684	273	681	954	255	530	785	271	478	749
10	Mwenge Catholic University	272	635	907	364	811	1,175	294	687	981	315	848	1,163	593	818	1,411	685	1,339	2,024
11	Ruaha Catholic University	339	695	1,034	308	627	935	267	761	1,028	241	656	897	382	633	1,015	417	562	979
12	Sebastian Kolowa Memorial University	66	97	163	179	355	534	143	244	387	179	412	591	238	353	591	-	-	-
13	St. Augustine University in Tanzania	1,062	1,910	2,972	769	1,421	2,190	1,068	1,847	2,915	640	1,218	1,858	1,145	1,440	2,585	1,523	2,149	3,672
14	St. Johns University of Tanzania	612	946	1,558	474	638	1,112	404	662	1,066	529	880	1,409	751	962	1,713	461	714	1,175
15	Teofilo Kisanji University	375	622	997	462	1,172	1,634	244	579	823	190	451	641	336	592	928	-	-	-
16	Tumaini University Makumira	419	427	846	503	813	1,316	259	461	720	311	645	956	535	719	1,254	347	408	755
17	United African University of Tanzania	-	-	-	-	-	-	-	-	-	10	49	59	-	26	26	-	-	-
18	University of Arusha	521	830	1,351	478	736	1,214	203	321	524	134	165	299	251	290	541	111	90	201
19	University of Bagamoyo	80	162	242	120	326	446	81	228	309	80	158	238	-	-	-	-	-	-
20	University of Iringa	309	411	720	216	320	536	287	479	766	351	553	904	373	523	896	234	263	497
21	Zanzibar University	270	280	550	711	511	1,222	582	428	1,010	416	324	740	703	551	1,254	49	26	75
	Grand total	5,751	8,674	14,425	6,253	9,926	16,179	5,195	8,672	13,867	4,787	8,776	13,563	6,890	9,574	16,464	4,474	6,445	10,919

Note: F=female; M=Male; T=Total

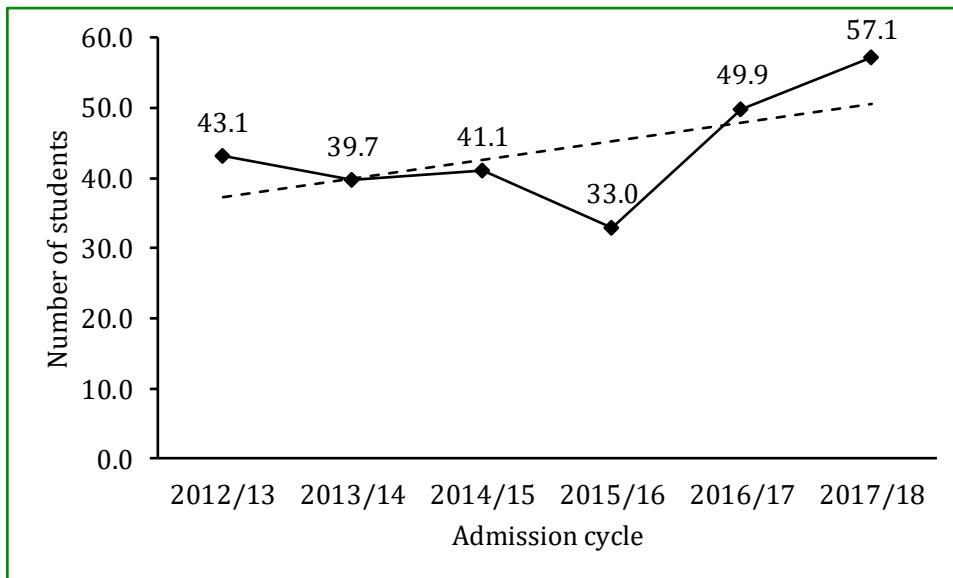
### 7.4.3 Students' Admission in Public University Colleges

In this section, data from two public University Colleges were analysed. Table 30 lists these University Colleges and their corresponding number of students (broken down by sex) who were admitted into these Colleges between the 2012/2013 and the 2017/2018 admission cycles. Trends in students' admission (total and disaggregated by sex) for these Colleges are provided in Figure 21, which shows an overall increasing trend. Between the 2012/2013 and the 2017/2018 admission cycles, the total number of students (top profile) admitted into various academic programmes in public University Colleges increased from 2,347 students admitted during 2012/2013 admission cycle to 4,560 students admitted during the 2017/2018 admission cycle. This is equivalent to 94.3% increase between the two time points, that is, between the 2012/2013 and the 2017/2018 admission cycles.

The profile of female to male ratio (percent) is given in Figure 22, which shows a decreasing trend in the first four admission cycles and an increasing trend in the last two years. This suggests that relative to male students, the number of female students admitted into various academic programmes in public University Colleges has been fluctuating periodically – at times decreases while occasionally increases.



**Figure 20: Trends in admission in public University Colleges 2012/13-2017/18**



**Figure 21: Female to male ratio of admission in public University Colleges  
2012/13-2017/18**

#### 7.4.4 Students' Admission in Private University Colleges

In section 7.4.3, we noted that of the total 19 University Colleges, which are analysed in this chapter, only two (2) are public University Colleges (Table 30). Accordingly, the remaining seventeen (17) are private University Colleges. Table 31 gives a list of these individual private University Colleges and their corresponding number of students who were admitted into these Universities between the 2012/2013 and the 2017/2018 admission cycles. Trends in students' admission (total and disaggregated by sex) for these Colleges are provided in Figure 22, which shows an overall decreasing trend of population of students. Between the 2012/2013 and the 2017/2018 admission cycles, the total number of students (top profile) admitted into various academic programmes in private University Colleges decreased from 5,275 students admitted during 2012/2013 admission cycle to 1,621 students admitted during 2017/2018 admission cycle. This is equivalent to 69.3% decrease between the two time points, that is, between 2012/2013 and 2017/2018 admission cycles.

The profile of female to male ratio (percent) is given in Figure 23, which shows an overall increasing trend, though decreased in the first three academic years and increased in the last three years. The magnitude of the gap between females and males is more visible in the 2017/2018 admission cycle in which compared to previous admission cycles, the rate of increase of female students is relatively higher than that of male students.

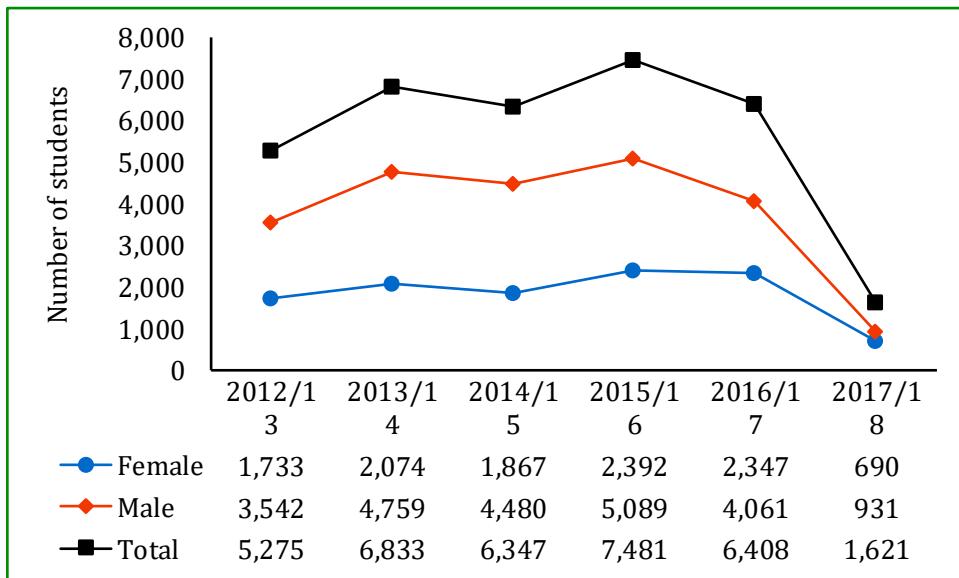


Figure 22: Trends in admission in private University Colleges 2012/13-2017/18

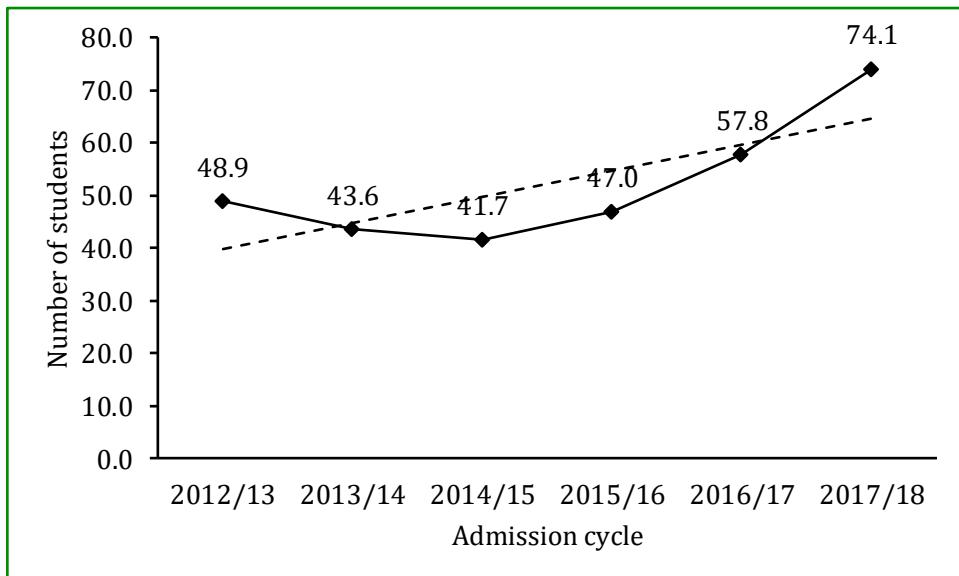


Figure 23: Female to male ratio of admission in private University Colleges 2012/13-2017/18

**Table 30: Students admitted into public University Colleges 2012/13 - 2017/18 admission cycles**

SN	Name of University institution	2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
1	Dar es Salaam University College of Education	407	896	1,303	392	891	1,283	560	1,161	1,721	527	1,441	1,968	682	1,223	1,905	708	1,209	1,917
2	Mkwawa University College of Education	300	744	1,044	264	763	1,027	342	1,036	1,378	337	1,179	1,516	469	1,085	1,554	950	1,693	2,643
	Grand total	707	1,640	2,347	656	1,654	2,310	902	2,197	3,099	864	2,620	3,484	1,151	2,308	3,459	1,658	2,902	4,560

Note: F=female; M=Male; T=Total

**Table 31: Students admitted into private University Colleges 2012/13 - 2017/18 admission cycles**

SN	Name of University institution	2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
1	Archbishop James University College	-	-	-	-	-	-	162	402	564	161	524	685	348	760	1,108	-	-	-
2	Archbishop Mihayo University College of Tabora	91	197	288	247	781	1,028	113	350	463	121	291	412	343	686	1,029	-	-	-
3	Cardinal Rugambwa Memorial University College	-	-	-	-	-	-	-	-	-	-	-	-	74	173	247	-	-	-
4	Jordan University College	248	477	725	361	557	918	256	422	678	293	431	724	434	618	1,052	108	155	263
5	Josiah Kibira University College	156	366	522	91	280	371	34	94	128	61	286	347	66	183	249	6	30	36
6	Kilimanjaro Christian Medical College	114	222	336	112	152	264	183	213	396	248	383	631	144	238	382	-	-	-
7	Marian University College	-	-	-	-	-	-	-	-	-	92	282	374	204	355	559	-	-	-
8	St. Francis University College of Health and Allied Sciences	20	62	82	26	94	120	53	141	194	70	162	232	-	-	-	-	-	-
9	St. Joseph University College of Agricultural Science and Technology	-	-	-	150	469	619	122	453	575	125	355	480	-	-	-	-	-	-
10	St. Joseph University College of Engineering and Technology	215	532	747	199	859	1,058	497	1,635	2,132	349	1,313	1,662	-	-	-	-	-	-
11	St. Joseph University College of Health and Allied Sciences	-	-	-	-	-	-	-	-	-	173	307	480	64	143	207	35	106	141
12	St. Joseph University College of Information Technology	-	-	-	53	169	222	47	230	277	46	163	209	-	-	-	-	-	-
13	St. Joseph University College of Management and Commerce	-	-	-	18	46	64	1	6	7	1	-	1	-	1	1	-	-	-
14	Stefano Moshi Memorial University College	317	696	1,013	326	535	861	60	102	162	85	116	201	71	116	187	70	93	163
15	Stella Maris Mtwara University College	42	146	188	150	498	648	78	197	275	124	140	264	113	280	393	92	206	298
16	Teofilo Kisanji University Dar es Salaam College	-	-	-	-	-	-	-	-	-	68	46	114	82	112	194	11	17	28
17	Tumaini University Dar es Salaam College	530	844	1,374	341	319	660	261	235	496	375	290	665	404	396	800	368	324	692
	Grand total	1,733	3,542	5,275	2,074	4,759	6,833	1,867	4,480	6,347	2,392	5,089	7,481	2,347	4,061	6,408	690	931	1,621

8 Note: F=female; M=Male; T=Total

#### 7.4.5 Students' Admission in Public and Private University Campuses, Centres and Institutes

In this section, data from one (1) public University Campus and twelve (12) private University Centres were analysed. Trends in students' admission in the public University Campus are presented in Figure 24 from which it is evident that there has been an overall increase in the number of students admitted into the Campus. A similar pattern is displayed by private University Campuses and Centres between the 2012/2013 until the 2015/2016 admission cycles. Afterwards, the number of admitted students demonstrates a decreasing trend as Figure 25 shows. The overall decreasing trend demonstrated in Figure 25 is largely due to the admission ban discussed previously.

Table 32 provides a list of the public and private University Campuses and Centres and their corresponding number of students (broken down by sex) who were admitted into these institutions between the 2012/2013 and the 2017/2018 admission cycles. As the table shows, several private University Centres did not admit students during the 2017/2018 academic year.

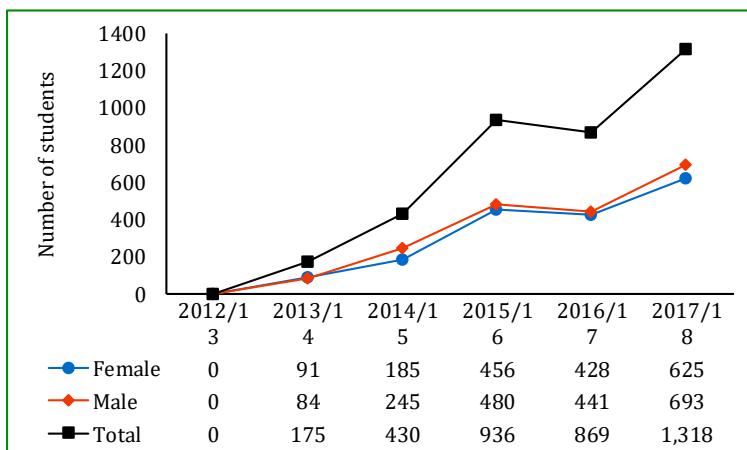


Figure 24: Trends in admission in the public University Campus 2012/13-2017/18

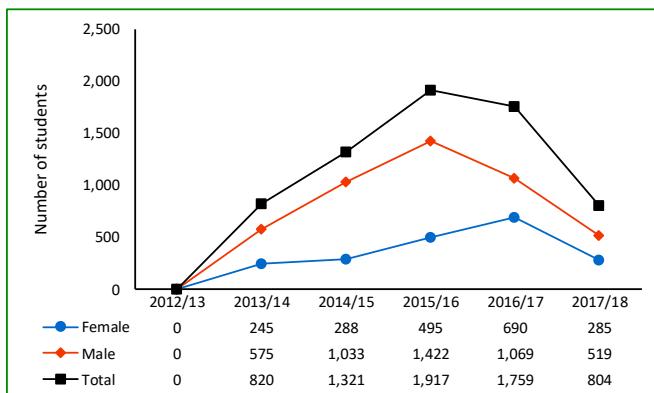


Figure 25: Trends in admission in private University Campuses and Centres 2012/13-2017/18

**Table 32: Students admitted into public and private University Campuses, Centres and Institutes 2012/13 - 2017/18 admission cycles**

SN	Name of University institution	2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
1	Mzumbe University Mbeya Campus*	-	-	-	91	84	175	185	245	430	456	480	936	428	441	869	625	693	1,318
	Grand total	-	-	-	91	84	175	185	245	430	456	480	936	428	441	869	625	693	1,318
1	Kenyatta University Arusha Centre	-	-	-	-	-	-	-	-	-	-	-	-	-	2		2		
2	Mount Meru University Mwanza Centre	-	-	-	-	-	-	-	-	-	27	49	76	105	183	288			
3	St John's University of Tanzania Msalato Centre	-	-	-	-	-	-	-	-	-	1	2	3	-	-	-			
4	St John's University of Tanzania St. Mark's Centre	-	-	-	86	108	194	6	23	29	29	30	59	71	67	138			
5	St. Joseph University in Tanzania Arusha Campus	-	-	-	120	358	478	163	664	827	144	619	763	-	-	-			
6	St. Augustine University in Tanzania Mbeya Centre	-	-	-	33	99	132	107	304	411	113	265	378	195	317	512	242	452	694
7	St. Augustine University of Tanzania Arusha Centre	-	-	-	-	-	-	-	-	-	108	209	317	190	296	486	43	67	110
8	St. Augustine University of Tanzania Bukoba Centre	-	-	-	-	-	-	-	-	-	29	101	130	-	-	-			
9	Teofilo Kisanji University Tabora Centre	-	-	-	-	-	-	-	-	-	3	10	13	19	36	55			
10	Tumaini University Mbeya Centre	-	-	-	-	-	-	12	42	54	33	125	158	100	145	245			
11	University of Arusha Mbeya Centre	-	-	-	1	7	8	-	-	-	-	-	-	-	-	-			
12	University of Arusha Buhare Centre	-	-	-	5	3	8	-	-	-	8	12	20	8	25	33			
	Grand total	-	-	-	245	575	820	288	1,033	1,321	495	1,422	1,917	690	1,069	1,759	285	519	804

Note: F=female; M=Male; T=Total; \* Public University Campus

## **7.5 Summary**

The analysis in this chapter has revealed several key issues. First, admission of students into various academic programmes in university institutions has been varying from year to year. Overall, there has been an increasing demand for higher education in the country, which is demonstrated by an overall increasing trend of total students' admission into university institutions. For example, between the 2012/2013 and the 2016/2017 admission cycles, the number of students admitted into various degree and non-degree programmes in university institutions increased by about 36% (increased from 38,610 students admitted during the 2012/2013 admission cycle to 52,467 students admitted during the 2016/2017 admission cycle). However, the number of admitted students dropped by an amount equivalent to 5.0% (dropped from 52,467 students admitted during the 2016/2017 academic year to 49,818 students admitted during the 2017/2018 academic year). The reduction in total students' admission observed during the 2017/2018 admission cycle is predominantly due to the admission ban that was issued by the Commission to some university institutions following a Special Academic Audit that was conducted by TCU in 2016.

Second, for the admission cycles under reference, students admitted into various academic programmes in university institutions varied between females and males and between public and private university institutions. The total number of male students admitted into various academic programmes in university institutions has been consistently large than their counterpart female students. Whereas students' admission in public university institutions increased by about two times (increased from 18,910 students admitted during the 2012/2013 academic year to 36,474 students admitted during the 2017/2018 academic year), students' admission in private university institutions dropped from 19,700 students admitted during the 2016/2017 academic year to 13,444 students who were admitted during the 2017/2018 academic year. This is equivalent to about 32.3% reduction in total students' admission between the 2012/2013 and the 2017/2018 admission cycles, but a reduction of about 46.0% between the 2016/2017 and the 2017/2018 admission cycles.

Third, students admitted into various academic programmes varied between types of institutions – Universities, University Colleges, and University Campuses, Centres and Institutes. For example, between the 2012/2013 and 2017/2018 admission cycles, the number of students admitted into various academic programmes in public Universities increased from 16,563 students admitted during the 2012/2013 admission cycle to 30,596 students admitted during the 2017/2018 admission cycle - equivalent to 85.0% increase between the two time points. On the other hand, students' admission in private universities decreased from 14,425 students admitted during the 2012/2013 admission cycle to 10,919 students admitted during 2017/2018 admission cycle - equivalent to 33.7% decrease between the two time points. Further, whereas students' admission in public University Colleges displays an overall increasing trend - increased from 2,347 students admitted during the 2012/2013 admission cycle to 4,560 students admitted during the 2017/2018 admission cycle - equivalent to 94.3% increase between the two time points; total students' admission in private University Colleges decreased from 5,275 students admitted during the 2012/2013

admission cycle to 1,621 students admitted during the 2017/2018 admission cycle - equivalent to 69.3% decrease between the two time points, that is, between the 2012/2013 and the 2017/2018 admission cycles.

Profiles of admission of students into University Campuses and Centres varied between public and private institutions. In particular, the number of students admitted into the public University Campus demonstrated an overall increasing trend across all admission cycles. In contrast, number of students admitted into private University Campuses and Centres demonstrated an increasing trend until the 2015/2016, afterwards, decreased significantly.

## CHAPTER 8

# Students' Enrolment in University Institutions

### 8.1 Introduction

Chapter seven presented statistics on students' admission into various academic programmes (degree and non-degree) in public and private university institutions between the 2012/2013 and the 2017/2018 admission cycles in Tanzania. Having looked at students' admission over the past six years in Chapter seven, in this chapter, the focus is at the population of students in university institutions, that is, total number of students who were enrolled into various academic programmes (degree and non-degree) during the 2017/2018 academic year in university institutions. The analysis in this chapter was based on data collected from 55 university institutions – Universities, University Colleges, and University Campuses, Centres and Institutes.

### 8.2 Total Enrolled Students

During the period under reference, there were in total 177,963 students who were enrolled in various academic programmes across years of study in public and private university institutions in the country. The mean (SD) number of students per institution was about 3,236 (4,783) students with a range of 25,900 (minimum 104 and maximum 26,004) students. The median number of students was 1,815 (Table 33).

**Table 33: Descriptive statistics of students' enrolment 2017/18**

Summary statistic	Estimated value
Mean	3,236
Standard deviation	4,783
Range	25,900
Minimum	104
Maximum	26,004
Sum	177,963
Percentile	
25	856
50	1,815
75	3,640
Skewness	3.5

### **8.3 Students' Enrolment by Award Level by Sex**

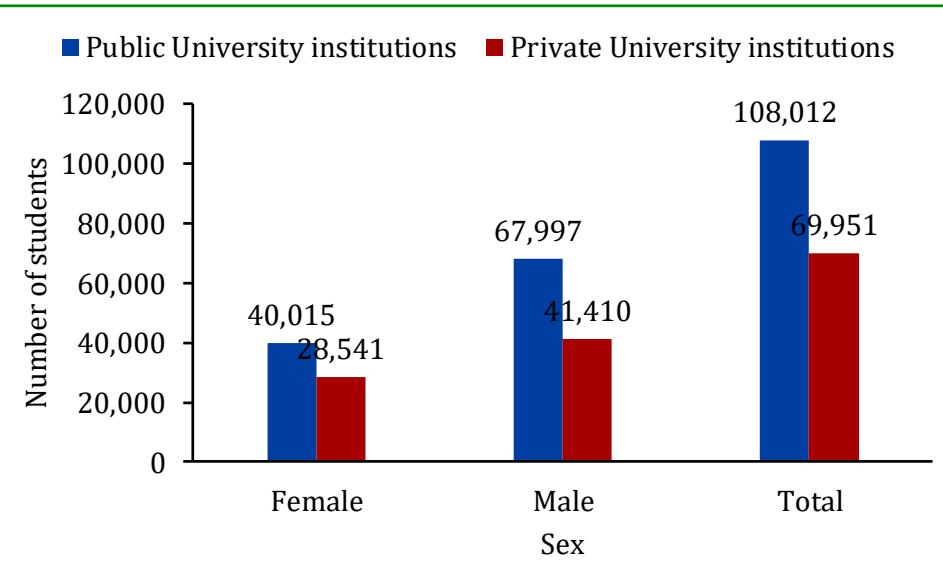
Of the total students who were enrolled, 109,407 (61.5%) were males and the remaining 68,556 (38.5%) were females. Overall, most of the students (n=144,770; 81.3%) were enrolled in various Bachelor degree programmes followed by Diploma (n=17,881; 10.0%) and Master's degree (n=8,762; 4.6%) while PhD accounted for only 0.6% (n=1,052) of the total population of enrolled students in all university institutions during the 2017/2018 academic year. Table 34 provides more details regarding the proportion of students who were enrolled in other various award levels by sex.

**Table 34: Students' enrolment by award level and sex 2017/18**

SN	Sex	Award level						Total
		Certificate	Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree	
1	Male	2,605	9,456	90,982	290	5,293	781	109,407
2	Female	2,497	8,425	53,788	106	3,469	271	68,556
	Total	5,102	17,881	144,770	396	8,762	1,052	177,963

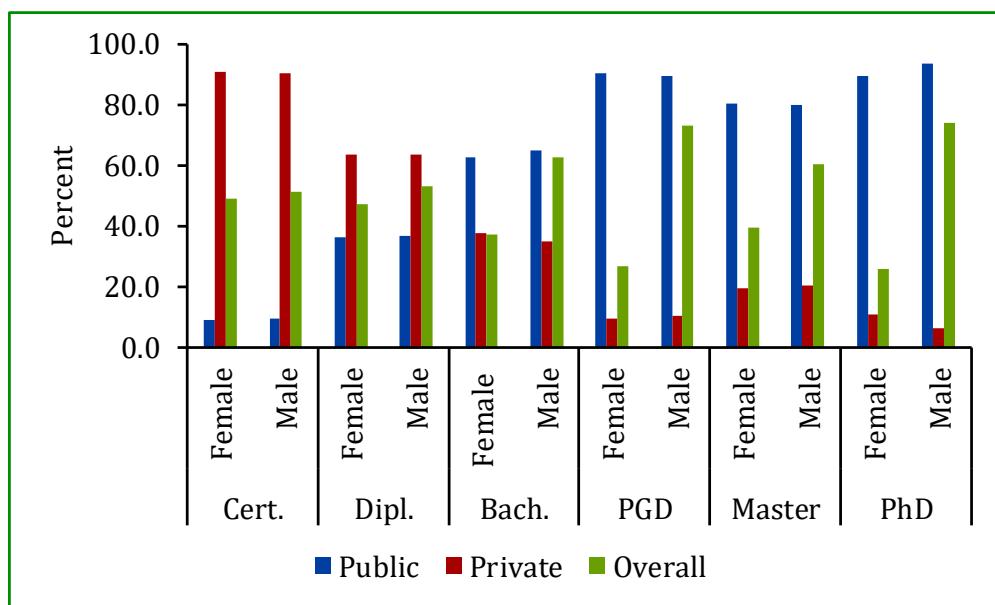
### **8.4 Students' Enrolment by Ownership of Institution**

When the data were broken down by ownership of institutions (public versus private), it was revealed that most of the students were enrolled in public (n=108,012; 60.7%) as compared to private (n=69,951; 39.3%) university institutions. Figure 26 gives a graphical representation of students' enrolment by sex of student and type of institution during the 2017/18 academic year.



**Figure 26: Students' enrolment by sex and institution ownership 2017/18**

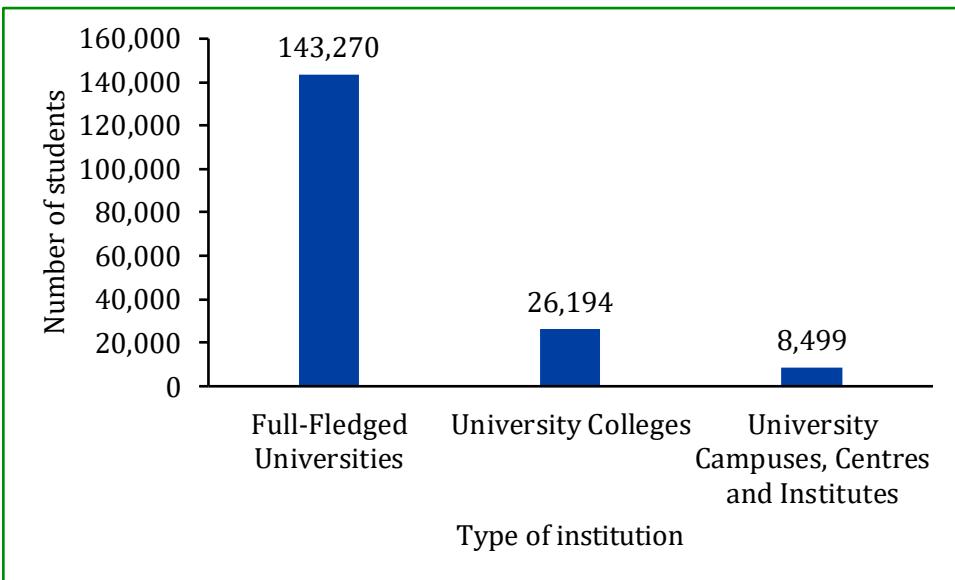
Further analysis of the data revealed that with the exception of certificate and diploma levels of education, the number of enrolled male students in university institutions was consistently higher than that of their counterpart female students in public university institutions than was the case in private university institutions. The observed gender differential in enrolment between male and female students was especially high for PhD studies (n=781; 74.2% male versus n=271; 25.8% female students), Postgraduate Diploma (n=290; 73.2% male versus n=106; 26.8% female students), Bachelor degree studies (n=90,982; 62.8% male versus n=53,788; 37.2% female students) and Master's degree studies (n=5,293; 60.4% male versus n=3,469; 39.6% female students). This is reflected in the overall bars in Figure 27. Further details regarding students' enrolment by sex in public and private university institutions per award level or level of education are provided in Table 35.



**Figure 27: Students enrolment by sex and award level**

### **8.5 Students' Enrolment by Type of Institution**

Figure 28 gives students' enrolment rates by type of institution (Full-Fledged Universities, University Colleges, and University Campuses, Centres and Institutes). As the figure shows, a large proportion of the students (n=143,270; 80.5%) were enrolled in Full-Fledged Universities as compared to University Colleges (n=26,194; 14.7%) and University Campuses, Centres and Institutes (n=8,499; 4.8%). Table 36 gives more details especially with respect to gender differentials in enrolment within and between types of institution for each level of education in the various university institutions.



**Figure 28: Students' enrolment by type of institution 2017/18**

**Table 35: Students' enrolment by sex in public and private university institutions 2017/18**

Institution ownership	Enrolment by institution ownership and level of education or award level																		
	Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master's Degree			Doctorate Degree			
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Grand total
Public University institutions	226	245	471	3,061	3,454	6,515	33,601	59,081	92,682	96	260	356	2,789	4,225	7,014	242	732	974	108,012
Private University institutions	2,271	2,360	4,631	5,364	6,002	11,366	20,187	31,901	52,088	10	30	40	680	1,068	1,748	29	49	78	69,951
Grand total	2,497	2,605	5,102	8,425	9,456	17,881	53,788	90,982	144,770	106	290	396	3,469	5,293	8,762	271	781	1,052	177,963

**Table 36: Students' enrolment by type of institution and award level 2017/18**

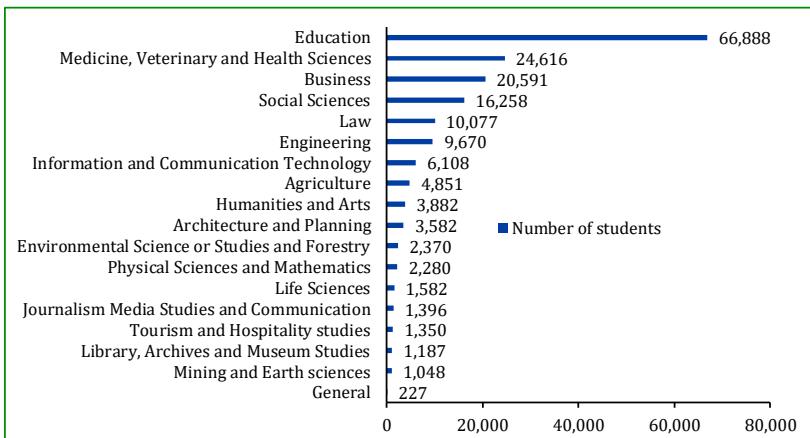
SN	Award level	Institution type										Grand total
		Full-Fledged Universities			University Colleges			University Campuses, Centres and Institutes				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Grand total	
1	Certificate	1,862	1,898	3,760	310	276	586	325	431	756	5,102	
2	Diploma	7,009	7,551	14,560	870	1,232	2,102	546	673	1,219	17,881	
3	Bachelor Degree	44,063	72,448	116,511	7,410	15,585	22,995	2,315	2,949	5,264	144,770	
4	Postgraduate Diploma	90	251	341	13	31	44	3	8	11	396	
5	Master Degree	2,693	4,381	7,074	153	286	439	623	626	1,249	8,762	
6	Doctorate Degree	263	761	1,024	8	20	28				1,052	
	Grand total	55,980	87,290	143,270	8,764	17,430	26,194	3,812	4,687	8,499	177,963	

## **8.6 Students' Enrolment by Programme Cluster and Level of Education**

The different programme clusters or field of education in university institutions in Tanzania are reproduced in Table 37 for easy of reference. Figure 29 gives enrolment rates in each of the different 18 programme clusters in public and private university institutions during the 2017/2018 academic year. As the figure displays, more than one-third ( $n=66,888$ ; 37.6%) of the total population of students who were enrolled in various degree and non-degree programmes during the period under reference were pursuing Education related programmes at different levels. Medicine, Veterinary and Health Sciences; Business; Social Sciences; Law; and Engineering accounted for 13.8% ( $n=24,616$ ); 11.6% ( $n=20,591$ ); 9.1% ( $n=16,258$ ); 5.7% ( $n=10,077$ ); and 5.4% ( $n=9,670$ ), respectively of the total population of enrolled students. However, the enrolment rate of students in the Medicine, Veterinary and Health Sciences cluster was boosted by enrolment in certificate and diploma programmes. Life Sciences; Journalism Media Studies and Communication; Tourism and Hospitality Studies; Library, Archive and Museum Studies; Mining and Earth Sciences; and General were the last six (6) programme clusters in terms of number of enrolled students. Each one of these five clusters accounted for less than 1% of the total number of students who were enrolled in university institutions during the 2017/2018 academic year. Enrolment of students in other programme clusters and their associated number of students are as shown in Figure 30. Table 38 provides simultaneously, a summary of enrolment of students per programme cluster and award level disaggregated by sex.

**Table 37: Programme clusters in university institutions in Tanzania**

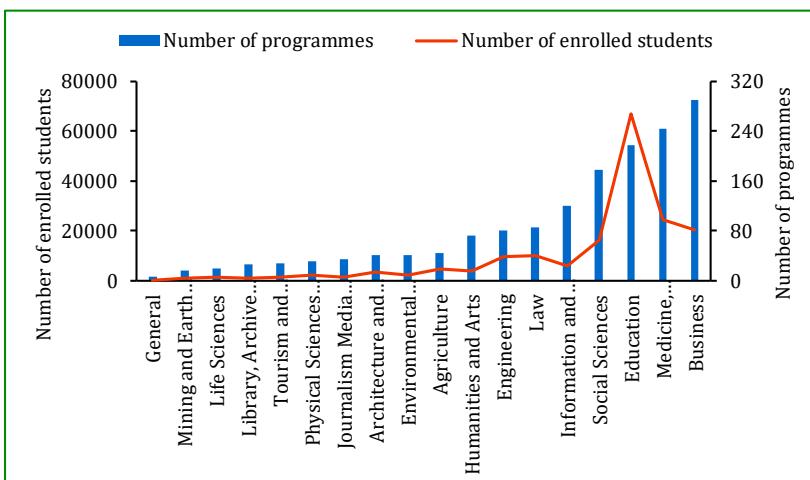
SN	Programme cluster
1	Agriculture
2	Architecture and Planning
3	Business
4	Education
5	Engineering
6	Environmental Science or Studies and Forestry
7	General
8	Humanities and Arts
9	Information and Communication Technology
10	Journalism Media Studies and Communication
11	Law
12	Library, Archive and Museum Studies
13	Life Sciences
14	Medicine, Veterinary and Health Sciences
15	Mining and Earth sciences
16	Physical Sciences and Mathematics
17	Social Sciences
18	Tourism and Hospitality Studies



**Figure 29: Students' enrolment by programme cluster 2017/18**

## 8.7 Association between Number of Programmes and Students' Enrolment

Further analysis of the data revealed that there was a highly significant overall positive association between number of programmes and students' population in each programme cluster. That is, the large the number of programmes, the large (cumulatively) the number of students enrolled into the programmes. This is revealed in Figure 30 in which the number of enrolled students increases with increasing number of programmes per cluster. However, as observed earlier, the number of programmes in the Business cluster ( $n=290$  programmes) was higher than that in the Education cluster ( $n=218$  programmes), but the number of enrolled students was higher in the Education cluster ( $n=66,888$  students) than it was in the Business cluster ( $n=20,591$  students). Additionally, the Medicine, Veterinary and Health Sciences cluster had relatively more programmes ( $n=244$ ) than the Education cluster, but it had considerably fewer enrolled students ( $n=24,616$ ) than that of the Education cluster.



**Figure 30: Number of programmes and enrolled students by programme cluster**

**Table 38: Students' enrolment by programme cluster and award level 2017/18**

SN	Programme cluster	Enrolment per cluster per award level																		
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree			
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Grand total	
1	Education	139	102	241	1,466	1,523	2,989	22,276	39,564	61,840	85	195	280	554	858	1,412	44	82	126	66,888
2	Medicine, Veterinary and Health Sciences	748	851	1,599	2,975	3,886	6,861	5,284	9,466	14,750	1	1	2	579	799	1,378	12	14	26	24,616
3	Business	634	574	1,208	1,350	1,234	2,584	6,748	7,293	14,041	9	31	40	1,104	1,539	2,643	6	69	75	20,591
4	Social Sciences	327	277	604	832	525	1,357	6,243	7,132	13,375				328	487	815	26	81	107	16,258
5	Law	340	346	686	698	714	1,412	3,118	4,292	7,410	2	14	16	216	271	487	21	45	66	10,077
6	Engineering				28	246	274	1,700	7,367	9,067	2	18	20	51	189	240	8	61	69	9,670
7	Information and Communication Technology	117	298	415	532	843	1,375	1,310	2,858	4,168		8	8	33	87	120	2	20	22	6,108
8	Agriculture	21	33	54	76	84	160	1,460	3,039	4,499				41	79	120	6	12	18	4,851
9	Humanities and Arts	24	16	40	9	7	16	1,243	2,068	3,311				146	221	367	44	104	148	3,882
10	Architecture and Planning	4	6	10	29	28	57	1,146	1,807	2,953	2	11	13	191	297	488	12	49	61	3,582
11	Environmental Science or Studies and Forestry				29	55	84	781	1,212	1,993	1	3	4	84	168	252	8	29	37	2,370
12	Physical Sciences and Mathematics				10	14	24	518	1,502	2,020				53	141	194	14	28	42	2,280
13	Life Sciences							518	901	1,419				43	83	126	13	24	37	1,582
14	Journalism Media Studies and Communication	45	43	88	135	119	254	395	609	1,004		4	4	16	24	40	1	5	6	1,396
15	Tourism and Hospitality Studies	9	13	22	19	38	57	441	810	1,251				5	15	20				1,350
16	Library, Archives and Museum Studies	88	43	131	210	72	282	421	297	718				20	24	44	7	5	12	1,187
17	Mining and Earth sciences				18	59	77	186	765	951				5	11	16	3	1	4	1,048
18	General	1	3	4	9	9	18				4	5	9				44	152	196	227
	Grand total	2,497	2,605	5,102	8,425	9,456	17,881	53,788	90,982	144,770	106	290	396	3,469	5,293	8,762	271	781	1,052	177,963

When the data were grouped according to programme cluster or field of education and sex, the results revealed that females were likely to enrol in the Library, Archives and Museum Studies cluster compared to their male counterpart. Further, the difference between females and males in the proportion of enrolment is less pronounced in the Business, Social Sciences, Law and Journalism Media Studies and Communication clusters, though the proportions of male students were more than that of females (Table 39).

**Table 39: Students' enrolment by programme cluster and sex 2017/18**

Programme cluster	Female	Percent Female	Male	Percent Male	Total
Education	24,564	36.7	42,324	63.3	66,888
Medicine, Veterinary and Health Sciences	9,599	39.0	15,017	61.0	24,616
Business	9,851	47.8	10,740	52.2	20,591
Social Sciences	7,756	47.7	8,502	52.3	16,258
Law	4,395	43.6	5,682	56.4	10,077
Engineering	1,789	18.5	7,881	81.5	9,670
Information and Communication Technology	1,994	32.6	4,114	67.4	6,108
Agriculture	1,604	33.1	3,247	66.9	4,851
Humanities and Arts	1,466	37.8	2,416	62.2	3,882
Architecture and Planning	1,384	38.6	2,198	61.4	3,582
Environmental Science or Studies and Forestry	903	38.1	1,467	61.9	2,370
Physical Sciences and Mathematics	595	26.1	1,685	73.9	2,280
Life Sciences	574	36.3	1,008	63.7	1,582
Journalism Media Studies and Communication	592	42.4	804	57.6	1,396
Tourism and Hospitality Studies	474	35.1	876	64.9	1,350
Library, Archives and Museum Studies	746	62.8	441	37.2	1,187
Mining and Earth Sciences	212	20.2	836	79.8	1,048
General	58	25.6	169	74.4	227
Total	68,556	38.5	109,407	61.5	177,963

## **8.8 Summary**

This chapter provides enrolment statistics in degree and non-degree programmes in university institutions – Full-Fledged Universities, University Colleges, and University Campuses, Centres and Institutes. The findings revealed that, on average (SD), there was about 3,236 (4,783) students per institution ranging from a minimum of 104 and a maximum of 26,004 students. In total, during the 2017/2018 academic year, there were 177,963 students who were enrolled in various programme clusters or fields of education in different years of study in public and private university institutions. Of the total students who were enrolled, 109,407 (61.5%) were males and the remaining 68,556 (38.5%) were females.

Overall, most of the students (n=144,770; 81.3%) were enrolled in various Bachelor degree programmes followed by Diploma (n=17,881; 10.0%) and

Master's degree (n=8,762; 4.6%) while students enrolled into various PhD programmes accounted for only 0.6% (n=1,052) of the total population of enrolled students in all university institutions during the 2017/2018 academic year.

During the period under reference, public university institutions had 108,012 (60.7%) students as compared to private university institutions which accounted for the remaining proportion of the total enrolled students (i.e., n=69,951; 39.3%).

A comparison among the various types of university institutions showed that a significantly large proportion of the students (n=143,270; 80.5%) were enrolled in Full-Fledged Universities as compared to University Colleges (n=26,194; 14.7%) and University Campuses, Centres and Institutes (n=8,499; 4.8%).

Regarding enrolment per programme cluster or field of education, the findings have shown that more than one-third (n=66,888; 37.6%) of the total students who were enrolled in various degree and non-degree programmes in university institutions were pursuing Education related programmes at different levels. Medicine, Veterinary and Health Sciences; Business; Social Sciences; Law; and Engineering accounted for 13.8% (n=24,616); 11.6% (n=20,591); 9.1% (n=16,258); 5.7% (n=10,077); and 5.4% (n=9,670), respectively of the total population of enrolled students. On the other hand, Life Sciences; Journalism Media Studies and Communication; Tourism and Hospitality Studies; Library, Archive and Museum Studies; Mining and Earth Sciences; and General were the last six (6) programme clusters in terms of number of enrolled students. Each one of these five clusters accounted for less than 1% of the total number of students who were enrolled in university institutions during the 2017/2018 academic year.

A strong positive association between number of programmes and enrolled students per cluster was found to exist. However, this association was not for all programme clusters or fields of education. For instance, the number of programmes in the Business cluster (n=290 programmes) was higher than that in the Education cluster (n=218 programmes), but the number of enrolled students was higher in the Education cluster (n=66,888 students) than it was in the Business cluster (n=20,591 students). Furthermore, the Medicine, Veterinary and Health Sciences cluster had relatively more programmes (n=244) than the Education cluster, but it (Medicine, Veterinary and Health Sciences cluster) had slightly fewer enrolled students (n=24,616) than that of the Education cluster.

The results in this chapter implies that although private university institutions are relatively many in number compared to public university institutions, their enrolment capacity is lower than that of public university institutions. That is, on average, the number of students per programme cluster in private university institutions is less than that in the public university institutions.

## CHAPTER 9

# Graduates in University Institutions

### 9.1 Introduction

Having seen the status of students' admission and enrolment in university institutions in Chapter Seven and Chapter Eight, respectively. This chapter presents information on state of graduation at all levels of the education hierarchy in university institutions (from Certificate to PhD) in the various programme clusters in public and private university institutions (Full-Fledged Universities, University Colleges, and University Campuses, Centres and Institutes) over a five-year period (from 2013 to 2017). The analysis was based on data collected from 53 university institutions that had produced graduates in various programme clusters and at different award levels. As it was the case in the previous chapters, the analysis in this chapter also disaggregated the data by various variables including award level, type of institution, sex and programme cluster.

### 9.2 Number of Graduates in University Institutions

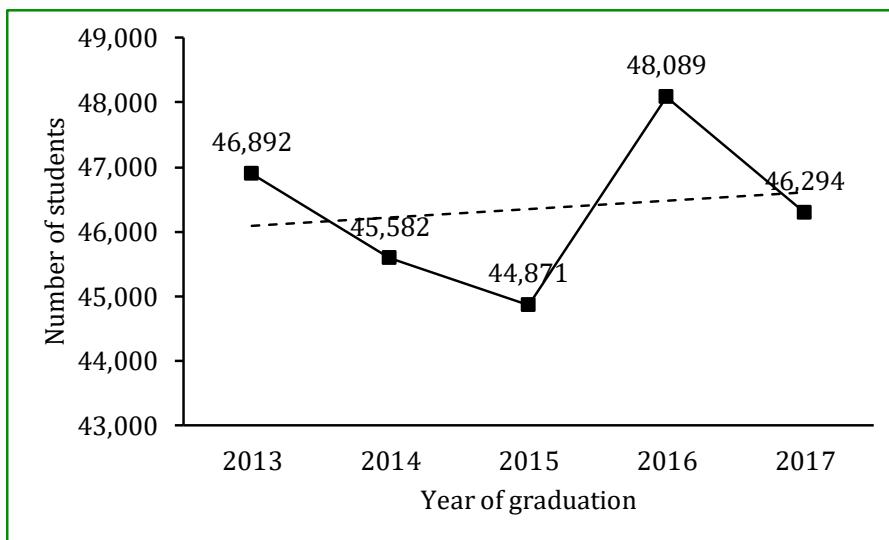
The analysis revealed that, cumulatively, 231,728 students have graduated in various programme clusters and university institutions between 2013 and 2017. Significant variations were observed between institutions in terms of number of graduates. The mean (SD) number of graduates per institution was 4,372 (5,510) with a range of 26,561 (minimum 13 and maximum 26,574) graduates. The median number of graduates was 2,694 (Table 40). The results revealed further that 138,404 (59.7%) of the total graduates were males and the remaining 93,324 (40.3%) were females. There seems to be a strong association between the number of female and male graduates and enrolled students. In Chapter Eight we saw that of the total enrolled students in various programme clusters, 61.5% were males and the remaining 38.5% were females.

**Table 40: Descriptive statistics of students' graduation 2013-2017**

Summary statistic	Estimated value
Mean	4,372
Standard deviation	5,510
Range	26,561
Minimum	13
Maximum	26,574
Sum	231,728
Percentile	
25	881
50	2,694
75	5,048
Skewness	2.5

### **9.3 Trends in Students' Graduation in University Institutions**

During the period under reference, the number of graduates varied from year to year, showing an overall gradual decreasing trend over the five-year period (i.e., between 2013 and 2015). The number of graduates decreased from 46,892 in 2013 to 44,871 graduates in 2015. It increased abruptly in 2016 reaching 48,089 graduates, before it decreased again in 2017 to reach 46,294 graduates (Figure 31). Overall, the number of graduates exhibits a somewhat flat trend over the five-year period under reference. In particular, there was a 1.3% reduction in the number of graduates between 2013 and 2017 (Figure 31). On average, 46,346 students graduated each year over the past five years under reference in this chapter. Further, there appears to be a strong association between students' graduation and students' admission in university institutions. In Chapter six, we noted that on average, 49,185 students were admitted each year over the same period (2013/2014 to 2017/2018). This finding is not expected since under normal state of affairs the number of graduates is anticipated to be less or equal to the number of students admitted into various academic programmes. This is the case because some students drop out of their studies or postpone studies for various reasons as discussed in Chapter Ten.

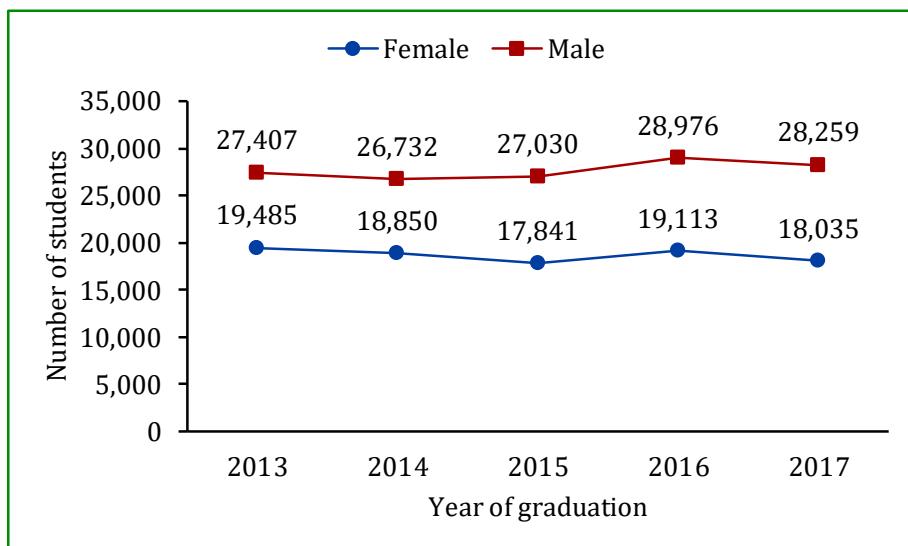


**Figure 31: Trends in students' graduation in university institutions 2013-2017**

### **9.4 Trends in Students' Graduation by Sex**

As revealed in other aspects in the previous chapters, students' graduation in university institutions also varied between female and male students. Figure 32 provides a visual presentation of the trend in total students' graduation by sex in public and private university institutions over the five-year period under reference. Over the entire five-year period under reference, the number of female graduate students was consistently lower than that of male students. Moreover, the profiles of graduate students for both male and female students display an overall horizontal trend, though at different rates between males and females. For

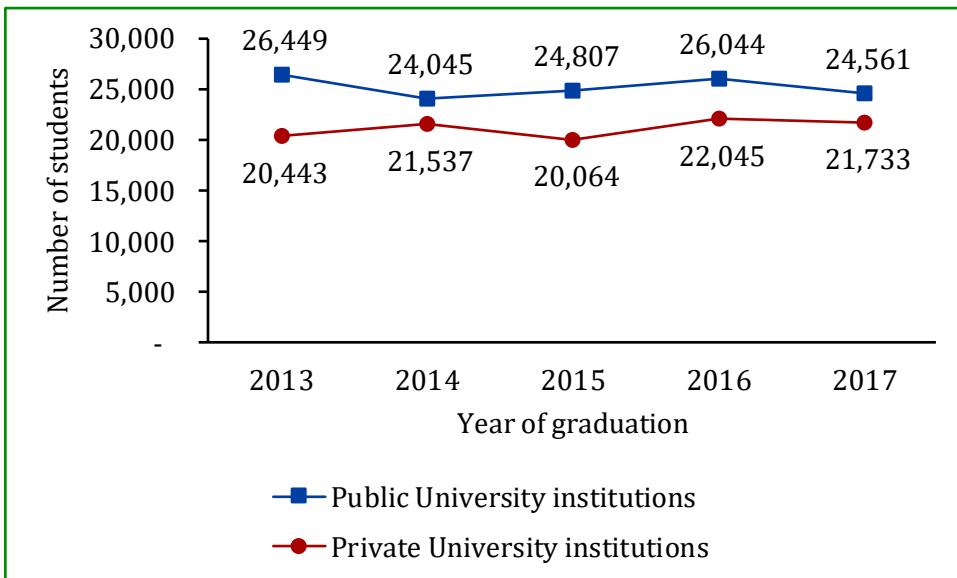
example, for female students, in 2013, the number of graduates was 19,485 students, but dropped to 18,035 students in 2017. This is equivalent to a 7.4% decrease in number of graduates. In contrast, the number of male graduating students increased from 27,407 in 2013 to 28,259 in 2017. This is equivalent to a 3.1% increase in the number of male graduates between 2013 and 2017 (Figure 32).



**Figure 32: Trends in students' graduation by sex 2013-2017**

## 9.5 Trends in Students' Graduation by Ownership of Institution

More than half ( $n=131,817$ ; 55.5%) of the total graduates between 2013 and 2017 were from public university institutions while the remaining 105,822 (44.5%) graduated from private university institutions. Across the five-year period under reference, the profile of graduates displays an overall declining trend in public university institutions, but somewhat an increasing trend in private university institutions. The corresponding decrease and increase in number of graduates in public and private university institutions are from 27,643 in 2013 to 24,000 in 2017 (13.2 percentage point decrease in number of graduates) and from 20,443 in 2013 to 21,733 in 2017 (about 6.3 percentage point increase in number of graduates), respectively (Figure 33).



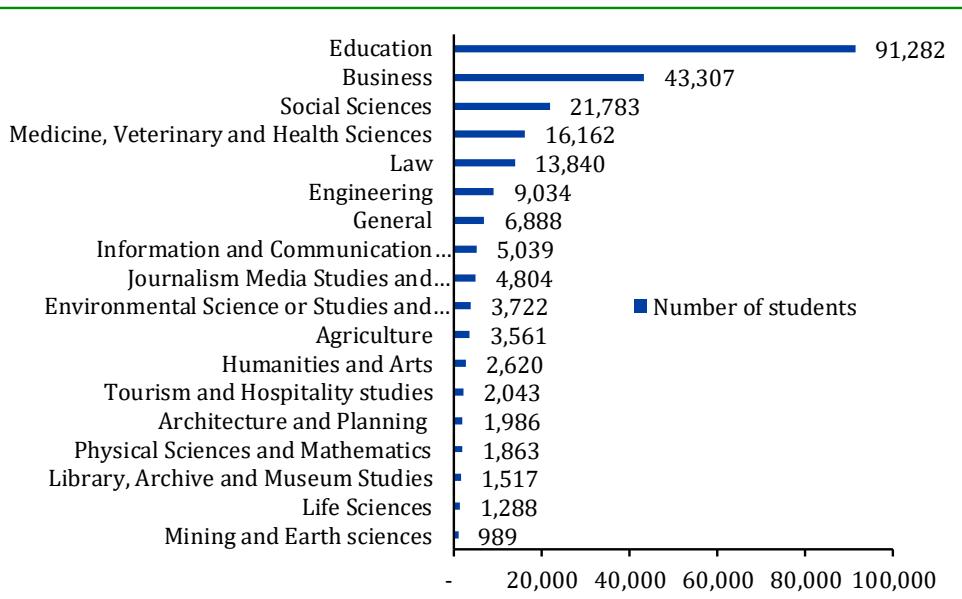
**Figure 33: Trends in students' graduation by ownership of institution 2013-2017**

### 9.6 Students' Graduation by Programme Cluster

Total graduates varied significantly between programme clusters. This variation largely reflects the number of students' enrolment in the various programme clusters as noted in Chapter seven. Figure 34 gives the distribution of students' graduation in various programme clusters in public and private university institutions for 2013-2017.

The first three leading programme clusters in having many graduates are Education, Business and Social Sciences. These three programme clusters accounted for 39.4%, 18.7% and 9.4% (cumulatively 67.5%) of the total population of graduates for 2013-2017, respectively. Medicine, Veterinary and Health Sciences, Law, and Engineering were the next clusters that had produced a significant number of graduates within the period under reference. Proportionally, these last three clusters accounted for 7.0%, 6.0% and 3.9%, of the total graduates, respectively.

On the other hand, Mining and Earth sciences, Life Sciences, Library, Archive and Museum Studies, Physical Sciences and Mathematics, Architecture and Planning, and Tourism and Hospitality Studies are the last six (6) clusters in ascending order of magnitude of number of graduates that each cluster has produced. That is, Mining and Earth Sciences was the last in having less graduates. Each one of these six clusters contributes less than 1% of the total graduates over the period under reference (Figure 34).



**Figure 34: Graduates by programme cluster 2013-2017**

### 9.7 Students' Graduation by Programme Cluster and Sex

Table 41 provides summary statistics concerning number of graduates by sex (females against males). As evident from the table, with the exception of Journalism Media Studies and Communication, and Library, Archive and Museum Studies clusters in which the proportion of female graduates was larger than that of their counterpart male graduates, in all the remaining clusters, the proportion of male graduates was consistently larger than that of female graduates (Table 41). In particular, the proportion of female graduates in the fields of Engineering, Physical Sciences and Mathematics, Mining and Earth Sciences, Information and Communication Technology, Agriculture, Life Sciences and Architecture and Planning was comparatively lower than that of their counterpart male graduates. The data revealed further that the difference between male and female in the number of graduates was less noticeable in the Social Sciences, Business, General and Law clusters (Table 41).

The findings in this section are largely consistent to the earlier findings which indicated noticeable differences between male and female in terms of preference of programmes in which to enrol in. Chapter eight revealed for example, that females were more likely to enrol in the Journalism Media Studies and Communication cluster than males.

**Table 41: Graduates by programme cluster and sex 2013-2017**

Programme cluster	Female	Percent Female	Male	Percent Male	Total
Education	35,610	39.0	55,672	61.0	91,282
Business	20,010	46.2	23,297	53.8	43,307
Social Sciences	10,304	47.3	11,479	52.7	21,783
Medicine, Veterinary and Health Sciences	6,442	39.9	9,720	60.1	16,162
Law	5,787	41.8	8,053	58.2	13,840
Engineering	1,346	14.9	7,688	85.1	9,034
General	2,983	43.3	3,905	56.7	6,888
Information and Communication Technology	1,263	25.1	3,776	74.9	5,039
Journalism Media Studies and Communication	2,639	54.9	2,165	45.1	4,804
Environmental Science or Studies and Forestry	1,297	34.8	2,425	65.2	3,722
Agriculture	1,173	32.9	2,388	67.1	3,561
Humanities and Arts	1,023	39.0	1,597	61.0	2,620
Tourism and Hospitality Studies	792	38.8	1,251	61.2	2,043
Architecture and Planning	602	30.3	1,384	69.7	1,986
Physical Sciences and Mathematics	405	21.7	1,458	78.3	1,863
Library, Archive and Museum Studies	1,041	68.6	476	31.4	1,517
Life Sciences	363	28.2	925	71.8	1,288
Mining and Earth Sciences	244	24.7	745	75.3	989
Total	93,324	40.3	138,404	59.7	231,728

### **9.8 Students' Graduation by Programme Cluster and ownership of Institution**

Table 42 presents statistics on number of graduates by programme cluster and ownership of institution (public against private). For the period under reference (2013 - 2017), no students have graduated from private university institutions in Agriculture, Life Sciences, and Mining and Earth Sciences programme clusters. In contrast, more than half of the graduates in the Education cluster graduated from private university institutions: 56.6% private vs. 43.4% public university institutions. Slightly above half of the graduates in Law graduated from private university institutions: 52.9% private vs. 47.1% public university institutions. The data show further that, for the period under reference, more than half of the graduates in Journalism Media Studies and Communication, Library, Archive and Museum Studies, and Medicine, Veterinary and Health Sciences clusters have graduated from private university institutions. In all the remaining programme clusters, public university institutions have produced significantly more graduates than private university institutions (Table 42).

**Table 42: Students' graduation by programme cluster and ownership of institution 2013-2017**

	Ownership of institution				
	Private	Percent Private	Public	Percent Public	Total
Agriculture	0	0.0	3,561	100.0	3,561
Architecture and Planning	57	2.9	1,929	97.1	1,986
Business	18,892	43.6	24,415	56.4	43,307
Education	51,655	56.6	39,627	43.4	91,282
Engineering	2,963	32.8	6,071	67.2	9,034
Environmental Science or Studies and Forestry	106	2.8	3,616	97.2	3,722
General	26	0.4	6,862	99.6	6,888
Humanities and Arts	225	8.6	2,395	91.4	2,620
Information and Communication Technology	2,294	45.5	2,745	54.5	5,039
Journalism Media Studies and Communication	3,928	81.8	876	18.2	4,804
Law	7,328	52.9	6,512	47.1	13,840
Library, Archive and Museum Studies	860	56.7	657	43.3	1,517
Life Sciences	0	0.0	1,288	100.0	1,288
Medicine, Veterinary and Health Sciences	9,132	56.5	7,030	43.5	16,162
Mining and Earth Sciences	0	0.0	989	100.0	989
Physical Sciences and Mathematics	309	16.6	1,554	83.4	1,863
Social Sciences	7,384	33.9	14,399	66.1	21,783
Tourism and Hospitality Studies	663	32.5	1,380	67.5	2,043
<b>Total</b>	<b>105,822</b>	<b>45.7</b>	<b>125,906</b>	<b>54.3</b>	<b>231,728</b>

### **9.9 Students' Graduations by Award Level and Programme Cluster**

In terms of students' graduation per award level, the data show that more than seventy percent (n=164,608; 71.0%) of those who graduated from 2013 to 2017 graduated at Bachelor's level. This rate is consistent with the finding that most students who are enrolled in university institutions are enrolled in various Bachelor degree programmes. Master's level represented the second highest proportion (n=25,950; 11.2%) of the graduates from university institutions over the five-year period under reference. Graduates at Diploma and Certificate levels, respectively represented 8.8% (n=20,479) and 7.7% (n=17,891) of the total graduates for 2013 to 2017. Less than 1% of the total graduates for the period under reference graduated at PhD (n=760; 0.3%) and Postgraduate Diploma (n=2,040; 0.9%) levels in various fields of study in university institutions (Tables 43 and 44).

**Table 43: Students' graduation by award level 2013-2017**

SN	Award level	2013			2014			2015			2016			2017			Grand total
		Female	Male	Total													
1	Certificate	2,243	2,197	4,440	1,618	1,711	3,329	1,402	1,740	3,142	1,863	2,402	4,265	1,366	1,349	2,715	17,891
2	Diploma	1,475	1,370	2,845	1,933	1,777	3,710	2,067	1,913	3,980	2,511	2,680	5,191	2,212	2,541	4,753	20,479
3	Bachelor degree	13,800	20,308	34,108	13,218	19,941	33,159	11,870	19,712	31,582	12,113	20,386	32,499	12,072	21,188	33,260	164,608
4	Postgraduate Diploma	149	273	422	152	249	401	230	264	494	214	244	458	134	131	265	2,040
5	Master degree	1,802	3,189	4,991	1,895	2,942	4,837	2,231	3,275	5,506	2,371	3,127	5,498	2,198	2,920	5,118	25,950
6	Doctorate degree	16	70	86	34	112	146	41	126	167	41	137	178	53	130	183	760
Grand total		19,485	27,407	46,892	18,850	26,732	45,582	17,841	27,030	44,871	19,113	28,976	48,089	18,035	28,259	46,294	231,728

**Table 44: Students' graduation by programme cluster and sex 2013-2017**

SN	Programme Cluster	2013			2014			2015			2016			2017			Grand total
		Female	Male	Total													
1	Education	6,920	9,766	16,686	7,376	9,925	17,301	7,242	11,555	18,797	7,303	12,148	19,451	6,769	12,278	19,047	91,282
2	Business	3,764	4,964	8,728	4,273	5,119	9,392	3,719	4,511	8,230	4,246	4,505	8,751	4,008	4,198	8,206	43,307
3	Social Sciences	2,851	3,201	6,052	2,193	2,546	4,739	1,764	1,935	3,699	1,704	1,833	3,537	1,792	1,964	3,756	21,783
4	Medicine, Veterinary and Health Sciences	916	1,287	2,203	905	1,510	2,415	1,302	1,961	3,263	1,613	2,441	4,054	1,706	2,521	4,227	16,162
5	Law	1,047	1,551	2,598	1,198	1,764	2,962	1,225	1,693	2,918	1,122	1,512	2,634	1,195	1,533	2,728	13,840
6	Engineering	155	1,125	1,280	234	1,399	1,633	206	1,416	1,622	304	1,610	1,914	447	2,138	2,585	9,034
7	General	1,335	1,419	2,754	414	584	998	486	674	1,160	735	1,208	1,943	13	20	33	6,888
8	Information and Communication Technology	192	700	892	248	809	1,057	171	493	664	381	992	1,373	271	782	1,053	5,039
9	Journalism Media Studies and Communication	799	639	1,438	730	616	1,346	467	391	858	339	278	617	304	241	545	4,804
10	Environmental Science or Studies and Forestry	235	543	778	250	449	699	221	428	649	321	521	842	270	484	754	3,722
11	Agriculture	223	494	717	203	334	537	189	501	690	197	456	653	361	603	964	3,561
12	Humanities and Arts	400	558	958	172	364	536	164	309	473	122	189	311	165	177	342	2,620
13	Tourism and Hospitality studies	271	388	659	134	322	456	113	183	296	149	192	341	125	166	291	2,043
14	Architecture and Planning	87	277	364	112	299	411	115	254	369	131	310	441	157	244	401	1,986
15	Physical Sciences and Mathematics	37	135	172	88	310	398	79	350	429	72	276	348	129	387	516	1,863
16	Library, Archive and Museum Studies	151	46	197	213	87	300	225	86	311	269	147	416	183	110	293	1,517
17	Life Sciences	62	202	264	72	183	255	104	184	288	66	173	239	59	183	242	1,288
18	Mining and Earth sciences	40	112	152	35	112	147	49	106	155	39	185	224	81	230	311	989
Grand total		19,485	27,407	46,892	18,850	26,732	45,582	17,841	27,030	44,871	19,113	28,976	48,089	18,035	28,259	46,294	231,728

## **9.10 Summary**

The analysis in this chapter has revealed that 231,728 students graduated in various university institutions in several programme clusters from 2013 to 2017. The mean (SD) number of graduates was about 4,372 (5,510) with a range of 26,561 (minimum 13 and maximum 26,574) graduates. The results revealed further that 138,404 (59.7%) of the total graduates were males and the remaining 93,324 (40.3%) were females.

The number of graduates varied from year to year – first decreased from 46,892 in 2013 to 44,871 graduates in 2015. Then, it increased abruptly in 2016 reaching 48,089 graduates, before it decreased again in 2017 to reach 46,294 graduates. Generally, over the five-year period under reference, number of graduates demonstrates a fairly horizontal trend. Specifically, there was a 1.3% reduction in the number of graduates between 2013 and 2017. Further, the five-year period, on average, a total of 46,346 students graduated per year.

Across the five-year period under reference, the profile of female graduates was consistently lower than that of male students. Further, the profiles of graduate students for both male and female students appear to be more or less the same as that of the overall profile. That is, they display a horizontal trend, though at different rates between males and females. In 2013 for example, the number of female graduates was 19,485, but decreased to 18,035 graduates in 2017 (equivalent to 7.4% reduction in the number of graduates). During the same period, the number of male graduates increased from 27,407 graduates in 2013 to 28,259 graduates in 2017 (equivalent to 3.1% increase in the number of male graduates between 2013 and 2017).

Significant variations were observed in terms of number of graduates across programme clusters. The three leading programme clusters or fields of education in terms of number of graduates were Education, Business and Social Sciences. These three programme clusters accounted for 39.4%, 18.7% and 9.4%, which overall, represented 67.5% of the total graduates for 2013-2017, respectively. The next clusters were Medicine, Veterinary and Health Sciences, Law, and Engineering, which accounted for 7.4%, 5.7% and 4.2%, respectively of the total graduates. Further, the clusters that had the least number (in ascending order of magnitude) of graduates are Mining and Earth sciences, Life Sciences, Library, Archive and Museum Studies, Physical Sciences and Mathematics, Architecture and Planning, and Tourism and Hospitality Studies. Each one of these six clusters contributes less than 1% of the total graduates over the period under reference.

With regards to graduates per programme cluster by sex, the results revealed that with the exception of Journalism Media Studies and Communication, and Library, Archive and Museum Studies clusters in which the proportion of female graduates was larger than that of their counterpart male graduates, in all the remaining clusters, the proportion of male graduates was consistently larger than that of female graduates. Expressly, the proportion of female graduates in the fields of Engineering, Physical Sciences and Mathematics, Mining and Earth Sciences, Information and Communication Technology, Agriculture, Life Sciences and Architecture and Planning was reasonably lower than that of their counterpart male graduates. Further, the analysis revealed that the difference

between male and female graduates was less significant in the Social Sciences, Business, General and Law clusters.

Concerning graduates per programme cluster and institution ownership, the data revealed that for the period under reference, no students have graduated from private university institutions in some programme clusters. These are Agriculture, Life Sciences, and Mining and Earth Sciences. In contrast, more than half of the graduates in the Education cluster graduated from private university institutions: 56.6% private vs. 43.4% public university institutions. Slightly above half of the graduates in Law graduated from private university institutions: 52.9% private vs. 47.1% public university institutions. Further, for the period under reference, more than half of the graduates in Journalism Media Studies and Communication, Library, Archive and Museum Studies, and Medicine, Veterinary and Health Sciences clusters have graduated from private university institutions. In all the remaining programme clusters, public university institutions have produced significantly more graduates than private university institutions.

In terms of graduates per award level, the data showed that more than seventy percent ( $n=164,608$ ; 71.0%) of those who have graduated from 2013 to 2017 have graduated at Bachelor's level. Graduates at Master's level represented the second highest proportion ( $n=25,950$ ; 11.2%) of the graduates from university institutions over the five-year period under reference. Graduates at the level of Diploma and Certificate, respectively each represented 8.8% and 7.7% of the total graduates for 2013 to 2017. Less than 1% of the total graduates for the period under reference graduated at PhD and Postgraduate Diploma levels in various fields of study in university institutions.

# **CHAPTER 10**

## **Students' Dropout in University Institutions**

### **10.1 Introduction**

In Chapter Nine, the focus was on the number of graduates in public and private university institutions over a five-year period. However, it is uncommon to have all students who were admitted into a particular degree or non-degree programme graduating after the life cycle of the programme. That is, zero dropout rates in university institutions are rarely observed.

The drop out category of students in an education environment are those who terminate studies due to several reasons including discontinuation due to reasons such as examination irregularities and disciplinary actions. In this regard therefore, the analysis in this chapter aimed at uncovering among other things, the most pronounced reason(s) for dropping out of studies and the programme cluster(s) or fields of education in which there was a significantly high proportion of dropouts among students in public and private university institutions. However, the analysis disaggregated the data on dropouts by such other variables as sex, award level and institution type and considered students who dropped out of studies in university institutions between 2012/2013 and 2017/2018.

### **10.2 Number of Dropouts in University Institutions**

A total of 8,572 students terminated their studies between 2013 and 2017 in university institutions. The results revealed further that 6,149 (71.7%) of the total students who dropped out of studies were males and the remaining 2,423 (28.3%) were females. These rates fundamentally reflect differences in number of students' admission and enrolment between males and females as observed in the previous chapters.

### **10.3 Dropouts by Award Level and Sex**

The highest dropout rate was among students who were pursuing Bachelor's degree. This accounted for 81.6% of the total students who dropped out of studies for the period under reference. Students at Masters and PhD degree levels accounted for 10.6% and 0.3%, respectively (Table 45). However, the high dropout rate at Bachelor degree level largely mirrors the larger number of students who are admitted at this level as revealed earlier.

**Table 45: Dropout rates by programme cluster and sex between 2012/2013 and 2017/2018**

Sex	Award level						Total
	Certificate	Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree	
Female	78	139	1,876	9	314	7	2,423
Male	108	246	5,121	61	598	15	6,149
Total	186	385	6,997	70	912	22	8,572
Percent	2.2	4.5	81.6	0.8	10.6	0.3	100.0

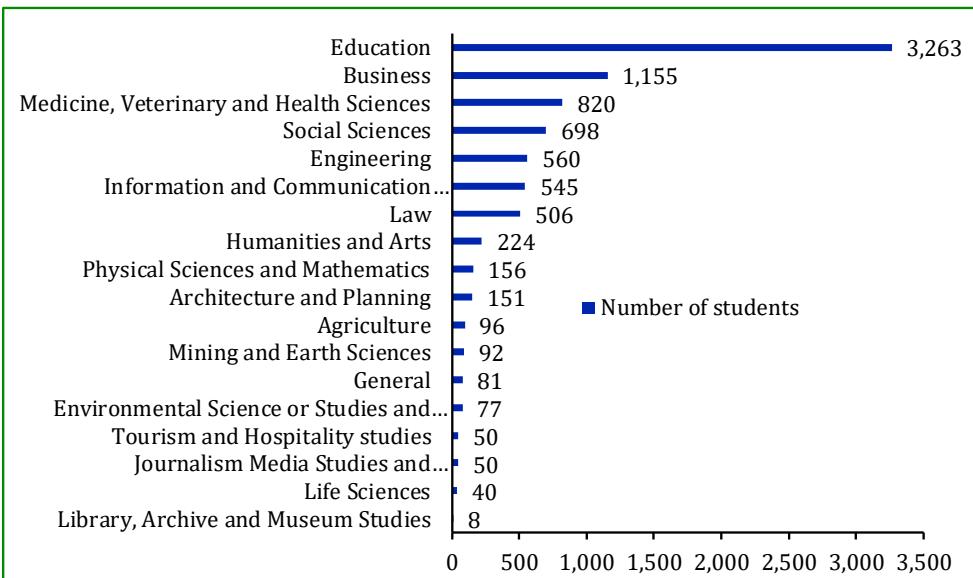
#### **10.4 Dropouts by Type of Institution and Award Level**

Table 46 provides a summary of number of students who dropped out of studies by type of institution (i.e., Full-Fledged Universities, University Colleges, and University Campuses, Centres and Institutes) and award level or level of education. As seen from the table, dropout rates varied within and between types of institution and award levels, with students pursuing Bachelor degree in Full-Fledged Universities ( $n=5,694$ ; 81.4%) being more likely to drop out of studies than in other levels of studies and types of institutions. On the other hand, students who were studying Master's programmes in University Campuses, Centres and Institutes ( $n=445$ ; 48.8%) were more likely to drop out of studies than in other types of institutions. Likewise, as pointed out earlier, the high rate of dropout of students in Full-Fledged Universities also mostly mirrors the number of students admitted into various institutions whereby, total admission of students in Full-Fledged Universities is normally high compared to other types of institutions.

#### **10.5 Dropouts by Programme Cluster and Institution Ownership**

Figure 35 gives number of students who dropped out of studies per programme cluster. As the figure shows, dropout rates also reflect the number of students in each programme cluster. For example, the Education and Business clusters were found to have the highest number of students who dropped out of studies. This is simply because these fields usually have the highest total number of students who are admitted into these clusters and thus, cumulatively, more number of students drop out of studies in these fields. On the other hand, the Library, Archive and Museum Studies cluster had the lowest number of students who dropped out of studies.

Of the total 8,572 students who dropped out of studies, 5,932 (69.2%) were from public university institutions while the remaining 2,640 (30.8%) were from private university institutions. A comparison of dropout rates in the Business and Education clusters that had the highest number of students who dropped out of studies between public and private university institutions revealed that students were more likely to drop out of studies in the Business cluster in public university institutions ( $n=846$ ; 14.3%) than in private university institutions ( $n=309$ ; 11.7%). In contrast, students were more likely to drop out of studies in the Education cluster in private university institutions ( $n=1,250$ ; 47.3%) than in public university institutions ( $n=2,013$ ; 33.9%) as summarized in Table 47.



**Figure 35: Number of dropouts by programme cluster between 2012/2013 and 2017/2018**

**Table 46: Dropout rates by institution type and award level between 2012/2013 and 2017/2018**

SN	Award level	Institution type and sex										Grand total
		Full-Fledged Universities			University Colleges			University Campuses, Centres and Institutes				
		Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Certificate	52	62	114	11	33	44	15	13	28	186	
2	Diploma	116	185	301	9	38	47	14	23	37	385	
3	Bachelor Degree	1,603	4,091	5,694	246	947	1,193	27	83	110	6,997	
4	Postgraduate Diploma	9	61	70	0	0	0	0	0	0	70	
5	Master Degree	88	268	356	39	72	111	187	258	445	912	
6	Doctorate Degree	6	15	21	1	0	1	0	0	0	22	
Grand total		1,874	4,682	6,556	306	1,090	1,396	243	377	620	8,572	

**Table 47: Dropout rates by programme cluster and institution ownership between 2012/2013 and 2017/2018**

SN	Programme Cluster	Public University institutions				Private University institutions				Grand total
		Female	Male	Total	Percent	Female	Male	Total	Percent	
1	Agriculture	34	62	96	1.6					96
2	Architecture and Planning	37	114	151	2.5					151
3	Business	292	554	846	14.3	112	197	309	11.7	1,155
4	Education	583	1,430	2,013	33.9	361	889	1,250	47.3	3,263
5	Engineering	38	396	434	7.3	14	112	126	4.8	560
6	Environmental Science or Studies and Forestry	20	52	72	1.2	1	4	5	0.2	77
7	General	21	52	73	1.2	1	7	8	0.3	81
8	Humanities and Arts	76	128	204	3.4	6	14	20	0.8	224
9	Information and Communication Technology	91	399	490	8.3	13	42	55	2.1	545
10	Journalism Media Studies and Communication		1	1	0.0	22	27	49	1.9	50
11	Law	55	162	217	3.7	127	162	289	10.9	506
12	Library, Archive and Museum Studies	3	2	5	0.1	2	1	3	0.1	8
13	Life Sciences	6	34	40	0.7					40
14	Medicine, Veterinary and Health Sciences	122	274	396	6.7	107	317	424	16.1	820
15	Mining and Earth Sciences	11	81	92	1.6					92
16	Physical Sciences and Mathematics	20	136	156	2.6					156
17	Social Sciences	204	397	601	10.1	30	67	97	3.7	698
18	Tourism and Hospitality studies	14	31	45	0.8	5	5	5	0.2	50
Grand total		1,627	4,305	5,932	100.0	796	1,844	2,640	100.0	8,572

## **10.6 Reason for Termination of Studies**

Regarding reasons for termination of studies in university institutions, the analysis revealed several reasons (Table 48). These were discontinuation based on various reasons: academic grounds (that is, failing to meet pre-determined academic standards), abscondment, examination irregularities, and disciplinary action; deregistration, and death. However, the most pronounced reasons across university institutions were discontinuation based on academic standards, which accounted for most of the total students (66.1%) who dropped out of studies, followed by deregistration (17.1%) and discontinuation on abscondment grounds (10.8%).

**Table 48: Reason for termination of studies between 2012/2013 and 2017/2018**

Reason for termination of studies	Number of students	Percent
Discontinued on academic grounds	5,663	66.1
Deregistration	1,462	17.1
Discontinuation on abscondment grounds	925	10.8
Death	409	4.8
Discontinuation on examination irregularities	107	1.2
Discontinuation on disciplinary grounds	6	0.1
Total	8,572	100.0

## **10.7 Summary**

In this chapter we have seen that in total, 8,572 students terminated their studies between 2013 and 2017 in university institutions. The results revealed further that 6,149 (71.7%) of the total students who dropped out of studies were males and the remaining 2,423 (28.3%) were females.

The results revealed that the highest dropout rate was among students who were pursuing Bachelor degree. This accounted for 81.6% of the total students who dropped out of studies for the period under reference. Students at Masters and PhD degree levels accounted for 10.6% and 0.3%, respectively of the total students who dropped out of studies.

Students who were pursuing Bachelor degree in Full-Fledged Universities ( $n=5,694$ ; 81.4%) were more likely to drop out of studies than in other levels of studies and types of institutions. Further, students who were studying Master's programmes in University Campuses, Centres and Institutes ( $n=445$ ; 48.8%) were more likely to drop out of studies than in other types of institutions.

Dropout rate was observed to be proportional to the number of students admitted or enrolled into the various programme clusters. For example, the Education and Business clusters were found to have the highest number of students who dropped out of studies. This observation is largely because these fields usually have the highest students' admission or enrolment rates and hence, generally, more number of dropout from studies in these fields. Students were less likely to drop out of studies in the Library, Archive and Museum Studies cluster.

The findings in this chapter have also shown that of the total 8,572 students who dropped out of studies, 5,932 (69.2%) were from public university institutions while the remaining 2,640 (30.8%) were from private university institutions. A comparison of dropout rates in the Business and Education clusters that had the highest number of students who dropped out of studies between public and private university institutions revealed that students were more likely to drop out of studies in the Business cluster in public university institutions ( $n=846$ ; 14.3%) than in private university institutions ( $n=309$ ; 11.7%). In contrast, students were more likely to drop out of studies in the Education cluster in private university institutions ( $n=1,250$ ; 47.3%) than in public university institutions ( $n=2,013$ ; 33.9%).

On the reasons for dropping out of studies in university institutions, the analysis revealed that students do drop out of studies due to several reasons. These are discontinuation on academic grounds, examination irregularities, and disciplinary grounds; and deregistration; and death. Based on the data, the most prominent reason for termination of studies was discontinuation based on academic standards, which accounted for most of the students (66.1%) who terminated studies, followed by deregistration (17.1%) and discontinuation for absconding studies.

## CHAPTER 11

# Undergraduate Students' Admission in Higher Learning Institutions in Tanzania

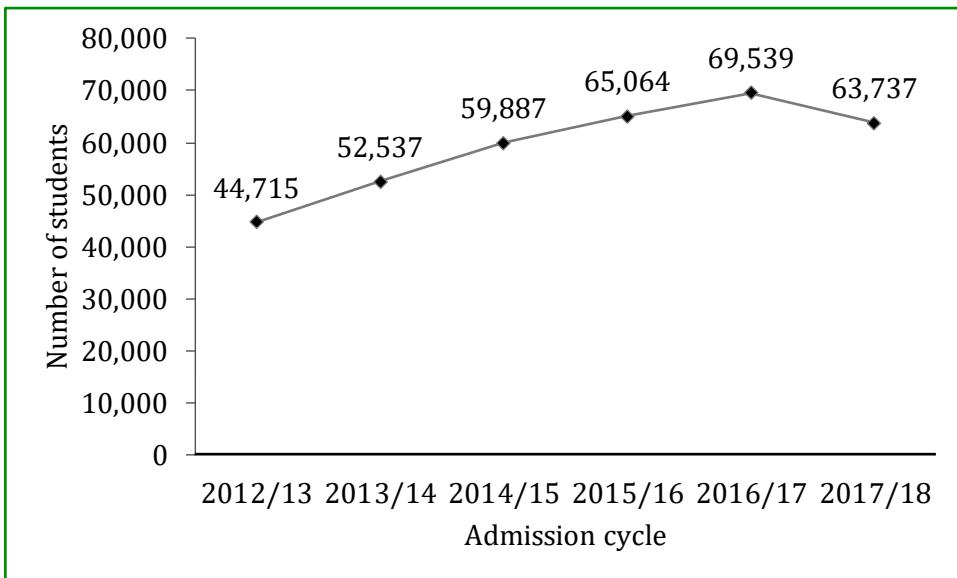
### **11.1 Introduction**

Chapters Two through Ten presented statistics on various aspects focusing on University institutions (i.e., Full-Fledged Universities, University Colleges, and University Campuses, Centres and Institutes) only. Indeed, as explained in the introductory chapter, the focus of this book is on university education in the country. However, given the fact mentioned in the introductory chapter that TCU also coordinates admission of students into various degree programmes in non-university institutions in the country, which offer Bachelor degree programmes, in order to provide a complete picture of the state of university education in the country, this chapter provides summary statistics combining both university and non-university institutions in some aspects. In particular, the chapter provides statistics on admission considering all higher learning institutions (university and non-university) that were offering degree programmes in the country during the 2012/2013 and the 2017/2018 admission cycles.

The analysis provides first, overall (total) trends of undergraduate students' admissions in the country, which is, combining both university and non-university institutions that were offering degree programmes for the period under reference and second providing the same statistics but focusing on non-university institutions only. The second analysis is meant to provide a picture of trends of undergraduate students' admission in non-university institutions offering degree programmes in the country, however, covering the same period as for university institutions.

### **11.2 Total Students' Admission in Higher Learning Institutions**

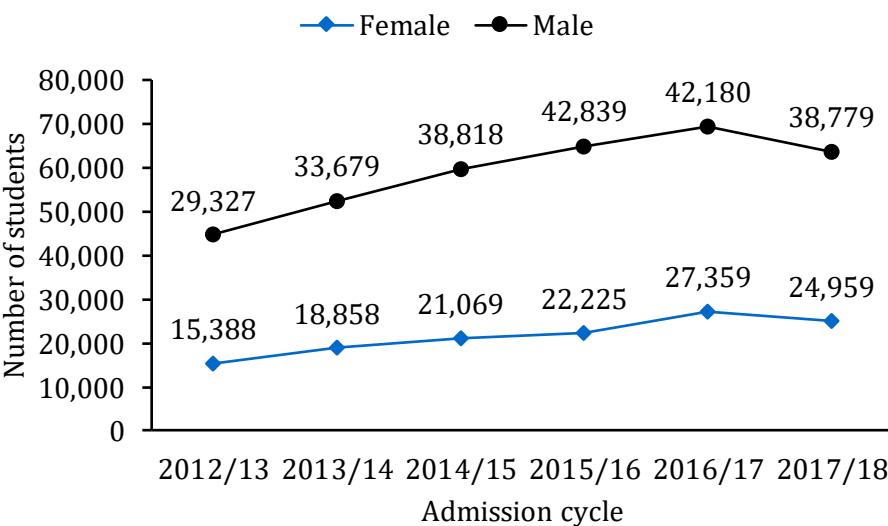
The demand for higher education has been increasing over time in the country. Between the 2012/2013 and the 2016/2017 admission cycles, total number of students who were admitted in various higher learning institutions in the country increased from 44,715 admitted during the 2012/2013 admission cycle to 63,737 students who were admitted during the 2016/2017 admission cycle (Figure 36). This is equal to an increase of 24,824 students or 55.5% increase over a five-year period – equivalent to an annual increase of 4,965 students. However, as Figure 37 shows, between the 2016/2017 and the 2017/2018 admission cycles, total undergraduate students' admission decreased from 69,539 students who were admitted during the 2016/2017 admission cycle to 63,737 students admitted during the 2017/2018 admission cycle. This is equivalent to a decrease of 5,802 students or 8.3% decrease. As elucidated previously, the decline between the two admission cycles (2016/2017 and 2017/2018) was largely attributed to the admission ban in some institutions because of quality assurance issues.



**Figure 36: Total students' admission in higher learning institutions by sex 2012/13-2017/18**

### **11.3 Students' Admission in Higher Learning Institutions by Type of Institutions and Sex**

The demand for higher education by both males and females has been increasing over time. Between the 2012/2013 and the 2016/2017 admission cycles, total number of male students who were admitted in various higher learning institutions increased from 29,327 students admitted during the 2012/2013 admission cycle to 42,180 students who were admitted during the 2016/2017 admission cycle (Figure 37). This is equal to an increase of 12,853 students or 43.8% increase over a five-year period – equivalent to an annual increase of 2,571 students. On the other hand, for the same period (i.e., between 2012/2013 and 2016/2017 admission cycles), total number of female students who were admitted in various higher learning institutions increased from 15,388 students admitted during the 2012/2013 admission cycle to 27,359 students who were admitted during the 2016/2017 admission cycle (Figure 37). This is equal to an increase of 11,971 students or 77.8% increase over a five-year period – equivalent to an annual increase of 2,394 students. Overall, as Figure 37 shows, the profile of total admitted male student is consistently above that of female students, implying that more male students were admitted during the period under reference than their counterpart female students. Table 49 provides statistics on total admitted students into higher learning institutions by type of institutions and sex for the 2012/2013 - 2017/2018 admission cycles. Overall, the proportion of students admitted in public institutions has increased from 55.5% during the 2012/2013 to 78.9% during the 2018/2019 admission cycles. On the other hand, the proportion of students admitted in private institutions decreased from 44.5% during the 2012/2013 to 21.1% during the 2018/2019 admission cycles.



**Figure 37: Students' admission in higher learning institutions by sex 2012/13-2017/18**

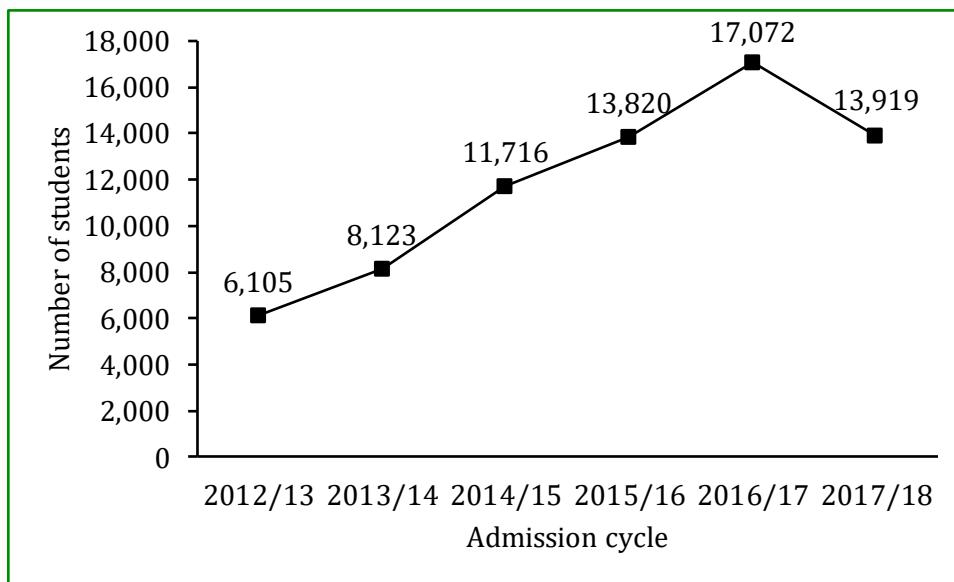
**Table 49: Total admitted students into higher learning institutions by type of institutions and sex 2012/2103-2017/2018**

Type of Institution	Admission Cycle																	
	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Public Institutions	7,840	16,985	24,825	10,196	18,263	28,459	13,575	24,417	37,992	14,445	27,339	41,784	17,331	27,319	44,650	19,491	30,801	50,292
Private Institutions	7,548	12,342	19,890	8,662	15,416	24,078	7,494	14,401	21,895	7,780	15,500	23,280	10,028	14,861	24,889	5,467	7,978	13,445
Total admission	15,388	29,327	44,715	18,858	33,679	52,537	21,069	38,818	59,887	22,225	42,839	65,064	27,359	42,180	69,539	24,959	38,779	63,737
%Public Institutions	50.9	57.9	55.5	54.1	54.2	54.2	64.4	62.9	63.4	65.0	63.8	64.2	63.3	64.8	64.2	78.1	79.4	78.9
% Private Institutions	49.1	42.1	44.5	45.9	45.8	45.8	35.6	37.1	36.6	35.0	36.2	35.8	36.7	35.2	35.8	21.9	20.6	21.1

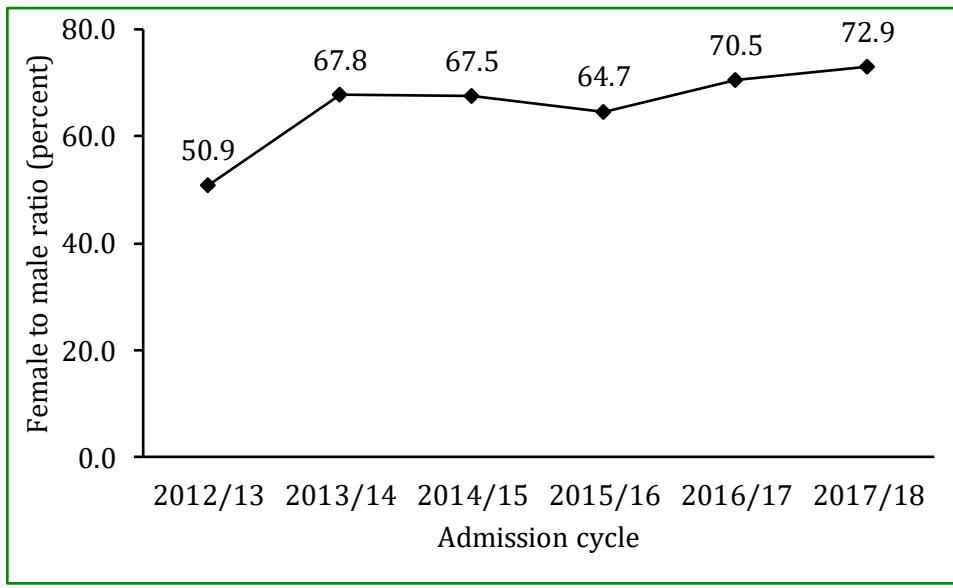
## **11.4 Total Students' Admission in Non-University Institutions**

For the period under reference, the number of students admitted into various degree programmes in non-university institutions has been generally increasing over time except during the 2017/2018 admission cycle in which students' admission decreased suddenly as it was the case in university institutions. Between the 2012/2013 and the 2016/2017 admission cycles, students' admission increased by about three times (i.e., increased from 6,105 students who were admitted during the 2012/2013 academic year to 17,072 students admitted during the 2016/2017 academic year). However, the number of students admitted decreased between 2016/2017 and 2017/2018 admission cycles – decreased by 18.5% (decreased from 17,072 students admitted during the 2016/2017 academic year to 13,919 students admitted during the 2017/2018 academic year).

Looking at gender differences in admission in non-university institutions, the data revealed a similar pattern as that observed in university institutions. That is, the profile of male students admitted into various programme clusters is consistently above that of female students and the two profiles are fairly parallel (and increasing), suggesting a constant rate of increase in total students' admission for both males and females over the entire period under reference (Figure 38). The ratio of female to male (in percent) in total admission is presented in Figure 39.



**Figure 38: Total students' admission in non-university institutions 2012/13-2017/18**



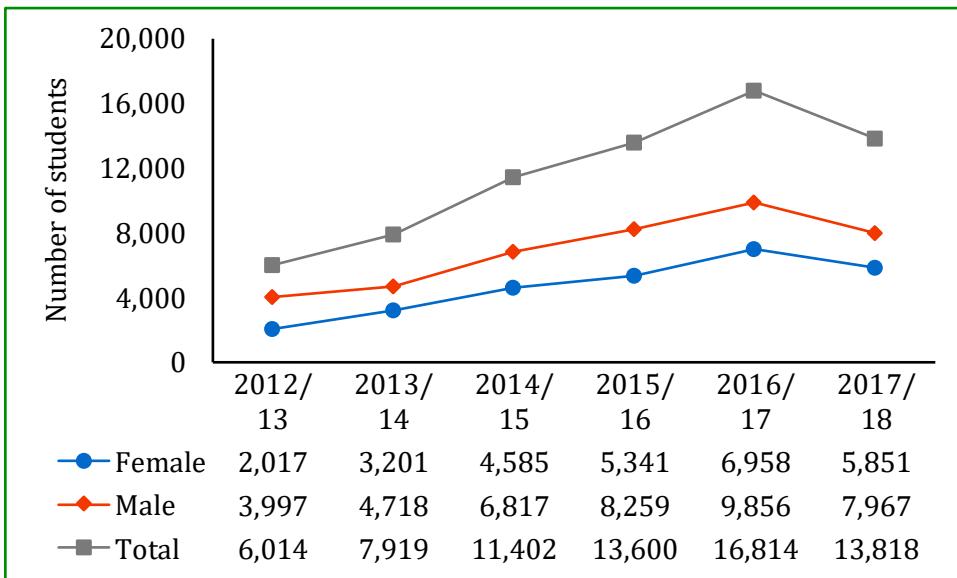
**Figure 39: Female to male ratio of total students' admission in non-university institutions 2012/13-2017/18**

## 11.5 Students' Admission by Ownership in Non-University Institutions

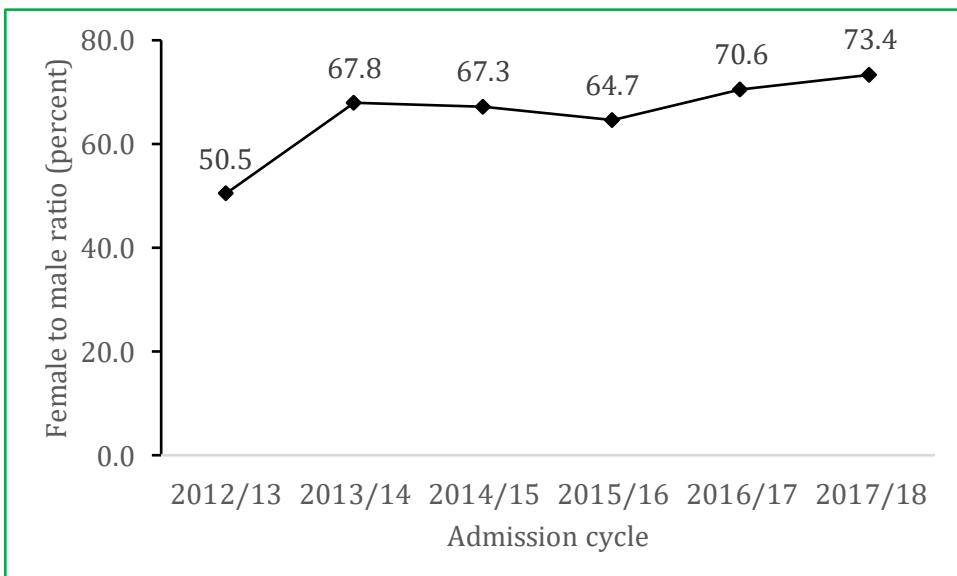
### 11.5.1 Students' Admission in Public Non-University Institutions

Admission of students in public non-university institutions displays an overall increasing trend (Figure 40). Between the 2012/2013 and the 2017/2018 academic years, the number of students admitted into various degree programmes in public non-university institutions increased by about two times (increased from 18,811 students admitted during the 2012/2013 academic year to 36,474 students admitted during the 2017/2018 academic year). Table 50 gives a list of individual public non-university institutions indicating the number of students who were admitted into various degree programmes in these institutions during the period under reference.

In order to understand the magnitude of gender disparity in students' admission in public non-university institutions, the data were further broken down by sex of students. According to the results (Figure 40), the profile of number of female students admitted into various academic programmes was constantly lower than that of male students. A profile of female to male ratio (percent) is given in Figure 41 from which it is clear that female to male ratio of admission in public non-university institutions generally displays an increasing trend, though when individual academic years are considered, there seems to be a random pattern.



**Figure 40: Trends in students' admission in public non-university institutions 2012/13-2017/18**



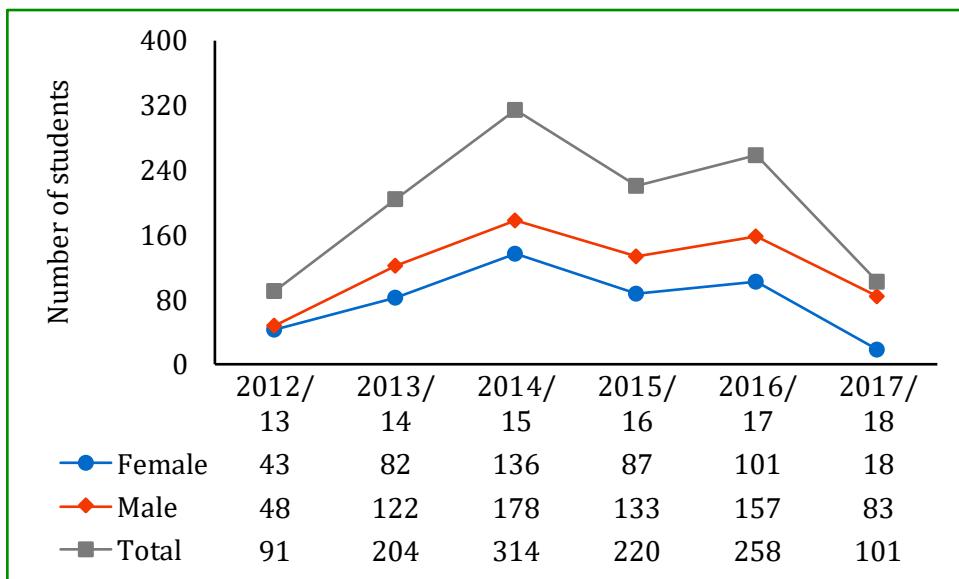
**Figure 41: Female to male ratio of admission in public non-university institutions 2012/13-2017/18**

**Table 50: Students admitted into public non-universities by sex 2012/13 - 2017/18 admission cycles**

SN	Name of University/institution	Admission Cycle																	
		2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Arusha Technical College	5	25	30	1	29	30	4	28	32	13	69	82	25	125	150	48	168	216
2	Centre for Foreign Relations Dar es Salaam	-	-	-	-	-	-	80	106	186	85	106	191	85	86	171	94	130	224
3	College of African Wildlife Management Mweka	10	23	33	23	78	101	48	169	217	49	135	184	46	131	177	32	72	104
4	College of Business Education Mwanza	-	-	-	-	-	-	24	23	47	42	51	93	45	62	107	16	27	43
5	College of Business Education Dar es Salaam	158	273	431	218	256	474	365	426	791	343	464	807	245	414	659	150	199	349
6	College of Business Education Dodoma	-	-	-	98	105	203	164	215	379	112	95	207	141	125	266	51	77	128
7	Community Development Training Institute	62	67	129	92	51	143	208	126	334	146	102	248	163	155	318	101	68	169
8	Dar es Salaam Institute of Technology	44	390	434	76	458	534	55	509	564	112	579	691	106	593	699	113	528	641
9	Dar Es Salaam Maritime Institute	0	2	2	1	24	25	4	73	77	7	85	92	5	63	68	12	72	84
10	Eastern Africa Statistical Training Centre	-	-	-	18	21	39	18	50	68	22	63	85	14	32	46	19	28	47
11	Eastern and Southern African Management Institute	-	-	-	-	-	-	-	-	-	-	-	-	2	2	4	-	-	-
12	Institute of Accountancy Arusha	157	205	362	268	339	607	362	435	797	346	399	745	324	408	732	374	435	809
13	Institute of Adult Education	53	78	131	98	89	187	112	94	206	157	147	304	122	87	209	90	35	125
14	Institute of Finance Management	1,099	2,283	3,382	704	1,166	1,870	745	1,455	2,200	990	1,617	2,607	1,075	1,339	2,414	1,506	1,987	3,493
15	Institute of Finance Management Mwanza	-	-	-	-	-	-	-	-	-	12	12	24	71	56	127	55	70	125
16	Institute of Public Administration - Zanzibar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56	43	99	
17	Institute of Rural Development Planning	161	275	436	219	339	558	299	403	702	255	385	640	428	553	981	292	381	673
18	Institute of Rural Development Planning Mwanza	-	-	-	-	-	-	-	-	-	-	-	-	11	21	32	23	38	61
19	Institute of Social Work	125	117	242	315	159	474	405	231	636	432	227	659	374	207	581	301	164	465
20	Institute of Social Work- Mwanza Campus	-	-	-	-	-	-	-	-	-	-	-	-	10	9	19	-	-	-
21	Institute of Tax Administration	24	34	58	46	75	121	66	141	207	30	99	129	125	196	321	63	91	154
22	Karume Institute of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	2	30	32	4	0	4
23	National Institute of Transport	6	62	68	93	402	495	216	774	990	455	1,529	1,984	831	2,107	2,938	401	1,145	1,546
24	Tanzania Institute of Accountancy - Mwanza	-	-	-	-	-	-	-	-	-	-	-	-	54	53	107	36	51	87
25	Tanzania Institute of Accountancy - Singida	-	-	-	-	-	-	-	-	-	-	-	-	77	116	193	83	98	181
26	Tanzania Institute of Accountancy- Mbeya	-	-	-	-	-	-	130	169	299	346	425	771	346	382	728	157	178	335
27	Tanzania Institute of Accountancy Dar es Salaam	78	130	208	736	830	1,566	1,075	1,106	2,181	947	962	1,909	1,325	1,195	2,520	563	583	1,146
28	Tanzania Public Service College Dar es Salaam Campus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	225	94	319	
29	The Mwalimu Nyerere Memorial Academy Dar es Salaam	35	33	68	186	230	416	187	178	365	397	530	927	753	917	1,670	890	1,030	1,920
30	The Mwalimu Nyerere Memorial Academy- Zanzibar	-	-	-	-	-	-	-	-	-	6	4	10	100	174	274	56	57	113
31	Water Development Management Institute	-	-	-	9	67	76	18	106	124	37	174	211	53	218	271	40	118	158
	Grand total	2,017	3,997	6,014	3,201	4,718	7,919	4,585	6,817	11,402	5,341	8,259	13,600	6,958	9,856	16,814	5,851	7,967	13,818

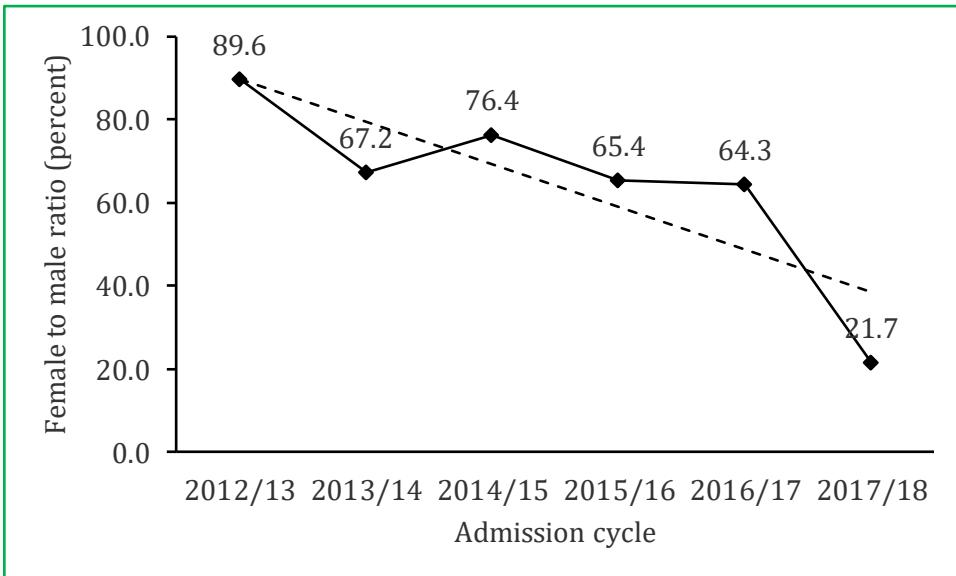
## 11.5.2 Students' Admission in Private Non-University Institutions

Unlike in public non-university institutions, total admission of students in private non-university institutions fluctuates upwards and downwards. Students' total admission increased from 91 students admitted during 2012/2013 academic year or admission cycle to 314 students who were admitted during the 2014/2015 academic year (Figure 42) then dropped to 220 students who were admitted during the 2015/2016 admission cycle. The number increased again to reach 258 students admitted during the 2016/2017 admission cycle. As it was in public non-university institutions, total number of students who were admitted in private non-university institutions dropped during the 2017/2018 to reach 101 students (Figure 43).



**Figure 42: Trends in students' admission in private non-university institutions 2012/13-2017/18**

As was the case in public non-university institutions, female students who were admitted into various degree programmes in private non-university institutions were also consistently lower than male students. However, the magnitude of the gap displayed a decreasing trend from 2012/2013 to 2014/2015 academic years and an increasing trend in the remaining subsequent academic years for the period under reference (Figure 43). In addition, the ratio (percent) between female and male students is much higher in private non-university institutions than is the case in public non-university institutions. This suggests that female students were more likely to be admitted in private non-university institutions than in corresponding public non-university institutions. table 51 gives a list of individual private non-university institutions and their corresponding number of students who were admitted into these institutions between the 2012/2013 and the 2017/2018 admission cycles.



**Figure 43: Female to male ratio of admission in private non-university institutions 2012/13-2017/18**

**Table 51: Students admitted into private non-university institutions by sex 2012/13 - 2017/18 admission cycles**

SN	Name of University institution	Admission Cycle																	
		2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Institute of Procurement and supply	0	1	1	12	21	33	10	29	39	7	8	15	21	14	35	-	-	-
2	MS Training Centre for Development Cooperation	-	-	-	-	-	-	-	-	-	1	1	2	5	7	12	5	8	13
3	Unique Academy Dar es Salaam	2	5	7	-	-	-	8	46	54	8	52	60	10	87	97	13	75	88
4	Zanzibar Institute of Financial Administration	41	42	83	70	101	171	118	103	221	71	72	143	65	49	114	-	-	-
<b>Grand total</b>		<b>43</b>	<b>48</b>	<b>91</b>	<b>82</b>	<b>122</b>	<b>204</b>	<b>136</b>	<b>178</b>	<b>314</b>	<b>87</b>	<b>133</b>	<b>220</b>	<b>101</b>	<b>157</b>	<b>258</b>	<b>18</b>	<b>83</b>	<b>101</b>

## **11.6 Summary**

The analysis in this chapter has revealed several key issues. Admission of students into various undergraduate degree programmes in higher learning institutions has been increasing. For example, between the 2012/2013 and the 2016/2017 admission cycles, the total number of students who were admitted into degree programmes in various higher learning institutions in the country increased from 44,715 admitted during the 2012/2013 admission cycle to 63,737 students who were admitted during the 2016/2017 admission cycle. However, between the 2016/2017 and the 2017/2018 admission cycles, total undergraduate students' admission decreased from 69,539 students who were admitted during the 2016/2017 admission cycle to 63,737 students admitted during the 2017/2018 admission cycle.

Variations exist in total students' admission between males and females. Generally, there were more male students who were admitted across all admissions cycles for the period under reference than female students.

Likewise, there has been an overall increasing trend of total students' admission into various degree programmes in non-university institutions. For example, between the 2012/2013 and the 2016/2017 admission cycles, the number of students admitted into various degree programmes in non-university institutions increased from 6,105 students who were admitted during the 2012/2013 academic year to 17,072 students admitted during the 2016/2017 academic year). However, the number of students admitted decreased between the 2016/2017 and the 2017/2018 admission cycles decreased from 17,072 students admitted during the 2016/2017 academic year to 13,919 students admitted during 2017/2018 academic year.

For the period under reference, total students admitted into various degree programmes varied between public and private non-university institutions. Between the 2012/2013 and the 2017/2018 academic years, the number of students admitted into various degree programmes in public non-university institutions increased from 18,811 students admitted during the 2012/2013 academic year to 36,474 students admitted during the 2017/2018 academic year). Unlike in public non-university institutions, total admission of students admitted into various degree programmes in private non-university institutions appeared to oscillate upwards and downwards from one year to another. Students' total admission increased from 91 students admitted during the 2012/2013 academic year or admission cycle to 314 students who were admitted during 2014/2015 academic year then dropped to 220 students who were admitted during the 2015/2016 admission cycle. The number increased again to reach 258 students admitted during the 2016/2017 admission cycle.

## **CHAPTER 12**

# **Undergraduate Students' Enrolment in Non-University Institutions**

### **12.1 Introduction**

Chapter Seven presented statistics on students' enrolment into various academic degree and non-degree programmes in public and private university institutions during the 2017/2018 academic year. This chapter looks at undergraduate degree students' enrolment during the same academic year in non-university institutions, which were offering degree programmes. The analysis in this chapter was based on data that were collected from 32 non-university institutions ( $n=30$ ; 93.8% public and  $n=2$ ; 6.2% private) that offered degree programmes during the period under reference.

### **12.2 Total Enrolled Students**

In total, 34,236 students who were enrolled into various Bachelor degree programmes in public and private non-university institutions during the 2017/2018 academic year. Enrolled Bachelor degree students accounted for 95.5% of the total students' enrolment (i.e.,  $n=35,866$ ) in the 32 non-university institutions that offered Bachelor degree programmes. Of the total students who were enrolled into various Bachelor degree programmes, 19,606 (57.3%) were males and the remaining 14,630 (42.7%) were females.

### **12.3 Students' Enrolment by Ownership of Institution**

The data revealed that of the total 34,236 who were enrolled into various degree programmes in non-university institutions, 99.3% ( $n=34,010$ ) were enrolled in public non-university institutions. Private institutions had 226 (0.7%) enrolled Bachelor degree students.

### **12.4 Students' Enrolment by Programme Cluster and Ownership of Institution**

Analysis of the data in this chapter revealed that students in non-university institutions were enrolled into twelve (12) different clusters. However, most of them were enrolled into four (4) clusters. These are Business ( $n=22,727$ ; 66.4%), Education ( $n=2,828$ ; 8.3%), Engineering ( $n=2,754$ ; 8.0%) and Social Sciences ( $n=2,454$ ; 7.2%).

When the data were broken down by ownership of institution - public against private – the pattern of enrolment of students in the various clusters in public non-university institutions was found to be more or less the same as that of the combined (public and private) institutions. Table 52 gives total enrolment of students into the 12 different programme clusters in public non-university

institutions during the 2017/2018 academic year. The analysis revealed further that six (6) clusters had no enrolled students at all award levels in public non-university institutions during the period under reference (Table 52). These are, namely:

- Agriculture;
- General;
- Journalism Media Studies and Communication;
- Life Sciences;
- Mining and Earth Sciences; and
- Physical Sciences and Mathematics.

**Table 52: Enrolment in Bachelor degree by programme cluster in public non-universities 2017/2018**

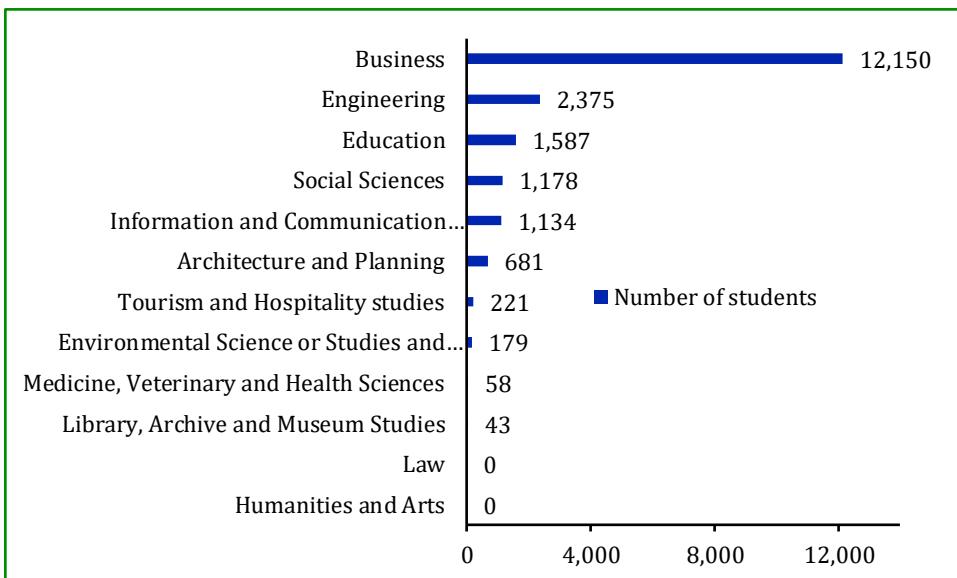
SN	Programmes Cluster	Bachelor Degree		
		Female	Male	Total
1	Architecture and Planning	588	681	1,269
2	Business	10,577	12,150	22,727
3	Education	1,241	1,587	2,828
4	Engineering	379	2,375	2,754
5	Environmental Science or Studies and Forestry	85	166	251
6	Humanities and Arts			
7	Information and Communication Technology	249	983	1,232
8	Law			
9	Library, Archive and Museum Studies	89	43	132
10	Medicine, Veterinary and Health Sciences	30	58	88
11	Social Sciences	1,262	1,152	2,414
12	Tourism and Hospitality Studies	94	221	315
Grand total		14,594	19,416	34,010

Students in private non-university institutions were enrolled into only three programme clusters, namely Information and Communication Technology cluster (n=171; 75.7%), Social Sciences (n=40; 17.7%), and Environmental Science or Studies and Forestry (n=15; 6.6%). All the remaining clusters had no enrolled students as Table 53 shows.

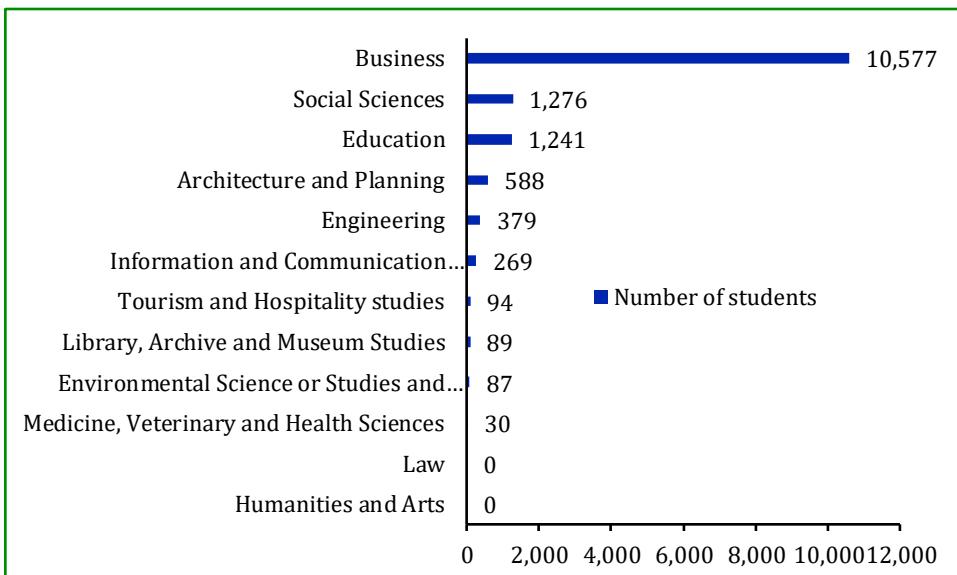
**Table 53: Enrolment Bachelor degree by programme cluster in private non-universities 2017/2018**

SN	Programmes Cluster	Bachelor Degree		
		Female	Male	Total
1	Architecture and Planning			
2	Business			
3	Education			
4	Engineering			
5	Environmental Science or Studies and Forestry	2	13	15
6	Humanities and Arts			
7	Information and Communication Technology	20	151	171
8	Law			
9	Library, Archive and Museum Studies			
10	Medicine, Veterinary and Health Sciences			
11	Social Sciences	14	26	40
12	Tourism and Hospitality Studies			
Grand total		36	190	226

The data on total enrolment in various programme clusters were broken down by sex. Variations were observed between male and female students in terms of programme clusters in which they were enrolled. Figures 44 and 45 present the number of male and female students, respectively who were enrolled into the various clusters at Bachelor degree level during the 2017/2018 academic year. For male students, mostly were enrolled into the Business, Engineering, Education, Social Sciences and Information and Communication Technology (Figure 44). On the other hand, most of the female students were enrolled into three clusters, namely Business, Social Sciences and Education (Figure 45).



**Figure 44: Enrolled male students by programme cluster**



**Figure 45: Enrolled female students by programme cluster**

## **12.5 Summary**

This chapter analysed students' enrolment data that were collected from thirty (30) public and two (2) private non-university institutions that offered degree programmes during the 2017/2018 academic year. The analysis has revealed that during the 2017/2018 academic year, there were 34,236 students who were enrolled in various Bachelor degree programmes. Male students who were pursuing Bachelor degree programmes accounted for the majority ( $n=19,606$ ; 57.3%) while the remaining 14,630 (42.7%) were females.

Of the total students who were enrolled into various Bachelor degree programmes in non-university institutions, the majority ( $n=34,010$ ; 99.3%) were enrolled in public non-university institutions. Private institutions had only 226 (0.7%) enrolled Bachelor degree students.

On average, the thirty (30) public non-university institutions had about 1,134 students who were pursuing Bachelor degree in different years during the 2017/2018 academic year while the two (2) private non-university institutions had 113 students pursuing Bachelor degree programmes.

In terms of programme clusters, the analysis in this chapter has revealed that a significant proportion of students who were enrolled into various Bachelor degree programmes in non-university institutions during the 2017/2018 academic year were enrolled in the Business cluster ( $n=22,727$ ; 66.4%) followed by Education ( $n=2,828$ ; 8.3%), Engineering ( $n=2,754$ ; 8.0%) and Social Sciences ( $n=2,454$ ; 7.2%) clusters. Six (6) of the total 18 programme clusters had no enrolled students during the period under reference. These are Agriculture, General, Journalism Media Studies and Communication, Life Sciences, Mining and Earth Sciences; and Physical Sciences and Mathematics.

Gender differentials on enrolment into Bachelor degree programmes was also observed in non-university institutions. It has been revealed that female students were more likely to have been enrolled into the Business cluster than male students. More than 70% ( $n=10,577$ ) of the total female students were pursuing Business related programmes compared to 62.1% ( $n=12,150$ ) of the total male students who were in the same cluster. In contrast, male students were more likely to be enrolled into the Engineering cluster than female students. Of the total male students who were in different years of study pursuing Bachelor degree programmes, 12.1% ( $n=2,375$ ) were enrolled into Engineering programmes while the corresponding percentage for female students was 2.6% ( $n=379$ ).

# CHAPTER 13

## Conclusions

### **13.1 Introduction**

This book provides important information to permit understanding of the state of university education in Tanzania. It gives key summary statistics covering a wide range of aspects concerning university education in the country. Information presented in this book include number of university institutions, ownership (public against private), academic and administrative staff profiles, number of programmes on offer and clusters, graduates and dropouts. Information provided in this book can be used to guide decision-making processes concerning university education in many dimensions at both micro and macro levels considering the dynamics of higher education at national, regional and global levels consistent with national, regional and global development objectives.

### **13.2 Conclusions**

The analyses conducted revealed a number of important results based on which the following conclusions have been drawn:

**Conclusion 1:** The Government of the United Republic of Tanzania through the Tanzania Commission for Universities has played a critical role in creating an enabling environment necessary to bolster the establishment of university institutions in the country. University institutions have increased from one (1) University College in 1961 to thirty-four (34) Full-Fledged Universities, fifteen (15) University Colleges and eleven (11) University Campuses, Centres and Institutes that offer training programmes in various fields of education or clusters operate in the United Republic of Tanzania. In that regard, TCU will continue to exercise its supportive role to support university institutions in many dimensions such as coordinating the admission of students, offering training in key areas like quality assurance, university leadership and management in order to ensure that university institutions operate in accordance with set standards and benchmarks.

**Conclusion 2:** Proportionally (in terms of number of institutions), university education in Tanzania is largely dominated by private university institutions. However, more than half of the academic programmes that are on offer are offered in public university institutions and that, public university institutions have the highest population of students. Correspondingly, public

university institutions employ a great segment of academic and administration staff.

**Conclusion 3:** The most common degree programmes awarded in university institutions are Bachelor and Master while the most common non-degree programme offered by university institutions is Diploma. Further, a wide range of programme clusters is offered in university institutions in Tanzania with Education, Business, Medicine and Law being the most popular clusters in terms of number of programmes and student population.

**Conclusion 4:** Academic staffs in university institutions are concentrated in seven (7) out of the total 18 award clusters. Medicine, Veterinary and Health Sciences, Social Sciences, Education, General, Business, Humanities and Arts, and Engineering have the highest proportions of staff, comprising well over 70% of the total population of academic staff in university institutions in the country. Agriculture, Life Sciences, Architecture and Planning, Mining and Earth Sciences, Library, Archive and Museum Studies, Journalism Media Studies and Communication, and Tourism and Hospitality Studies are the award clusters that rank low in terms of number of academic staff. Lack of harmonized promotion criteria among all university institutions (public and private) in the country makes it hard to rank academic staff across institutions.

**Conclusion 5:** Training in university institutions is conducted by staff who mostly have Master qualifications, with PhD holders accounting for the next highest proportion.

**Conclusion 6:** Education; Medicine, Veterinary and Health Sciences; Business, Social Sciences; and Law programme clusters lead in number of enrolment in university institutions in the country while Life Sciences, Journalism Media Studies and Communication; Tourism and Hospitality Studies; Library, Archive and Museum Studies; Mining and Earth Sciences; and General clusters have the lowest number of students' enrolment.

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## **Annexes**

**Annex 1: Institutional Regular Quality Audit Tool**

### **THE TANZANIA COMMISSION FOR UNIVERSITIES**



### **INSTITUTIONAL REGULAR QUALITY AUDIT TOOL**

**March 2018**

## Preliminary Information

SN	Item	Explanation(s)
1.	Name of the institution	
2.	Type of the institution (university/college/institute/centre/ directorate/school).	
3.	Ownership	
4.	Physical address of the institution	
5.	Postal address of the institution	
6.	Telephone Numbers, Mobile Number, Fax Number, Email Address and website	
7.	Date which the institution was established	
8.	Institution accreditation status (when)	
9.	Owner(s) of the institution	
10.	Number of Programmes on offer (Certificates/ Diploma /Bachelor/ Masters/ PhD	
11.	Total Institution carrying Capacity (2017/18)	
12.	Total student enrolment (2017/18)	
13.	Number of deregistered/discontinued students (2012/13-2016/17)	
14.	Total number of graduates (2012/13-2016/17)	

### Part One: Presence of Governance tools

The objective of this section is to collect basic information regarding on existing governance tools of the institutions. You will be required to collect all information and documents of the following items:

SN	Item	Available (Av) / Not available	Remarks
1.	Charter		
2.	Rolling Strategic Plan		
3.	Land Use Master Plan		
4.	Facilities' Inventory and Maintenance Manual/Policy		
5.	Human Resource Policy/Manual		
	Staff recruitment, promotion and development		
6.	policy/manual		
7.	Admission Regulations		
8.	Quality assurance policy		
9.	Existence of Online Admission System		
10.	Presence of Quality Assurance Office/Directorate		
11.	Current Prospectus		
12.	Student Support Services Manual		
13.	Examination Regulations		
14.	Student By-Laws/handbook		
15.	ICT policy		
16.	Research Policy		
17.	Consultancy Services Policy		
18.	Financial Regulations		
19.	Existence of Workers Union		
20.	Existence of student Association		
21.	Others (specify)		

\* Team members should collect Copies of documents listed in this section

## Part Two: Strength of Staff

The objective of this section is to collect information on qualifications of Academic and support staff of the institutions. It is important to ensure that the table is dully filled to the last column.

### (a) University Management (VCs/ Principals/Provost & Deputies; Deans/ Directors and Heads of Departments)

SN	Name of Staff	Gender	Nationality	Date of Birth	Administrative post	Academic Rank	Academic Qualifications	Year Qualification Obtained	Conferring Institution	Date of appointment	Employment Status
1	E.g. Devotha Mmassi	Female	TZ	1965	Vice Chancellor		PhD in Education Management Master in Educational Planning & Administration BA in Education	1996	Liverpool	2008	Full-time

### (b) Administrative Staff

SN	Name of Staff	Gender	Nationality	Date of Birth	Administrative post	Academic Qualifications	Year Qualification Obtained	Conferring Institution	Date of Appointment	Employment Status
1	E.g. Devotha Mmassi	Female	TZ	1965	Vice Chancellor	PhD in Education Management Master in Educational Planning & Administration BA in Education	1996	Liverpool	2008	Full-time

## Academic Staff

SN	Name of Staff	Gender	Nationality	Date of Birth	Academic Rank	Academic Qualifications	Duration of Studies (yrs)	Classification & GPA	Conferring Institution	Year Qualification Obtained	Employment Status (Full or Part-Time)
1	E.g. John Maro	Male	TZ	1978	Senior Lecturer	PhD in Chemistry  Master of Science in Chemistry Bachelor of Science in Chemistry	4  2  3	Pass 4.5  Upper 4.5  First Class 4.9	University Liverpool ARU  SAUT	2008  2005  2001	Full-time
2.											
3.											
4.											

\* The Team should collect payrolls for the last three months

\* Please ensure that the required template is used to provide the details, preferably in a soft copy using an excel sheet.

### **Part Three: Programmes on offer**

The objective of this section is to collect information on all programmes on offer (Degree and Non-degree) for university institutions, and Bachelors and Postgraduate programmes for non-university institutions. (The listing should start with Postgraduate programmes to the lowest level).

SN	Programme Name	Approval Status	Date Approved	Capacity	Duration	Student Enrolled	Number of qualified available academic staff				Total
							PhD Holders	Master Holders	Bachelor Holders	Female	

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*\*The Team should collect evidences of approval for programmes indicated to have been approved by either approval bodies (for this case TCU, NACTE or University Senates).*

## Part Four: Students Enrolment

This section intends to collect information on all students registered in the institution in particular academic year. These shall include (non-degree, degree and postgraduate present in the institution). **Note:** For non-university institutions, the data is limited to Bachelors and Postgraduate students.

First Name	Middle Name	Surname	Gender	Nationality	Date of birth	Year of study	Study mode	Entry Qualification	Special Needs	Enrolment year	F 4 Index number	Award Name	Registration number	Institution code	Programme code
John	K	Suruali	M	Tanzanian	1980	First Year	Full-Time	Direct/ Equivalent /RPL	None	U2122/8282/2008	Bachelor of Science in Irrigation	DK	DK001		

## Part Five: List of Graduates per programme

Fname	Mname	Surname	Gender	Registration number	Bachelor of Education	Award	GPA	Class	Graduation year	F4_index_number	Programme code
John	Peter	Mussa	M	T2416/2010/90		4.3	Upper second	2015	S0256/0089/2003		UD 001

\*It is advised that the Team members collect graduation books of the past five years.

## Part Six: List of dropouts

First Name	Middle name	Surname	Gender	F4_index_number	Year	Reason	Registration number	Programme of study	Programme Code
John	K.	Peterson	M	S0246/0026/2013	2014	Discontinued	T2416/2010/90		

\*This entails deregistered/discontinued/ deceased should be made available in soft copies

**Annex 2: Programmes on offer per institution per ward level 2017/2018**

SN	Name of Institution	Certificate	Award level							Grand total
			Diploma	Higher Diploma	Advanced Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree	
1	AbdulRahman Al-Sumait Memorial University	1	6	0	0	5	0	0	0	12
2	Aga Khan University	0	0	0	0	1	0	4	0	5
3	Archbishop James University College	6	3	0	0	5	0	0	0	14
4	Archbishop Mihayo University College of Tabora	12	0	0	0	6	1	2	0	21
5	Ardhi University	0	0	0	0	20	7	16	23	66
6	Cardinal Rugambwa Memorial University College	5	6	0	0	1	0	1	0	13
7	Catholic University of Health and Allied Sciences	0	3	0	0	5	0	7	1	16
8	Dar es Salaam University College of Education	0	0	0	0	4	0	0	0	4
9	Eckernforde Tanga University	7	6	0	0	2	1	0	0	16
10	Hubert Kairuki Memorial University	0	0	0	0	2	0	3	0	5
11	International Medical and Technological University	1	1	0	0	3	0	6	0	11
12	Jordan University College	12	15	0	0	11	0	5	0	43
13	Josiah Kibira University College	2	2	0	0	4	0	0	0	8
14	Kampala International University in Tanzania	10	12	0	0	13	0	1	0	36
15	Kilimanjaro Christian Medical University College	0	2	0	0	6	0	19	1	28
16	Marian University College	1	3	0	0	3	0	0	0	7
17	Mbeya University of Science and Technology	0	14	0	0	6	0	0	0	20
18	Mkwawa University College of Education	0	0	0	0	4	1	2	0	7
19	Moshi Co-operative University	8	5	0	0	10	4	3	1	31
20	Mount Meru University	0	5	0	0	6	0	2	0	13
21	Mount Meru University- Mwanza Centre	6	7	0	0	3	0	0	0	16
22	Muhimbili University of Health and Allied Sciences	0	6	0	1	13	0	62	0	82
23	Muslim University of Morogoro	6	7	0	0	7	0	0	0	20
24	Mwenge Catholic University	6	7	0	0	5	1	1	1	21
25	Mzumbe University	7	2	0	0	25	0	21	1	56
26	Mzumbe University ?Dar es Salaam Campus College	0	0	0	0	0	0	8	0	8
27	Mzumbe University (MU), Mbeya Campus	2	5	0	0	4	0	0	0	11
28	Nelson Mandela African Institution of Science and Technology	0	0	0	0	0	0	7	7	14

SN	Name of Institution	Award level									Grand total
		Certificate	Diploma	Higher Diploma	Advanced Diploma	Bachelor Degree	Postgraduate Diploma	Master Degree	Doctorate Degree		
29	Open University of Tanzania	6	5	0	0	39	6	36	1	93	
30	Ruaha Catholic University	6	6	0	0	14	2	8	1	37	
31	Sebastian Kolowa Memorial University	0	0	0	0	7	0	1	0	8	
32	Sokoine University of Agriculture	1	5	0	0	25	2	51	3	87	
33	St John's University of Tanzania	10	10	0	0	9	2	8	1	40	
34	St. Augustine University of Tanzania	8	7	0	0	13	1	9	2	40	
35	St. Augustine University of Tanzania-Arusha Centre	3	3	0	0	2	0	1	0	9	
36	St. Augustine University of Tanzania-Mbeya Centre	4	5	0	0	2	1	0	0	12	
37	St. Francis University College of Health and Allied Sciences	3	2	0	0	1	0	0	0	6	
38	St. Joseph College of Engineering and Technology		7	0	0	10	0	0	0	17	
39	St. Joseph College of Health and Allied Sciences	3	2	0	0	1	0	0	0	6	
40	State University of Zanzibar	15	25	4		13	0	4	1	62	
41	Stefano Moshi Memorial University	7	11	0	0	8	0	1	0	27	
42	Stella Maris Mtwara University College		7	0	0	5	0	2	0	14	
43	Teofilo Kisanji University	25	11	0	0	16	1	3	0	56	
44	Teofilo Kisanji University Dar es Salaam Centre	8	8	0	0	3	0	0	0	19	
45	Teofilo Kisanji University Tabora Centre	15	5	0	0	1	0	0	0	21	
46	Tumaini University Dar es Salaam College	3	3	0	0	7	0	1	0	14	
47	Tumaini University Makumira	4	4	0	0	8	0	3	1	20	
48	United African University of Tanzania	0	0	0	0	2	0	0	0	2	
49	University of Arusha	3	2	0	0	1	1	2	0	9	
50	University of Dar es Salaam	2	2	0	0	84	6	40	15	149	
51	University of Dodoma	15	28	0	0	79	4	33	14	173	
52	University of Iringa	10	10	0	0	15	0	0	0	35	
53	Zanzibar University	0	0	0	0	17	0	4	1	22	
Grand total		243	285	4	1	556	41	377	75	1,582	

**Annex 3: Students' enrolment per institution 2017/2018**

SN	Name of Institutions	Award level														Grand total				
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree						
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total				
1	University of Dodoma	54	61	115	831	1,357	2,188	7,692	15,183	22,875	6	15	21	206	354	560	53	192	245	26,004
2	University of Dar es Salaam							7,699	12,744	20,443	35	71	106	899	1,371	2,270	108	270	378	23,197
3	Open University of Tanzania	6	15	21	317	403	720	2,918	5,303	8,221	33	131	164	215	548	763	9	38	47	9,936
4	Sokoine University of Agriculture	9	25	34	223	242	465	2,712	5,857	8,569	4	4	8	95	162	257	16	47	63	9,396
5	St. Augustine University of Tanzania	81	88	169	343	298	641	2,835	4,047	6,882	3	3	149	188	337					8,032
6	Mzumbe University Dar es Salaam University College of Education	54	42	96	10	21	31	3,056	3,065	6,121			217	322	539	19	58	77	6,864	
7	Mkwawa University College of Education							2,026	3,928	5,954	11	16	27	5	4	9				5,990
8	St Johns's University of Tanzania	294	289	583	456	534	990	1,549	2,070	3,619		7	7	3	3	6				5,393
9	Mwenge Catholic University	111	52	163	168	155	323	1,383	2,920	4,303	2	7	9	31	48	79	11	19	30	4,907
10	Ruaha Catholic University	266	298	564	555	768	1,323	1,046	1,884	2,930			14	38	52	2	2	4	4,873	
11	Ardhi University				0	0	0	1,742	2,538	4,280	2	11	13	67	122	189	12	49	61	4,543
12	State University of Zanzibar Muhimbili University of Health and Allied Sciences	74	84	158	1,215	827	2,042	957	763	1,720			28	25	53	6	5	11	3,984	
13	Tumaini University Makumira				266	392	658	612	1,516	2,128	1	1	2	338	514	852				3,640
14	Mzumbe University (MU), Mbeya Campus	78	86	164	216	175	391	1,159	1,671	2,830			54	71	125				3,510	
15	Jordan University College Catholic University of Health and Allied Sciences	29	18	47	199	212	411	1,180	1,180	2,360			18	65	83				2,901	
16	Kampala International University in Tanzania	80	46	126	324	215	539	844	1,181	2,025			40	90	130				2,820	
17	Moshi Co-operative University				296	437	733	765	1,129	1,894			30	55	85	8	8	16	2,728	
18	University of Iringa	149	270	419	174	331	505	509	1,203	1,712	3	4	7	4	1	5			2,648	
19	Mbeya University of Science and Technology St. Joseph College of Engineering and Technology	236	187	423	212	254	466	699	790	1,489			62	122	184				2,562	
20	Teofilo Kisanji University				0	0	0	990	1,225	2,215	4	4	8	60	111	171	7	27	34	2,428
21	Kilimanjaro Christian Medical University College				0	0	0	362	2,054	2,416									2,416	
22	Tumaini University Dar es Salaam College	33	42	75	100	118	218	608	1,003	1,611	3	8	11							2,266
23	Zanzibar University				0	0	0	1,052	821	1,873			72	68	140				2,013	
24	Muslim University of Morogoro St. Augustine University of Tanzania-Mbeya Centre	102	92	194	305	258	563	428	768	1,196			24	28	52				2,005	
25	Kilimanjaro Christian Medical University College	45	47	92	139	102	241	581	1,057	1,638									1,971	
26	Tumaini University Dar es Salaam College	33	42	75	100	118	218	608	1,003	1,611	3	8	11							1,915
27		86	70	156	220	180	400	649	494	1,143			76	103	179	8	20	28	1,815	
28													9	10	19				1,718	

SN	Name of Institutions	Award level												Grand total						
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree			
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
30	Archbishop James University College Archbishop Mihayo University College of Tabora	17	13	30	0	0	0	461	1,207	1,668										1,698
31	Sebastian Kolowa Memorial University	15	8	23	17	27	44	404	825	1,229	2	8	10	17	47	64				1,370
32	Hubert Kuiruki Memorial University Mzumbe University (MU), Dar es Salaam	9	5	14	99	86	185	358	640	998				8	20	28				1,225
33	Campus College St. Francis University College of Health and Allied Sciences							602	592	1,194										1,194
34	St. Joseph College of Health and Allied Sciences	82	108	190	132	226	358	150	377	527										1,130
35	St. Augustine University of Tanzania-Arusha Centre	53	52	105	118	213	331	230	402	632										1,075
36	Stella Maris Mtwara University College	57	33	90	96	107	203	271	448	719				8	26	34				1,068
37	AbdulRahman Al-Sumait Memorial University	16	21	37	82	93	175	293	470	763				15	21	36				1,046
38	Stefano Moshi Memorial University	59	14	73	280	96	376	338	221	559										1,011
39	University of Arusha	49	39	88	175	160	335	211	278	489				4	10	14				926
40	Mount Meru University	19	51	70	55	60	115	346	351	697				6	3	9				891
41	Eckernforde Tanga University	30	19	49	152	165	317	175	283	458				14	18	32				856
42	Marian University College	37	37	74	49	77	126	230	347	577										777
43	Mount Meru University – Mwanza International Medical and Technological University	47	72	119	137	178	315	89	128	217										752
44	Teofilo Kisanji University Dar es Salaam Centre	125	152	277	16	41	57	130	137	267				4	4					651
45	Josiah Kibira University College	0	0	0	0	0	0	106	418	524										615
46	St John's University of Tanzania - Marks Centre	7	6	13	134	37	171	104	103	207										601
47	Cardinal Rugambwa Memorial University College	6	16	22	26	25	51	80	207	287				4	13	17				524
48	Jomo Kenyatta University of Agriculture and Technology Arusha Centre	7	21	28	111	122	233	40	53	93										391
49	Teofilo Kisanji University Tabora Centre	75	126	201	12	31	43	15	31	46										377
50	Nelson Mandela African Institution of Science and Technology													48	84	132	12	46	58	190
51	Aga Khan University							38	11	49				27	53	80				129
52	United African University of Tanzania							9	95	104										104
Grand total		2,497	2,605	5,102	8,425	9,456	17,881	53,788	90,982	144,770	106	290	396	3,469	5,293	8,762	271	781	52	177,963

**Annex 4: Enrolment by programme cluster in public university institutions 2017/2018**

SN	Programmes Cluster	Award level																		Grand total	
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Education	4	1	5	668	823	1,491	11,911	22,229	34,140	75	168	243	308	438	746	33	63	96	36,721	
2	Business	86	63	149	306	299	605	4,997	5,576	10,573	9	28	37	965	1,301	2,266	6	69	75	13,705	
3	Social Sciences	35	23	58	167	91	258	4,548	5,362	9,910				247	380	627	26	81	107	10,960	
4	Medicine, Veterinary and Health Sciences	4	11	15	1,295	1,426	2,721	1,475	3,390	4,865	1	1	2	466	624	1,090	4	6	10	8,703	
5	Engineering							1,367	6,082	7,449	2	18	20	51	189	240	8	61	69	7,778	
6	Law	43	32	75	77	76	153	1,855	2,665	4,520	2	14	16	179	224	403	19	43	62	5,229	
7	Agriculture	3	7	10	75	84	159	1,460	3,039	4,499				41	79	120	6	12	18	4,806	
8	Information and Communication Technology	28	83	111	278	417	695	894	1,945	2,839		8	8	33	87	120	2	20	22	3,795	
9	Architecture and Planning	4	6	10	21	21	42	1,146	1,807	2,953	2	11	13	191	297	488	12	49	61	3,567	
10	Humanities and Arts Environmental Science or Studies and Forestry	15	11	26	3	2	5	1,181	1,779	2,960				88	150	238	44	104	148	3,377	
11					29	55	84	751	1,166	1,917	1	3	4	84	168	252	8	29	37	2,294	
12	Physical Sciences and Mathematics				10	14	24	471	1,295	1,766				53	141	194	14	28	42	2,026	
13	Life Sciences							450	786	1,236				43	83	126	13	24	37	1,399	
14	Tourism and Hospitality Studies	2	5	7	15	37	52	356	658	1,014				5	15	20				1,093	
15	Mining and Earth Sciences				18	59	77	186	765	951				5	11	16	3	1	4	1,048	
16	Library, Archives and Museum Studies Journalism Media Studies and Communication	1	0	1	68	15	83	376	282	658	0	0	0	20	24	44	7	5	12	798	
17					31	35	66	177	255	432		4	4	10	14	24	1	5	6	532	
18	General	1	3	4			0				4	5	9				36	132	168	181	
	Grand total	226	245	471	3,061	3,454	6,515	33,601	59,081	92,682	96	260	356	2,789	4,225	7,014	242	732	974	108,012	

**Annex 5: Enrolment by programme cluster in private university institutions 2017/2018**

SN	Programmes Cluster	Award by level																		Grand total	
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Education	135	101	236	798	700	1,498	10,365	17,335	27,700	10	27	37	246	420	666	11	19	30	30,167	
2	Medicine, Veterinary and Health Sciences	744	840	1,584	1,680	2,460	4,140	3,809	6,076	9,885				113	175	288	8	8	16	15,913	
3	Business	548	511	1,059	1,044	935	1,979	1,751	1,717	3,468	3	3	139	238	377					6,886	
4	Social Sciences	292	254	546	665	434	1,099	1,695	1,770	3,465				81	107	188				5,298	
5	Law	297	314	611	621	638	1,259	1,263	1,627	2,890				37	47	84	2	2	4	4,848	
6	Information and Communication Technology	89	215	304	254	426	680	416	913	1,329										2,313	
7	Engineering				28	246	274	333	1,285	1,618										1,892	
8	Journalism Media Studies and Communication	45	43	88	104	84	188	218	354	572				6	10	16				864	
9	Humanities and Arts	9	5	14	6	5	11	62	289	351				58	71	129				505	
10	Library, Archives and Museum Studies	87	43	130	142	57	199	45	15	60										389	
11	Tourism and Hospitality Studies	7	8	15	4	1	5	85	152	237										257	
12	Physical Sciences and Mathematics							47	207	254										254	
13	Life Sciences							68	115	183										183	
14	Environmental Science or Studies and Forestry							30	46	76										76	
15	General				9	9	18											8	20	28	46
16	Agriculture	18	26	44	1		1													45	
17	Architecture and Planning				8	7	15													15	
18	Mining and Earth Sciences																				
	Grand total	2,271	2,360	4,631	5,364	6,002	11,366	20,187	31,901	52,088	10	30	40	680	1,068	1,748	29	49	78	69,951	

**Annex 6: Enrolment by programme cluster in Full-Fledged Universities 2017/2018**

SN	Programmes Cluster	Award level																		Grand total	
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Education	108	58	166	1,194	1,247	2,441	15,740	26,714	42,454	69	156	225	483	732	1,215	44	82	126	46,627	
2	Medicine, Veterinary and Health Sciences	613	691	1,304	2,612	3,351	5,963	4,217	7,319	11,536	1	1	2	503	696	1,199	12	14	26	20,030	
3	Business	455	406	861	1,003	885	1,888	5,847	6,374	12,221	9	31	40	547	917	1,464	6	69	75	16,549	
4	Social Sciences	176	158	334	717	458	1,175	6,120	6,985	13,105				257	435	692	26	81	107	15,413	
5	Law	263	253	516	514	494	1,008	2,509	3,644	6,153	2	14	16	216	271	487	21	45	66	8,246	
6	Engineering							1,425	6,277	7,702	2	18	20	51	189	240	8	61	69	8,031	
7	Information and Communication Technology	91	190	281	483	656	1,139	1,258	2,643	3,901		8	8	33	87	120	2	20	22	5,471	
8	Agriculture	21	33	54	76	84	160	1,460	3,039	4,499				41	79	120	6	12	18	4,851	
9	Architecture and Planning	4	6	10	29	28	57	1,146	1,807	2,953	2	11	13	191	297	488	12	49	61	3,582	
10	Humanities and Arts	15	11	26	3	2	5	1,191	1,809	3,000				145	212	357	44	104	148	3,536	
11	Environmental Science or Studies				29	55	84	781	1,212	1,993	1	3	4	84	168	252	8	29	37	2,370	
12	and Forestry				10	14	24	490	1,393	1,883				53	141	194	14	28	42	2,143	
13	Physical Sciences and Mathematics							450	786	1,236				43	83	126	13	24	37	1,399	
14	Life Sciences													45	83	126	13	24	37	1,396	
15	Journalism Media Studies and Communication	45	43	88	135	119	254	395	609	1,004		4	4	16	24	40	1	5	6	1,396	
16	Tourism and Hospitality Studies	9	13	22	19	38	57	427	775	1,202				5	15	20				1,301	
17	Library, Archives and Museum Studies	61	33	94	158	52	210	421	297	718	0	0	0	20	24	44	7	5	12	1,078	
18	Mining and Earth Sciences				18	59	77	186	765	951				5	11	16	3	1	4	1,048	
	General	1	3	4	9	9	18	0									36	132	168	199	
	Grand total	1,862	1,898	3,760	7,009	7,551	14,560	44,063	72,448	116,511	90	251	341	2,693	4,381	7,074	263	761	1,024	143,270	

**Annex 7: Enrolment by programme cluster in University College 2017/2018**

SN	Programmes Cluster	Award level																		Grand total	
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Education			160	126	286	5,508	11,220	16,728	13	31	44	56	105	161				17,219		
2	Medicine, Veterinary and Health Sciences	135	160	295	363	535	898	1,067	2,147	3,214			76	103	179				4,586		
3	Engineering			28	246	274	275	1,090		1,365									1,639		
4	Business	61	50	111	116	102	218	187	170	357			16	65	81				767		
5	Social Sciences	53	20	73	74	37	111	106	141	247			4	4	8				439		
6	Information and Communication Technology	1	17	18	25	111	136	52	215	267									421		
7	Humanities and Arts	9	5	14	6	5	11	52	259	311			1	9	10				346		
8	Law			24	14	38	46	50	96	67	119	186							320		
9	Life Sciences							68	115	183									183		
10	Physical Sciences and Mathematics							28	109	137									137		
11	Library, Archives and Museum Studies	27	10	37	52	20	72												109		
12	General																8	20	28	28	
13	Agriculture																				
14	Architecture and Planning																				
15	Environmental Science or Studies and Forestry																				
16	Journalism Media Studies and Communication																				
17	Mining and Earth Sciences																				
18	Tourism and Hospitality Studies																				
	Grand total	310	276	586	870	1,232	2,102	7,410	15,585	22,995	13	31	44	153	286	439	8	20	28	26,194	

**Annex 8: Graduates by institution 2013 - 2017**

SN	Name of Institution	Year of graduation												Grand total			
		2013			2014			2015			2016						
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Grand total		
1	University of Dar es Salaam	2,009	3,546	5,555	2,041	3,083	5,124	1,927	3,398	5,325	1,916	3,300	5,216	2,079	3,275	5,354	26,574
2	University of Dodoma	2,081	3,011	5,092	1,503	2,434	3,937	1,165	2,489	3,654	1,598	3,229	4,827	1,748	3,887	5,635	23,145
3	Open University of Tanzania	2,230	2,734	4,964	1,502	2,164	3,666	1,804	2,355	4,159	1,639	2,358	3,997	633	814	1,447	18,233
4	St. Augustine University of Tanzania	1,980	2,203	4,183	1,829	2,032	3,861	1,226	1,746	2,972	1,002	1,391	2,393	892	1,156	2,048	15,457
5	Sokoine University of Agriculture	675	1,536	2,211	607	1,078	1,685	593	1,492	2,085	715	1,676	2,391	941	1,750	2,691	11,063
6	Mzumbe University	823	958	1,781	927	1,193	2,120	901	1,077	1,978	1,023	1,191	2,214	1,029	1,089	2,118	10,211
7	Ruaha Catholic University	646	998	1,644	630	1,048	1,678	700	1,052	1,752	652	968	1,620	572	995	1,567	8,261
8	St John's University of Tanzania Dar es Salaam University College of Education	936	993	1,929	901	905	1,806	796	882	1,678	723	699	1,422	544	598	1,142	7,977
9	Teofilo Kisanji University	439	549	988	463	671	1,134	383	792	1,175	375	808	1,183	471	902	1,373	5,853
10	University of Iringa	547	783	1,330	620	759	1,379	363	555	918	425	816	1,241	282	501	783	5,651
11	Jordan University College Muhimbili University of Health and Allied Sciences	808	1,026	1,834	472	619	1,091	298	362	660	262	324	586	808	817	1,625	5,796
12	Kampala International University in Tanzania	295	403	698	417	609	1,026	538	708	1,246	573	695	1,268	570	732	1,302	5,540
13	Ardhi University	278	548	826	393	668	1,061	400	664	1,064	447	653	1,100	493	826	1,319	5,370
14	Mkwawa University College of Education	259	599	858	311	697	1,008	316	605	921	312	629	941	400	573	973	4,701
15	Tumaini University Makumira	353	403	756	287	448	735	297	678	975	244	706	950	298	806	1,104	4,520
16	Stella Maris Mtewara University College Mzumbe University –Dar Es Salaam Campus	365	409	774	374	456	830	481	697	1,178	402	596	998	259	378	637	4,417
17	Mtewara University College	210	651	861	210	505	715	193	305	498	511	783	1,294	426	661	1,087	4,455
18	Mwenge Catholic University	547	676	1,223	480	504	984	437	446	883	311	245	556	329	281	610	4,256
19	Tabora	179	258	437	220	340	560	236	537	773	430	802	1,232	404	770	1,174	4,176
20	Sebastiano Moshi Memorial University	246	310	556	436	395	831	523	489	1,012	393	399	792	368	366	734	3,925
21	Muslim University of Morogoro	311	412	723	387	630	1,017	169	224	393	292	439	731	183	338	521	3,385
22	Moshi Co-operative University	334	501	835	269	446	715	291	392	683	239	341	580	276	384	660	3,473
23	State University of Zanzibar St. Joseph College of Engineering and Technology	338	301	639	453	257	710	456	252	708	583	339	922				2,979
24	Archbishop Mihayo University College of	39	289	328	74	341	415	52	455	507	58	340	398	302	1,142	1,444	3,092
25	Tabora	227	491	718	101	314	415	144	247	391	177	548	725	119	326	445	2,694
26	Tumaini University Dar es Salaam College	229	236	465	277	322	599	249	267	516	330	256	586	188	188	376	2,542
27	Sebastian Kolowa Memorial University	225	324	549	225	383	608	143	180	323	183	299	482	216	310	526	2,488
28	St John's University of Tanzania - Marks Centre	320	264	584	261	218	479	269	249	518	236	161	397	132	61	193	2,171

SN	Name of Institution	Year of graduation														Grand total	
		2013			2014			2015			2016			2017			
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Grand total
31	AbdulRahman Al-Sumait Memorial University	138	127	265	129	137	266	468	218	686	373	226	599	296	168	464	2,280
32	Zanzibar University	173	158	331	198	199	397				468	289	757	234	165	399	1,884
33	Catholic University of Health and Allied Sciences	79	178	257	120	219	339	133	257	390	179	233	412	171	244	415	1,813
34	Kilimanjaro Christian Medical University College	113	163	276	154	205	359	134	208	342	103	191	294	150	193	343	1,614
35	Mbeya University of Science and Technology	7	114	121	25	206	231	17	168	185	32	276	308	51	409	460	1,305
36	University of Arusha				378	524	902							192	280	472	1,374
37	Archbishop James University College				71	89	160	137	295	432	92	194	286	133	239	372	1,250
38	Eckernforde Tanga University	22	46	68	95	221	316	102	145	247	100	179	279	45	61	106	1,016
39	St. Augustine University of Tanzania-Mbeya Centre										204	259	463	255	449	704	1,167
40	International Medical and Technological University	70	101	171	50	116	166	94	101	195	100	136	236	59	103	162	930
41	Cardinal Rugambwa Memorial University College				74	136	210	89	188	277	36	102	138	73	133	206	831
42	Teofilo Kisanji University Dar es Salaam Centre	62	37	99	114	70	184	97	77	174	96	92	188	65	86	151	796
43	Josiah Kibira University College							103	267	370	78	199	277	20	44	64	711
44	Teofilo Kisanji University Tabora Centre	48	77	125	60	158	218	35	71	106	20	37	57	81	92	173	679
45	Mount Meru University – Mwanza							85	89	174	93	107	200	166	139	305	679
46	Hubert Kairuki Memorial University	40	42	82	54	37	91	69	40	109	49	47	96	85	94	179	557
47	St. Augustine University of Tanzania-Arusha Centre							42	36	78	68	53	121	171	246	417	616
48	St. Francis University College of Health and Allied Sciences							10	33	43	54	146	200	66	199	265	508
49	Nelson Mandela African Institution of Science and Technology	6	38	44	27	77	104				18	49	67	18	65	83	298
50	Mount Meru University													251	267	518	518
51	Aga Khan University	21	26	47	12	15	27	33	25	58	47	37	84	40	36	76	292
52	Jomo Kenyatta University of Agriculture and Technology				2	7	9	2	6	8	3	6	9	3	3	6	32
53	United African University of Tanzania				1	1	2		2	2				6	3	9	13
Grand total		19,485	27,407	46,892	18,850	26,732	45,582	17,841	27,030	44,871	19,113	28,976	48,089	18,035	28,259	46,294	231,728

**Annex 9: Overall graduation trends by programme cluster in university institutions 2013 – 2017**

SN	Programme Cluster	Year of graduation															
		2013			2014			2015			2016			2017			
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Grand total
1	Education	6,920	9,766	16,686	7,376	9,925	17,301	7,242	11,555	18,797	7,303	12,148	19,451	6,769	12,278	19,047	91,282
2	Business	3,764	4,964	8,728	4,273	5,119	9,392	3,719	4,511	8,230	4,246	4,505	8,751	4,008	4,198	8,206	43,307
3	Social Sciences Medicine, Veterinary and Health Sciences	2,851	3,201	6,052	2,193	2,546	4,739	1,764	1,935	3,699	1,704	1,833	3,537	1,792	1,964	3,756	21,783
4		916	1,287	2,203	905	1,510	2,415	1,302	1,961	3,263	1,613	2,441	4,054	1,706	2,521	4,227	16,162
5	Law	1,047	1,551	2,598	1,198	1,764	2,962	1,225	1,693	2,918	1,122	1,512	2,634	1,195	1,533	2,728	13,840
6	Engineering	155	1,125	1,280	234	1,399	1,633	206	1,416	1,622	304	1,610	1,914	447	2,138	2,585	9,034
7	General Information and Communication Technology	1,335	1,419	2,754	414	584	998	486	674	1,160	735	1,208	1,943	13	20	33	6,888
8	Journalism Media Studies and Communication	192	700	892	248	809	1,057	171	493	664	381	992	1,373	271	782	1,053	5,039
9	Environmental Science or Studies and Forestry	799	639	1,438	730	616	1,346	467	391	858	339	278	617	304	241	545	4,804
10		235	543	778	250	449	699	221	428	649	321	521	842	270	484	754	3,722
11	Agriculture	223	494	717	203	334	537	189	501	690	197	456	653	361	603	964	3,561
12	Humanities and Arts	400	558	958	172	364	536	164	309	473	122	189	311	165	177	342	2,620
13	Tourism and Hospitality Studies	271	388	659	134	322	456	113	183	296	149	192	341	125	166	291	2,043
14	Architecture and Planning	87	277	364	112	299	411	115	254	369	131	310	441	157	244	401	1,986
15	Physical Sciences and Mathematics	37	135	172	88	310	398	79	350	429	72	276	348	129	387	516	1,863
16	Library, Archive and Museum Studies	151	46	197	213	87	300	225	86	311	269	147	416	183	110	293	1,517
17	Life Sciences	62	202	264	72	183	255	104	184	288	66	173	239	59	183	242	1,288
18	Mining and Earth Sciences	40	112	152	35	112	147	49	106	155	39	185	224	81	230	311	989
	Grand total	19,485	27,407	46,892	18,850	26,732	45,582	17,841	27,030	44,871	19,113	28,976	48,089	18,035	28,259	46,294	231,728

**Annex 10: Graduation trends by programme cluster in public university institutions 2013 – 2017**

SN	Programme Cluster	Year of graduation															Grand total
		2013			2014			2015			2016			2017			
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Education	3,024	3,927	6,951	3,189	4,003	7,192	3,203	5,311	8,514	3,115	5,234	8,349	2,942	5,679	8,621	39,627
2	Business	2,075	3,223	5,298	2,229	2,965	5,194	2,019	2,756	4,775	2,065	2,616	4,681	2,074	2,393	4,467	24,415
3	Social Sciences Medicine, Veterinary and Health Sciences	1,842	2,164	4,006	1,410	1,449	2,859	1,229	1,435	2,664	1,103	1,341	2,444	1,103	1,323	2,426	14,399
4		297	634	931	404	786	1,190	494	784	1,278	645	1,111	1,756	687	1,188	1,875	7,030
5	General	1,335	1,419	2,754	414	584	998	481	666	1,147	724	1,206	1,930	13	20	33	6,862
6	Law	432	712	1,144	540	810	1,350	659	880	1,539	486	746	1,232	534	713	1,247	6,512
7	Engineering Environmental Science or Studies and Forestry	107	786	893	151	990	1,141	140	878	1,018	228	1,194	1,422	259	1,338	1,597	6,071
8		235	543	778	250	449	699	221	428	649	296	487	783	251	456	707	3,616
9	Agriculture Information and Communication Technology	223	494	717	203	334	537	189	501	690	197	456	653	361	603	964	3,561
10		111	356	467	166	459	625	113	321	434	236	498	734	126	359	485	2,745
11	Humanities and Arts	398	538	936	158	339	497	154	283	437	114	167	281	113	131	244	2,395
12	Architecture and Planning	87	277	364	89	267	356	115	254	369	131	309	440	157	243	400	1,929
13	Physical Sciences and Mathematics	37	135	172	86	283	369	65	258	323	54	208	262	106	322	428	1,554
14	Tourism and Hospitality Studies	184	219	403	102	201	303	91	134	225	107	140	247	90	112	202	1,380
15	Life Sciences	62	202	264	72	183	255	104	184	288	66	173	239	59	183	242	1,288
16	Mining and Earth Sciences Journalism Media Studies and	40	112	152	35	112	147	49	106	155	39	185	224	81	230	311	989
17	Communication	96	75	171	129	75	204	82	82	164	93	67	160	108	69	177	876
18	Library, Archive and Museum Studies	40	8	48	97	32	129	102	36	138	146	61	207	70	65	135	657
	Grand total	10,625	15,824	26,449	9,724	14,321	24,045	9,510	15,297	24,807	9,845	16,199	26,044	9,134	15,427	24,561	125,906

**Annex 11: Graduation trends by programme cluster in private university institutions 2013 – 2017**

SN	Programme Cluster	Year of graduation														Grand Total	
		2013			2014			2015			2016			2017			
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Education	3,896	5,839	9,735	4,187	5,922	10,109	4,039	6,244	10,283	4,188	6,914	11,102	3,827	6,599	10,426	51,655
2	Business	1,689	1,741	3,430	2,044	2,154	4,198	1,700	1,755	3,455	2,181	1,889	4,070	1,934	1,805	3,739	18,892
3	Medicine, Veterinary and Health Sciences	619	653	1,272	501	724	1,225	808	1,177	1,985	968	1,330	2,298	1,019	1,333	2,352	9,132
4	Social Sciences	1,009	1,037	2,046	783	1,097	1,880	535	500	1,035	601	492	1,093	689	641	1,330	7,384
5	Law	615	839	1,454	658	954	1,612	566	813	1,379	636	766	1,402	661	820	1,481	7,328
6	Journalism Media Studies and Communication	703	564	1,267	601	541	1,142	385	309	694	246	211	457	196	172	368	3,928
7	Engineering	48	339	387	83	409	492	66	538	604	76	416	492	188	800	988	2,963
8	Information and Communication Technology	81	344	425	82	350	432	58	172	230	145	494	639	145	423	568	2,294
9	Library, Archive and Museum Studies	111	38	149	116	55	171	123	50	173	123	86	209	113	45	158	860
10	Tourism and Hospitality Studies	87	169	256	32	121	153	22	49	71	42	52	94	35	54	89	663
11	Physical Sciences and Mathematics	0	0	0	2	27	29	14	92	106	18	68	86	23	65	88	309
12	Humanities and Arts	2	20	22	14	25	39	10	26	36	8	22	30	52	46	98	225
13	Environmental Science or Studies and Forestry	0	0	0	0	0	0	0	0	0	25	34	59	19	28	47	106
14	Architecture and Planning	0	0	0	23	32	55	0	0	0	0	1	1	0	1	1	57
15	General	0	0	0	0	0	0	5	8	13	11	2	13	0	0	0	26
16	Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Life Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Mining and Earth Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand total		8,860	11,583	20,443	9,126	12,411	21,537	8,331	11,733	20,064	9,268	12,777	22,045	8,901	12,832	21,733	105,822

**Annex 12: Bachelor degree graduation trends by programme cluster in university institutions 2013 – 2017**

SN	Programme Cluster	Year of graduation															Grand total	
		2013			2014			2015			2016			2017				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Education	6,183	9,132	15,315	6,445	9,036	15,481	6,258	10,593	16,851	5,825	10,605	16,430	5,442	10,807	16,249	80,326	
2	Business	1,886	2,648	4,534	1,986	2,698	4,684	1,650	2,210	3,860	2,311	2,672	4,983	2,155	2,453	4,608	22,669	
3	Social Sciences	2,414	2,582	4,996	1,589	1,923	3,512	1,186	1,264	2,450	1,095	1,161	2,256	1,157	1,247	2,404	15,618	
4	Law	763	1,166	1,929	820	1,249	2,069	652	1,061	1,713	572	877	1,449	656	866	1,522	8,682	
5	Engineering	131	986	1,117	200	1,270	1,470	189	1,340	1,529	273	1,491	1,764	422	2,035	2,457	8,337	
6	Medicine, Veterinary and Health Sciences	549	728	1,277	498	836	1,334	628	826	1,454	776	1,135	1,911	721	1,158	1,879	7,855	
7	Journalism Media Studies and Communication	683	527	1,210	665	556	1,221	431	357	788	282	228	510	254	204	458	4,187	
8	Agriculture	180	386	566	170	255	425	157	452	609	180	401	581	321	566	887	3,068	
9	Environmental Science or Studies and Forestry	149	376	525	175	302	477	125	240	365	216	346	562	214	374	588	2,517	
10	Information and Communication Technology	95	393	488	122	397	519	69	207	276	148	415	563	101	305	406	2,252	
11	Tourism and Hospitality Studies	270	372	642	131	320	451	103	156	259	87	131	218	98	138	236	1,806	
12	Humanities and Arts	299	375	674	120	273	393	107	185	292	61	111	172	122	100	222	1,753	
13	Physical Sciences and Mathematics	30	127	157	74	262	336	56	306	362	68	237	305	113	342	455	1,615	
14	Architecture and Planning	59	198	257	73	246	319	115	246	361	99	251	350	128	194	322	1,609	
15	Life Sciences	57	178	235	54	155	209	86	146	232	51	115	166	43	134	177	1,019	
16	Mining and Earth Sciences	34	89	123	34	111	145	49	106	155	38	171	209	75	215	290	922	
17	General	18	45	63	21	30	51	9	17	26	10	25	35	6	6	12	187	
18	Library, Archive and Museum Studies				41	22	63	0	0		21	14	35	44	44	88	186	
	Grand total	13,800	20,308	34,108	13,218	19,941	33,159	11,870	19,712	31,582	12,113	20,386	32,499	12,072	21,188	33,260	164,608	

**Annex 13: Master degree graduation trends by programme cluster in university institutions 2013 – 2017**

SN	Programme Cluster	Year of graduation															Grand total	
		2013			2014			2015			2016			2017				
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total		
1	Business	794	1,301	2,095	791	1,152	1,943	994	1,291	2,285	861	927	1,788	763	814	1,577	9,688	
2	Education	121	205	326	241	344	585	237	389	626	523	720	1,243	523	736	1,259	4,039	
3	Social Sciences	284	457	741	330	396	726	326	521	847	308	468	776	266	442	708	3,798	
4	Medicine, Veterinary and Health Sciences	193	307	500	181	318	499	251	412	663	250	274	524	256	339	595	2,781	
5	Law	88	169	257	121	206	327	166	169	335	121	157	278	120	155	275	1,472	
6	Humanities and Arts	101	183	284	52	91	143	56	119	175	60	75	135	42	66	108	845	
7	Environmental Science or Studies and Forestry	51	110	161	34	84	118	62	115	177	61	94	155	27	55	82	693	
8	Engineering	20	94	114	31	117	148	15	51	66	28	95	123	17	71	88	539	
9	Agriculture	43	106	149	33	79	112	30	48	78	15	50	65	40	34	74	478	
10	Architecture and Planning	27	73	100	16	21	37	0	8	8	32	58	90	29	48	77	312	
11	Information and Communication Technology	17	32	49	13	46	59	5	9	14	28	66	94	14	45	59	275	
12	Life Sciences	5	24	29	18	28	46	18	34	52	11	42	53	10	24	34	214	
13	Library, Archive and Museum Studies	0		3	4	7	38	23	61	34	29	63	51	26	77	208		
14	Physical Sciences and Mathematics	3	4	7	12	38	50	15	34	49	3	37	40	13	41	54	200	
15	Journalism Media Studies and Communication	19	31	50	18	15	33	11	17	28	23	22	45	17	9	26	182	
16	General	29	55	84				5	11	16	13	10	23		1	1	124	
17	Tourism and Hospitality Studies	1	16	17		2	2	2	24	26		2	2	4	8	12	59	
18	Mining and Earth Sciences	6	22	28	1	1	2				1	1	6	6	12	43		
Grand total		1,802	3,189	4,991	1,895	2,942	4,837	2,231	3,275	5,506	2,371	3,127	5,498	2,198	2,920	5,118	25,950	

**Annex 14: Doctorate degree graduation trends by programme cluster in university institutions 2013 – 2017**

SN	Programme Cluster	Year of graduation														Grand Total	
		2013			2014			2015			2016			2017			
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
1	Business	1	8	9	5	34	39	13	37	50	15	54	69	18	39	57	224
2	Social Sciences	6	36	42	21	46	67	5	18	23	5	15	20	9	16	25	177
3	General	9	26	35		26	26	12	36	48	4	22	26	7	13	20	155
4	Engineering				3	4	7	1	6	7	3	11	14	4	21	25	53
5	Medicine, Veterinary and Health Sciences				5	2	7	2	2	4	4	4	8	4	4	8	27
6	Education							1	2	3	3	7	10	6	4	10	23
7	Humanities and Arts							1	5	6	1	3	4	1	11	12	22
8	Physical Sciences and Mathematics							2	6	8	1	2	3	1	3	4	15
9	Law							1	7	8		3	3	1	2	3	14
10	Agriculture							2	1	3	2	5	7		3	3	13
11	Life Sciences							0	4	4	2	2	4		4	4	12
12	Environmental Science or Studies and Forestry							0	2	2		2	2	2	5	7	11
13	Library, Archive and Museum Studies							1		1	1	5	6		4	4	11
14	Architecture and Planning														1	1	1
15	Mining and Earth Sciences													1	1		1
16	Tourism and Hospitality Studies													1	1		1
17	Information and Communication Technology																
18	Journalism Media Studies and Communication																
Grand total		16	70	86	34	112	146	41	126	167	41	137	178	53	130	183	760

**Annex 15: Graduation trends by programme cluster in Full-Fledged Universities 2013 – 2017**

SN	Programme Cluster	Year of graduation															Grand total
		2013			2014			2015			2016			2017			
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Education	5,453	7,261	12,714	5,918	7,265	13,183	5,528	7,989	13,517	5,386	8,132	13,518	4,615	8,031	12,646	65,578
2	Business	2,834	3,865	6,699	3,129	3,959	7,088	2,418	3,177	5,595	2,983	3,407	6,390	2,927	3,157	6,084	31,856
3	Social Sciences	2,684	2,990	5,674	1,983	2,277	4,260	1,556	1,704	3,260	1,443	1,574	3,017	1,568	1,688	3,256	19,467
4	Medicine, Veterinary and Health Sciences	803	1,124	1,927	751	1,305	2,056	1,158	1,720	2,878	1,456	2,104	3,560	1,490	2,129	3,619	14,040
5	Law	839	1,269	2,108	941	1,423	2,364	836	1,298	2,134	747	1,098	1,845	820	1,064	1,884	10,335
6	General	1,335	1,419	2,754	414	584	998	481	666	1,147	724	1,206	1,930	13	20	33	6,862
7	Engineering	116	836	952	160	1,058	1,218	154	961	1,115	246	1,270	1,516	272	1,425	1,697	6,498
8	Information and Communication Technology	190	673	863	242	763	1,005	158	458	616	324	835	1,159	214	621	835	4,478
9	Journalism Media Studies and Communication	737	595	1,332	683	582	1,265	445	362	807	291	233	524	279	203	482	4,410
10	Environmental Science or Studies and Forestry	235	543	778	250	449	699	221	428	649	321	521	842	270	484	754	3,722
11	Agriculture	223	494	717	203	334	537	189	501	690	197	456	653	361	603	964	3,561
12	Humanities and Arts	400	558	958	172	364	536	164	309	473	122	189	311	165	177	342	2,620
13	Architecture and Planning	87	277	364	112	299	411	115	254	369	131	310	441	157	244	401	1,986
14	Tourism and Hospitality Studies	267	376	643	128	301	429	100	160	260	139	172	311	120	153	273	1,916
15	Physical Sciences and Mathematics	37	135	172	88	310	398	79	350	429	72	276	348	129	387	516	1,863
16	Life Sciences	62	202	264	72	183	255	104	184	288	66	173	239	59	183	242	1,288
17	Library, Archive and Museum Studies	109	27	136	152	53	205	158	56	214	206	100	306	124	80	204	1,065
18	Mining and Earth Sciences	40	112	152	35	112	147	49	106	155	39	185	224	81	230	311	989
Grand total		16,451	22,756	39,207	15,433	21,621	37,054	13,913	20,683	34,596	14,893	22,241	37,134	13,664	20,879	34,543	182,534

**Annex 16: Graduation trends by programme cluster in University Colleges 2013 – 2017**

SN	Programme Cluster	Year of graduation															
		2013			2014			2015			2016			2017			Grand total
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
1	Education	1,467	2,505	3,972	1,446	2,627	4,073	1,656	3,489	5,145	1,739	3,777	5,516	1,796	3,664	5,460	24,166
2	Business	236	210	446	335	359	694	526	547	1,073	588	475	1,063	378	364	742	4,018
3	Engineering	39	289	328	74	341	415	52	455	507	58	340	398	175	713	888	2,536
4	Medicine, Veterinary and Health Sciences	113	163	276	154	205	359	144	241	385	157	337	494	216	392	608	2,122
5	Law	109	149	258	104	141	245	105	113	218	152	201	353	157	238	395	1,469
6	Social Sciences	57	138	195	96	198	294	104	174	278	170	198	368	89	190	279	1,414
7	Library, Archive and Museum Studies	42	19	61	61	34	95	67	30	97	63	47	110	59	30	89	452
8	Journalism Media Studies and Communication	62	44	106	47	34	81	22	29	51	48	45	93	25	38	63	394
9	Information and Communication Technology	2	22	24	2	17	19	13	24	37	36	95	131	36	83	119	330
10	Tourism and Hospitality Studies	4	12	16	6	21	27	13	23	36	10	20	30	2	6	8	117
11	General							5	8	13	11	2	13				26
12	Agriculture																
13	Architecture and Planning																
14	Environmental Science or Studies and Forestry																
15	Humanities and Arts																
16	Life Sciences																
17	Mining and Earth Sciences																
18	Physical Sciences and Mathematics																
	Grand total	2,131	3,551	5,682	2,325	3,977	6,302	2,707	5,133	7,840	3,032	5,537	8,569	2,933	5,718	8,651	37,044

**Annex 17: Graduation trends by programme cluster in University Campuses, Centres and Institutes 2013 – 2017**

SN	Programme Cluster	Year of graduation															
		2013			2014			2015			2016			2017			Grand total
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
1	Business	694	889	1,583	809	801	1,610	775	787	1,562	675	623	1,298	703	677	1,380	7,433
2	Law	99	133	232	153	200	353	284	282	566	223	213	436	218	231	449	2,036
3	Education				12	33	45	58	77	135	178	239	417	358	583	941	1,538
4	Social Sciences	110	73	183	114	71	185	104	57	161	91	61	152	135	86	221	902
5	Information and Communication Technology		5	5	4	29	33		11	11	21	62	83	21	78	99	231
6	Tourism and Hospitality Studies													3	7	10	10
7	Agriculture																
8	Architecture and Planning																
9	Engineering																
10	Environmental Science or Studies and Forestry																
11	General																
12	Humanities and Arts																
13	Journalism Media Studies and Communication																
14	Library, Archive and Museum Studies																
15	Life Sciences																
16	Medicine, Veterinary and Health Sciences																
17	Mining and Earth Sciences																
18	Physical Sciences and Mathematics																
Grand total		903	1,100	2,003	1,092	1,134	2,226	1,221	1,214	2,435	1,188	1,198	2,386	1,438	1,662	3,100	12,150

**Annex 18: Dropout trend by programme cluster and award level in university institutions**

SN	Programme cluster	Award level																				
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree					
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Grand total			
1	Agriculture				2	9	11	30	53	83				2	2	2			96			
2	Architecture and Planning							37	114	151									151			
3	Business	26	33	59	10	22	32	155	353	508				213	343	556			1,155			
4	Education	3	1	4	60	34	94	864	2,250	3,114	5	12	17	12	22	34			3,263			
5	Engineering							7	7	41	393	434	2	30	32	6	72	78	3	6	9	560
6	Environmental Science or Studies and Forestry				1	1				20	52	72				1	1	1	2	3	77	
7	General	6	7	13				6	6	12	18	30		2	2	2	22	24	2	4	6	81
8	Humanities and Arts									78	136	214				3	6	9	1	1	224	
9	Information and Communication Technology	16	17	33	9	23	32	73	365	438	2	13	15	4	23	27				545		
10	Journalism Media Studies and Communication				2	2				22	25	47				1	1			50		
11	Law	7	6	13	8	10	18	157	284	441				4	4	10	20	30		506		
12	Library, Archive and Museum Studies	2	2	4	3	1	4													8		
13	Life Sciences									6	34	40								40		
14	Medicine, Veterinary and Health Sciences	11	35	46	42	128	170	170	412	582				6	16	22			820			
15	Mining and Earth Sciences							1	1	9	77	86				2	3	5		92		
16	Physical Sciences and Mathematics									17	124	141				3	10	13	2	2	156	
17	Social Sciences	7	4	11	4	5	9	172	395	567				51	59	110	1	1	698			
18	Tourism and Hospitality studies							1	1	13	36	49								50		
Grand total		78	108	186	139	246	385	1,876	5,121	6,997	9	61	70	314	598	912	7	15	22	8,572		

**Annex 19: Dropout trend by programme cluster and type of institution between 2012/2013 and 2017/2018**

SN	Programme Cluster	Type of institution										Grand total		
		Fully Fledged Universities			University College			University Campuses , Centres and Institutes			Female	Male	Total	
		Female	Male	Total	Female	Male	Total	Female	Male	Total				
1	Agriculture	34	62	96									96	
2	Architecture and Planning	37	114	151									151	
3	Business	178	353	531	57	119	176	169	279	448			1,155	
4	Education	763	1,597	2,360	164	665	829	17	57	74			3,263	
5	Engineering	38	399	437	14	109	123						560	
6	Environmental Science or Studies and Forestry	21	56	77									77	
7	General	21	52	73	1	7	8						81	
8	Humanities and Arts	82	140	222	0	2	2						224	
9	Information and Communication Technology	100	426	526	4	11	15				4	4	545	
10	Journalism Media Studies and Communication	5	5	10	17	23	40						50	
11	Law	141	267	408	26	43	69	15	14	29			506	
12	Library, Archive and Museum Studies	3	2	5	1		1	1	1	2			8	
13	Life Sciences	6	34	40									40	
14	Medicine, Veterinary and Health Sciences	212	512	724	17	79	96						820	
15	Mining and Earth Sciences	11	81	92									92	
16	Physical Sciences and Mathematics	20	136	156									156	
17	Social Sciences	188	414	602	5	28	33	41	22	63			698	
18	Tourism and Hospitality studies	14	32	46		4	4						50	
Grand total		1,874	4,682	6,556	306	1,090	1,396	243	377	620			8,572	

**Annex 20: Reasons for termination of studies by award level between 2012/2013 and 2017/2018**

SN	Reason for termination of studies	Award level																		
		Certificate			Diploma			Bachelor Degree			Postgraduate Diploma			Master Degree			Doctorate Degree			
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Grand total	
1	Discontinued on academic grounds	35	65	100	88	143	231	1,254	3,594	4,848	1	15	16	168	291	459	2	7	9	5,663
2	Deregistration	3	6	9	3	26	29	380	812	1,192				92	134	226	3	3	6	1,462
3	Discontinued on abscondment grounds	18	21	39	18	42	60	118	468	586	8	40	48	46	144	190	1	1	2	925
4	Deceased	9	8	17	5	17	22	112	210	322				6	6	8	29	37	1	409
5	Discontinued on examination irregularities	13	8	21	25	18	43	11	32	43									107	
6	Discontinued on disciplinary grounds							1	5	6									6	
Grand total		78	108	186	139	246	385	1,876	5,121	6,997	9	61	70	314	598	912	7	15	22	8,572

**Annex 21: Students' enrolment in Bachelor degree in non-university institutions 2017/2018**

SN	Name of Non-University institution	Bachelor Degree		
		Female	Male	Total
1	Arusha Technical College	68	276	344
2	Centre for Foreign Relations	-	-	-
3	College of African Wildlife Management, Mweka	94	221	315
4	College of Business Education – Dar es Salaam	1,137	1,301	2,438
5	College of Business Education – Mwanza Campus	106	135	241
6	College of Business Education Dodoma	353	328	681
7	Dar es Salaam Institute of Technology	255	1,327	1,582
8	Dar es salaam Maritime Institute	15	137	152
9	Eastern Africa Statistical Training Centre	37	77	114
10	Institute of Tax Administration	185	336	521
11	Institute of Adult Education	334	202	536
12	Institute of Finance Management	2,803	3,618	6,421
13	Institute of Finance Management-Dodoma	-	-	-
14	Institute of Finance Management-Mwanza	81	71	152
15	Institute of Public Administration	50	32	82
16	Institute of Rural Development Planning	949	1,202	2,151
17	Institute of Rural Development Planning - Mwanza	26	48	74
18	Institute of Social Work	785	408	1,193
19	Institute of Accountancy Arusha	648	693	1,341
20	Karume Institute of Science and Technology	1	13	14
21	MS Training Centre for Development Cooperation	14	26	40
22	Mwalimu Nyerere Memorial Academy-Dar es Salaam	1,239	1,536	2,775
23	Mwalimu Nyerere Memorial Academy-Zanzibar	163	199	362
24	National Institute of Transport	1,249	3,355	4,604
25	Tanzania Institute of Accountancy - Dar es Salaam	2,640	2,421	5,061
26	Tanzania Institute of Accountancy - Mbeya	672	785	1,457
27	Tanzania Institute of Accountancy - Mwanza	90	82	172
28	Tanzania Institute of Accountancy - Singida	125	176	301
29	Tanzania Public Service College	85	38	123
30	Tengeru Institute of Community Development	363	271	634
31	Unique Academy Dar es Salaam	22	164	186
32	Water Institute	41	128	169
Grand total		14,630	19,606	34,236

## **Annex 22: List of quality assurance tools**

In order to ensure quality of education, the following tools have been developed by TCU and are in use:

<b>SN</b>	<b>Name of quality assurance tool</b>
1	✓ University Qualifications Framework (UQF)
2	✓ Minimum Guidelines and Norms for University Governance Units
3	✓ Minimum Guidelines for Employment, Staff Performance Review and Career Development
4	✓ Minimum Guidelines for the Harmonization of Awards offered in Tanzania
5	✓ Minimum Standards for Postgraduate Training
6	✓ Credit Accumulation and Transfer General Guidelines