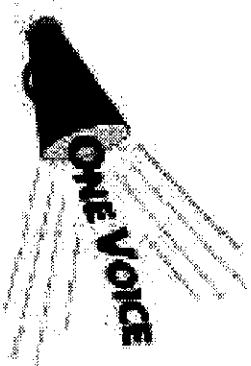


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THE SITUATION OF STUDENTS IN THE DEVELOPING WORLD: A CASE STUDY OF ST. AUGUSTINE UNIVERSITY OF TANZANIA

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Abstract

Education is widely recognized as one major motor in social and economic development. However, the access to educational opportunities is extremely limited in the developing world and particularly so in Africa. This paper argues the situation of students in the developing world. A case study of St. Augustine University of Tanzania (SAUT). The study was conducted to evaluate the perception of the students about the conditions of studying and living at SAUT. A two pages long questionnaire with 24 questions was used and after a pretest, the survey was carried out. The focus of this paper lies on the problems that students face and find ways of solving them. The results revealed that although students and lecturers suffer from limited resources such as the unsatisfactory infrastructure concerning computers and internet access, etc. but, totally, the establishment and development of SAUT can be considered as a success and better results could be obtained by using better ideas, and by developing better information literacy frameworks.

Introduction

The educational outcome is extremely poor in the developing world and particularly in Africa. According to the World Bank Development Indicators²³ only two thirds of the sub-Saharan African population are able to read and write and only 6% are enrolled in tertiary education. Worldwide the gross enrollment rate in tertiary education is 26%, in India 13%, in China 23%, in Latin America & Caribbean countries 35%, in the OECD countries 72% and in the USA 83%. This indicates that the sub-Saharan African tertiary education system remains the least developed of the world. It is far away from providing a sufficient amount of highly educated young people, who could engage in the development of the continent. Nevertheless, education is perceived as a major vehicle for socio-economic change by most of the African politicians and the governments are committed to advance the educational systems, this is expressed by a world-wide similar percentage (4-6%) of the gross national product for education. However, if the gross national product is small, also a relatively high percentage results in a small absolute amount of money (Sarnoff andBidemi, 2007). In addition to public spending, foreign aid plays an important role in African education and in the establishment of new universities.

In the last decades the number of new established universities in Africa has grown rapidly. Because of the limited capacity of public institutions to deal with increasing numbers of students, private institutions have emerged to supply the market. Since the 1990s many private universities have opened in East Africa (Banya, 2001). Although private universities are acknowledged for providing students with tertiary education, critical debates on the academic quality arise (Ishengoma, 2007; Banya, 2001). This paper aims to investigate the situation of the students in such a private university, the St. Augustine University of Tanzania (SAUT). Our case study provides insights into students' perceptions about their conditions of studying and living. As we will see, these perceptions are connected with their future expectations about employment opportunities and thoughts about migration.

University education in Tanzania - a short outline

The first Tanzanian university, the University of Dar es Salaam (UDSM), was founded as an autonomous institution in the year 1970; but it existed already since 1960 as an affiliate college of the University of London. In 1962, it constituted together with the university of Nairobi and the university of Makerere the East African University (Ng'ethe *et al.*, 2008).

After having gained independence in 1961, Julius Nyerere, the first president of Tanganyika and a teacher himself, emphasized the important role of education in the socio-economic development of the country. At that time just about 15% of the population was literate. In the year 1970 just 0.2% of the corresponding age group or 2,027 students were enrolled in a tertiary education institution. Until 2007 the gross enrollment rate has increased slightly up to 1.5%, but because of the huge population growth the number of students has jumped up to 55,134.²⁴ One aim of Nyerere's socialist

²³ <http://data.worldbank.org/indicator>

²⁴ <http://data.worldbank.org/indicator>

government was to eliminate inequalities in the provision of education based on gender, religion or ethnicity. Therefore 1967 the educational system was nationalized and centralized; and private higher educational institutions were not accredited until 1997 (Mushi, 2009). Nowadays the situation has changed completely. According to the *Tanzania Commission for Universities (TCU)* 20 private universities and university colleges were registered besides of 11 public institutions; in total, 117,057 students were enrolled in the academic year 2009/2010.²⁵

This huge expansion in just 13 years has led not only to positive appraisal, but also to critical voices. For instance, Ishengoma (2007) recognized that more than 80% of the private universities and university colleges have a religious background. This raises suspicion that various religious groups are in competition against each other and connecting certain aims with the foundation of educational institutions; for instance, to enlarge their influence in society. Nevertheless, the private universities provide an opportunity for those young people who do not get admission to the public universities. Considering the utmost low gross enrollment rate (1.5%) in Tanzania, which is even lower than the sub-Saharan African as a whole (6%), all efforts for providing higher education should gain merits. In the next sections the focus will be on the situation of the students, because they are that group which is directly affected by the conditions in the newly established institutions. We will investigate their subjective point of view in the evaluation of a newly established private university.

A case study of a private university

In the winter term 2009/2010 we conducted a case Study at ST. Augustine University of Tanzania (SAUT), a university established by the Roman Catholic bishops of Tanzania. SAUT was established in 1998/1999. It is situated in the north of Tanzania, near Mwanza. The university campus occupies a large area, descending slightly toward Lake Victoria, and there are about 90 buildings, interspersed by green lawn places and trees. The university consists of five faculties: Business Administration, Social Sciences and Communications; Law, Education; Engineering. In the academic year 2009/2010, about 9,000 students were enrolled at SAUT. The vision is to have 15,000 students in 2014. Until November 2008, 2,657 students have graduated from SAUT (Walters, n.d.).

The objective of this study was to investigate the perception of the students about the conditions of studying and living at SAUT. For doing this, we developed a two pages long questionnaire with 24 questions. After conducting a pretest with 27 respondents and a slight adaptation of the questionnaire, the survey was carried out. We used a systematic sampling to cover all faculties of SAUT and to include about 500 students of all grades. These two criteria enabled us to cover the students enrolled in all major SAUT programs. The survey was carried out in the classrooms before and after lectures. The socioeconomic background of the students

Although equality in educational opportunities is desired worldwide, the reality – even in the developed world – reflects educational inequality (Farrell, 2007). This is especially the case in Tanzania, where the gross enrollment rate in tertiary education is only 1.5, and therefore only a very small elite of young people has access to such institutions (Morley *et al.*, 2009). Nevertheless, the aim of widening participation in higher education is expressed explicitly, for instance, by the *Tanzania Association of Private Universities (TAPU)* when it states as its realm that all qualified students have access to a University Education.²⁶ From this point of view, there should be no restrictions in the access to university education except talent and diligence; thus full equality of chances should exist in terms of gender, social and regional origin, religious or ethnic membership and so forth. How do these matters look like in the case of SAUT? Let us describe successively the composition of its students in terms of regional origin, gender, social origin and religious background.

Regional background: SAUT has made an important contribution to the aim of promoting equality of educational chances in terms of regional origin already by establishing the university in a town and region where formerly no university existed. Most of the students are coming from either the town or district of Mwanza itself or from other provinces of Tanzania where no institutions of higher education exist.

Gender equality: Concerning equality of educational opportunity between men and women, our data show that about two-thirds (63%) of the students are male, and one-third female (37%). This is a remarkable high proportion of women, although not yet as high as in many European and American universities. It shows that the access of women to higher education is making fast progress also in Tanzania. However, a study on participation in Tanzania and Ghana found out

²⁵ <http://www.tcu.go.tz/universities/statistics.php>

²⁶ Newsletter of TAPU, July 2009, Note from the Chairperson. One indication that also the Tanzanian bishops were motivated by the aim to support particularly talented students from poor families is given in Walters (n.d., p.39) who mentions that they looked particularly to provide accommodation for them.

that this is probably limited to women from higher socioeconomic groups, and that female students are often disadvantaged in terms of work load because of their socially prescribed domestic responsibilities (Morley *et al.*, 2009). Furthermore, the rise of female enrollment rates does not correspond with increasing female university staff (Amonoo-Neizer, 1998).

Equality in terms of social origin: Concerning the social origins of SAUT students in terms of the education of their fathers and mothers we can see two rather obvious facts: First, students come to a very high proportion from families where father and mother have a relatively high education, that is, secondary school or higher. 31% of the fathers and 17% of the mothers of male students have college or university education; among female students, these proportions are even higher, 56% and 41%, which corresponds with the above mentioned findings from Morley *et al.* Thus, we can assume that students from higher-educated social strata are strongly over-represented compared to all adults in Tanzania. In this regard we can compare our data with those from the large Tanzanian Demographic and Health Survey of 2004/2005, which covered a representative sample of 9,735 households and 13,200 people. Although our classifications are not fully comparable (we included a category "middle school" which is not contained in the Demographic and Health Survey), the findings are rather unequivocal.

Table 1: Education of father and mother of students, compared with the Tanzanian population as a whole (in %)

Educational level	SAUT students		All Tanzanians, 15-49*)	
	Father	Mother	Men	Women
1. No complete education	11	15	36.3	42.2
2. Primary education completed	25	33	52.4	49.2
<i>Sum 1+2</i>	36	48	88.7	91.4
3. Middle school	13	13	-	-
4. Secondary school and more	51	40	11.2	8.6
Total	100	101	100	99.9
(n)	(483)	(458)	(2635)	(10329)

*) Source: Tanzania. Demographic and Health Survey 2004-2005

Table 1 shows that less than half of the students' fathers and mothers have only primary or no completed education, but around 90% of all Tanzanians aged 15 to 49. On the other side, we see that half of our students' fathers and 40% of mothers have a higher education (secondary +), but only 11% of all Tanzanian men and 8% of Tanzanian women. Thus, the chances of children of parents with a higher education are five times as large to go to university as those children of parents with no such education. This fact seems to be reflected somewhat also in the attitudes and behavior of the students.²⁷

Religious affiliation. SAUT has been established and is led by the Catholic Church, but it is nevertheless open to all students, irrespective of their religious backgrounds. If we look at this background, we can see that 54% of the students are catholic, 29% protestant, 9% Muslim and 8% other denominations. Thus, catholic students are in fact attracted more than students from other religious backgrounds, but SAUT is in fact open to non-catholic students, particularly of other Christian denominations.

The socioeconomic situation of the students

A university education requires sufficient financial resources which could be a problem, especially for students with a low socioeconomic family background. In spite of the provision of scholarship aid and loans by SAUT and the government, some cannot afford studying. Evidence for the difficulties in university access for young people of lower

²⁷ This is reflected in one of the proposals which one student made concerning the improvement of the conditions for living. This referred to the transport facilities between the city of Mwanza and the SAUT campus near Malimbe, a small village a few kilometers outside. One student made the proposal to establish a special bus service for students so that they would not be constrained to merge with common people in the bus.

classes provides the low proportion of students whose parents have a low educational level (Table 1). Table 2 shows how the students cover their expenses for the university and living. More than one-third of all students get the largest part of their expenses from their parents and half of the students get at least a part. Working besides studying is exhausting and because of time restrictions hardly realizable. Nevertheless, this is the way how 13% of the students have to finance their studies; a further 9% rely on own earnings to cover a part of their expenses. Just few students (11%) are in the lucky position to have money from own sources such as receipts from a small shop or savings.

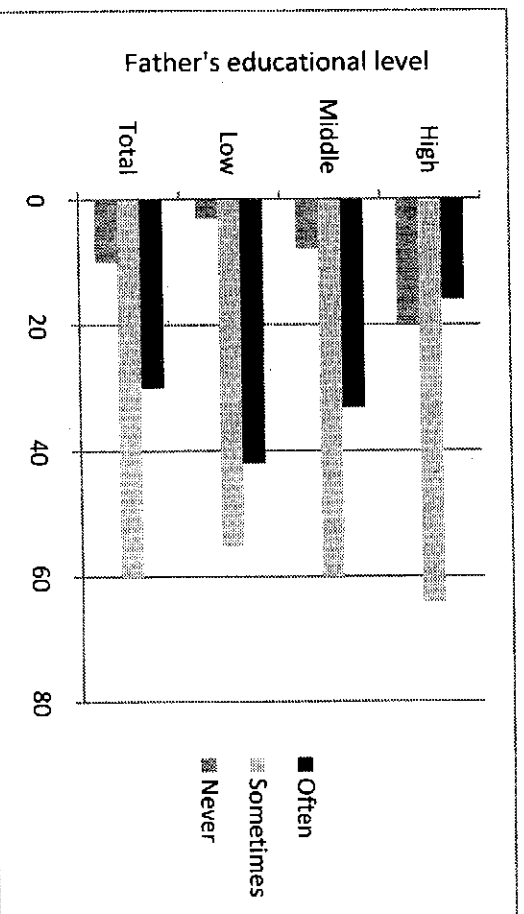
Table 2: Coverage of expenses for the university fees and the living

How do you cover your expenses for the university and your living?	the largest part	a part	nothing	total
Support from parents/relatives	37	13	51	101
Grant	7	6	87	100
Loan	33	14	53	100
Working to earn money myself	13	9	79	101
Money from my own sources	4	7	89	101

The sources for the coverage of expenses vary significantly among the Bachelor of Arts (B.A.) and Master of Arts (M.A.) students. More than half of the M.A. students finance their studies by working or receiving money from their own sources, which is true for only 7% of the B.A. students. M.A. students get more often a grant, but more seldom a loan provided by the government, and parents and relatives are more seldom able to cover the costs for a master study.

In respect to the economic situation, the personal perception of the students plays an important role. The vast majority of students (90%) report financial problems: 30% claim that they have often problems to get the money needed for their basic living costs; 60% more face sometimes this difficult situation. In this regard we can observe an obvious and statistically significant²⁸ disadvantage of students from lower socioeconomic classes (Figure 1). They are not only disadvantaged by accessing a higher educational institution at all, but also in the case of access they face serious financial problems, which often forces them to earn money instead of fully concentrating on their studies.

Figure 1: Financial problems to cover basic living costs by father's educational level (in %)



²⁸ Spearman correlation coefficient = .310***

Evaluation of the conditions for studying and living

One challenge the newly established private universities are facing is the matter of quality of teaching. Given small university budgets and the high costs in the starting years for building up the entire infrastructure, it might be difficult to attain a high quality level. In addition qualified staff is rare in sub-Saharan Africa and therefore private and public universities compete for the few available experts (Banya, 2001). Ishengoma. (2007) found that in the academic year 2005/2006 out of 499 academic staff employed in all Tanzanian private universities only 17% were holder of a Ph. D., 50% had a master's degree and 16% had only a bachelor's degree. The low proportion of highly qualified staff combined with difficult working conditions lead to a low research and publication outcome of the teaching and scientific staff. Furthermore, insecurity of tenure has a negative impact on the quality of teaching (Ishengoma, 2007). Now the following question arises: How do the students themselves evaluate the conditions of studying at such a private university, respectively at SAUT?

Table 3: The evaluation of the conditions of studying at SAUT

How do you estimate the following conditions at SAUT?	very good	good	(1+2*)	mode-rate	bad, very bad	(3+4*)	Total	
Quality of lectures	%	34	48	(82)	15	2	(17)	99
Equal treatment of male and female students	%	38	38	(76)	19	5	(24)	100
Library	%	34	38	(72)	25	2	(27)	99
Personal consulting by teachers	%	25	42	(67)	27	7	(35)	101
Size of classes	%	24	37	(61)	30	9	(39)	100
Freedom of expression	%	25	32	(57)	28	15	(43)	100
Computers/ Internet access	%	7	21	(28)	38	33	(71)	99

*) Sum of "very good" and "good" and of "moderate" and "bad", respectively

The evaluation of several conditions of studying is shown in Table 3. The items are arranged in a rank order, going from those best to those worst evaluated. We can see that the students overall evaluate the conditions of study at SAUT rather positive: in six out of the seven items a clear majority says that the conditions are good or even very good. On top is the quality of lectures, followed by equal treatment of men and women, the library and the availability of teachers for personal consulting and the size of classes.

There is only one condition which is evaluated clearly more negative than positive, namely the availability of computers and the internet access. This negative evaluation can be fully supported by the authors of this paper who also had great difficulties in getting adequate access to such facilities when teaching in Mwanza in autumn 2009. Given a number of about 9000 students, the availability of computers – all in all may be two or three dozen - is really very unsatisfactory.

Thus, the overall student's perceptions about the conditions of studying do not correspond to the critics on low university quality connected with the surge of private institutions. The results concerning the size of classes and the personal consulting by teachers seem somewhat surprising also from our point of view. Most lecturers do not have an office room at the campus and, thus, cannot be approached easily by the students and also most of the classes have very large sizes (250 – 500 students in the B. A. programs). There might exist two reasons for the surprising positive evaluation of the students. First we must assume therefore, that the Tanzanian students have no imaginations about "proper" circumstances regarding the student-lecturer relation. On contrary they have been used to unmotivated teachers in the secondary school system where teachers are even sometimes absent from school to generate an additional income because of their low governmental salaries (Mushi, 2009). In a qualitative interview one student reported about a high and satisfactory quality of the lectures, because the lecturers always come to the classes. This statement indicates that fulfillment of the lecturership responsibilities is not self-evident in Tanzania. A second reason for the relatively high

satisfaction of students, however, might be their general high evaluation of university education and learning. This attitude might have been strengthened also by the fact that studying is still quite a privilege in a poor country like Tanzania.

The evaluation of the studying conditions is certainly dependent on the year of study. First, most of the MA-courses take place in the new, excellent lecture building of SAUT in Mwanza where the rooms are smaller and equipped with the most modern technology. The B.A.-courses, on the contrary, usually take place in the older, often very large lecture halls. In addition, first-year students will have less objective possibilities to compare conditions at SAUT with those at other universities.

Table 4: Evaluation of studying conditions by year of study

Year of study Conditions of study	1 st	2 nd	3 rd	Master
	% "very good"			
Library	45	28	40	17**
Computer/ Internet access	10	9	7	4*
Quality of lectures	35	33	42	28
Size of classes	20	23	19	36**
Personal consulting by teachers	22	23	31	23
Equal treatment of male and female students	42	32	42	37*
Freedom of expression	42	22	15	20**

Statistical significance of Chi-Square: * $\leq 0,05$, ** $\leq 0,01$

Table 4 shows the evaluation of the conditions of study by students' year of study. In four aspects in fact a clear statistical significant association turns out: The first three items show that students in the M.A.-courses are much less satisfied with the conditions in the library, and also somewhat less satisfied with computer and internet facilities, but more satisfied with the size of the classes. The lower satisfaction with the library, which is very pronounced, is probably caused by the fact they need special books which are not available in the library. The second clearly reflects the very good circumstances of teaching in the MA-courses where the size of classes is very small (between 3 and maximum 50 students).

The item "freedom of expression" is related to the fact whether students get the opportunity to say freely what they think regardless of any religious, political or other ideological conventions. This is especially important in African countries where the democratic right to hold personal opinions without interference and to express oneself freely without fears of punishment or censorship is not self-evident. Furthermore, freedom of expression is perceived as a crucial condition for independent thinking and a necessary requirement for doing research (Amonoo-Neizer, 1998). First year students feel much more often that there is the possibility of free expression at SAUT. This perception declines with the year of studying and increases slightly in the MA-programs. In this regard the difference between first year and the second year students is very pronounced. This could be explained by a disillusion process: most students enter university with high expectations about developing their creative skills and end up with disappointment and encouragement of creative thinking (Kimani, 2005).

An impact on the satisfaction with the conditions of studying, but also on the performance and success have the general living conditions. In general, the satisfaction with these conditions is much lower. Only two aspects are evaluated positively by a weak majority of the respondents: The transport to and from SAUT and the security on the campus. In all four other aspects – supply of water and electricity, catering and health services, housing – more than half of the students are only moderately or not at all satisfied. That this critical evaluation is justified can be fully confirmed by the authors. Nearly every day electricity and water supply fall out for some time; sometimes they are unavailable even for several days. The negative effects on working and studying are evident. Certainly, most of these services are not provided directly by SAUT so one cannot blame it for these problems.

Table 5: The evaluation of the conditions of living at the campus and in Mwanza

How do you estimate the following	Very good	(1+2)* moderate	bad,	Total
		297		

conditions?	good	very bad
T transport to and from SAUT	% 15	35 (55) 33 18 101
Security on the campus	% 17	36 (53) 34 12 99
Electricity supply	% 7	32 (39) 39 22 100
Water supply	% 10	31 (41) 39 21 101
Catering	% 7	31 (38) 45 16 99
Health services	% 8	30 (38) 44 18 100
Housing	% 8	24 (32) 42 25 99
*) Sum of "very good" and "good".		

Students views of their future: Expected job opportunities and thoughts about emigration

Job opportunities depend on a considerable amount on high quality education, which is able to satisfy the needs of the local labor markets. In this regard private universities often try to specialize in fields that have better employment opportunities (Banya 2001). Two questions in our survey were concerned with the student's expectations about finding a job and getting a good income. Table 6 shows the results to this question.

First, it is evident that considerable proportions – about one fourth – of the students could not answer this question since it was related to the future. Second, however, most of those who answered seem to have rather negative expectations. More than half of the 57% of the interviewed students think that it will be difficult to get a job. As far as income is concerned about one-third (35%) of the respondents think that they will have quite a good income after graduation. A larger proportion (39%) is convinced that even their university degree will not help to generate a good income.

Table 6: Expectations concerning the job and income situation after graduation

How do you estimate your chances in Tanzania after graduating from SAUT?	agree strongly	agree	dis-agree strongly	don't know	Total		
It will be difficult to get a job	%	16	41	11	7	25	100
My income will be quite good	%	11	24	25	14	26	100

The difficult living, studying and working conditions combined with rising graduate employment (Armonoo-Neizer, 1998) are the reasons that many students are thinking about emigration. Brain drain is a serious problem for the developing world. Considering the fact that only 0.4% of the adult Tanzanian population has completed tertiary education, while in the USA 31% and in the United Kingdom 24% has done so, makes it a sad loss, when even one single university graduate leaves the country. In the year 2000 12.3% of the tertiary educated Tanzanians left the country.²⁹ This indeed is a big national problem, but in regard of poor studying, working and living conditions understandable from the individual perspective. How does this look like in the case of SAUT students?

The result is rather surprising: Not less than three-fourths of our respondents have already had thoughts about emigration, and one-fourth of them consider it seriously. One could have expected that the majority of these students would like to remain and work in Tanzania, given the fact that not less than three-fourths declared as their main value in life "to contribute to the development of my country". This life value was mentioned most frequently among six other life values. Here, one could suppose that students who indicate that they want in the first instance to contribute to the development of their country, should be less ready to consider emigration; the same could possibly be true of those who consider a religious, spiritual life as very important. The reverse should be true of those with more materialistic and hedonistic values, such as to earn a lot of money, to have an exciting life and a secure and comfortable life. Table 7 shows that these expectations are confirmed to some degree: Persons with more materialistic-hedonistic values think in fact more frequently of emigration, those with a focus on religious values somewhat less frequently. The differences, however, are not very pronounced and not significant statistically.

²⁹ <http://databank.worldbank.org>

Table 7: Thoughts about emigration among students with different basic values

	Mentioned as important life value (%)	Thoughts of emigration (%) (n total)
In my life, it is most important ...		
... to have my own family and children	64	75 (117)
... to live a religious, spiritual life	57	67 (96)
... to contribute to the development of my country	77	71 (149)
... to become a respected person in my community	33	76 (25)
... to earn a lot of money	22	82 (28)
To have a secure and comfortable life	44	83 (52)

In addition to the relationship between life values and the wish to emigrate, we developed also several hypotheses concerning effects of the social situation of the respondents on their readiness to emigrate. So, one could expect that men are more ready to emigrate than women; that married students and students with children have established stronger footholds in their country; that students from higher status families would be less ready to emigrate; and that the field of study of the students might have an impact. None of these hypotheses could be verified, however, except one: Students with more children (practically all of them married) are in fact less prone to emigrate. The percentage of those not having even thought about emigration was 24% among the childless, 29% among those with one child, 31% among those with two children, and 42% among those with three or more children.

Thus, we must conclude in general that the idea to emigrate and the concrete wish to do so is largely independent of the personal situation and even of the life values of the students. It must be caused mainly by the deep split in levels of development between Tanzania and the other sub-Saharan African countries on the one side, and the developed world in the north on the other side. One student wrote into the questionnaire besides of the question: "Have you ever thought of leaving Tanzania to work and live in another country? If yes, which country?". I can't mention because I have got a dream of visiting various countries in Europe; if I get that chance and if God will..."

The adversary work conditions facing all students – such as the frequent fall out of electrical power and water supply, the unsatisfactory infrastructure concerning computers and internet access - might be quite important in this regard, the same is true also for workers in other occupations and at nearly all levels of the occupational hierarchy.³⁰ The personal experience of the authors during their stay at SAUT also indicates that such adversary circumstances not only reduce the efficiency of work in a significant way, but may – in the longer term – also reduce overall work motivation.

Conclusions

Considering the fact that SAUT is a quite new institution and that it suffers like most universities in the developing world from limited resources, it was already successful in providing higher education in a very poor country. Because of the low gross enrollment rate, an increase of opportunities for higher education is of utmost importance. That the establishment and development of SAUT was totally successful. However, from the perspective of foreign teachers accustomed to much better conditions, the evaluation is somewhat more critical. We had to struggle with several problems while preparing and giving lectures. In fact the students are facing similar problems and in the case of the computer and internet access and in the case of most items concerning the living conditions they gave rather negative evaluations. SAUT has not a direct impact on some of these items like on electricity or water supply, but given it would be wise to invest in a power generator and in the advancement of computer and internet access. Modern information technology is not only crucial for education, research and science. For instance, it is impossible to teach SPSS, a computer program for social data analysis, without having a reliable technology.

³⁰ In this regard, a recent newspaper report about the frustration of an automobile electrician in Dar es Salaam is quite instructive. This 28 years old man told the reporter that he has the serious intent to leave his job, which he liked a lot, because he always lacks the electronic equipment necessary for the diagnosis of problems of new cars.

The focus of this paper lies on the situation of students. Student's evaluations could be one instrument for assessing the quality in universities. Therefore such evaluations should be conducted regularly in higher education institutions. These could also increase the motivation and engagement of the lecturers. The evaluation of students certainly should be supplemented by evaluations of experts such as foreign teachers and university experts. Our experience with students in the sociology master program was quite positive. Although their knowledge and skills in fields such as theory or methods of social research may have been a bit lower than in European universities, they had a good understanding of sociological problems and we expect that they will write interesting master theses.

One central responsibility for the universities should be to provide their graduates properly for the labor-market. This could be an efficient prevention for losing the highly educated people because of brain drain. In this regard the private universities could play an important role, because they are more flexible compared to public universities in the specialization in fields which are needed in the local labor-market or an even better solution to enable their graduates to create their own jobs (Banya, 2001). One author wrote in this regard:

"The days of producing job-seekers are gone. We teach students that their most important responsibility is to employ themselves." (Kajubi, quoted in Banya, 2001: 168).

A final task of university education is to develop student's sense of responsibility and obligation to work for their community and society. One aspect here concerns the danger that university graduates become a new elite, somewhat detached from the common people. In this regard, also the practice using only English as the teaching language might be reconsidered. This practice has the great advantage that students become used to the world language in science (and beyond it). However, it has also the disadvantage that the students (and scientists) do not learn to express the problems discussed in their subjects in the local language (in this case Kiswahili)³¹

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³¹ In an interesting article "Kiswahili: A significant tool in teaching French" (*Sunday News*, Dar es Salaam, October 25, 2009, p.9) an interview was reported with Professor Adolphe Simbaulanga, who was the first Tanzanian university graduate awarded a French language scholarship to Paris between 1962 and 1966. Since then, he was a teacher in French in several African countries. Professor Simbaulanga, criticizes the schools using only English in their teaching and says the following: "How is a student supposed to grasp the language [in this case: French] if they don't even understand what is being taught? The use of Kiswahili in teaching French cannot be avoided... I think that there should be books locally written for teaching purposes... we have to train our students in their national language so that they can master it."

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