

Pre-service Teachers' Perception of the Impact of Part-time Lecturers in Tanzanian Higher Education: The Tale of Two University of Dar es Salaam Constituent Colleges of Education

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Abstract

This paper reports on pre-service teachers' perception of part-time lecturers' teaching practices at the constituent colleges of the University Dar es Salaam. The study employed both a quantitative and qualitative research approach to enrich the data from the participants. The findings indicated that the constituent colleges of the University of Dar es Salaam have a severe shortage of lecturers and many courses depend on part-time lecturers. The findings also indicated that pre-service student teachers were dissatisfied with the practice used by part-time lectures at the Mkwawa College of Education (MUCE) of squeezing 15 weeks (a semester) of the teaching timetable into 3-4 weeks. This has negatively affected students because it has not given them enough time to revise what they have been taught; instead they have had to skim the teaching notes and hand-outs given to them during the lecture. The findings also showed that part-time lecturers are ineffective in locating extra learning materials and are rarely available for advising students on matters relating to their academic affairs. This study recommends that constituent colleges should prepare a plan that will allow part-timers to teach the courses for at least for 11 weeks of the semester to allow them to reasonably follow the normal university timetable.

Key words: part-time instructors, pre-service teachers, effectiveness of part-time instructors

Introduction

The use of part-time lecturer(s) is a recent phenomenon in Tanzanian higher education, in both public and private universities. The demand for qualified lecturers in Tanzania's higher learning institutions has risen because of the liberalisation of higher education in the late 1990s when the Tanzanian Government introduced *public-private partnership* in the provision of higher education (the United Republic of Tanzania, 2010). The liberalisation of higher education resulted in the mushrooming of private universities and other tertiary institutions that offer bachelor degree courses, and the Tanzanian government also expanded some of its older universities by establishing new constituent colleges of education, namely Dar es Salaam Constituent College of Education (DUCE) and Mkwawa College of Education (MUCE), which are affiliated to the University of Dar es Salaam, and established new universities such as the University of Dodoma (UDOM), Moshi University College of Co-operative and Business Studies (MUCCoBS), and The Nelson Mandela African Institution of Science and Technology (NM-AIST) to mention a few. Likewise, liberalisation of higher education in Tanzania opened a window for the establishment of private universities and constituent colleges such as Tumaini University Makumira, University of Bagamoyo (UoB), University of Arusha, Ruaha University College (RUCO) and the others (TCU, 2014). The increase

in the number of new universities led to a greater shortage of qualified lecturers in the already underdeveloped higher education sector. However, public universities were more affected by the shortage of lecturers because private universities poached the few qualified personnel from public universities by promising good salaries and other benefits. As a result, some academic staff in public universities relinquished their jobs and were employed by private universities. Even before the liberalisation of higher education, Tanzanian public universities had insufficient and under-qualified academic staff (the United Republic of Tanzania, 2010). To overcome this challenge the University of Dar es Salaam developed a part-time teaching programme, whereby lecturers from the University main campus were paid a transport allowance and hourly for each lecture for the semester to teach various courses at DUCE and MUCE. In addition, MUCE part-timers were paid a substance allowance. DUCE is located in Dar es Salaam city about 17 kilometres from the University of Dar es Salaam main campus, while MUCE is located about 501 kilometres from the main campus. The part-time programme created an opportunity for lecturers from the main campus to teach part-time in these colleges and receive an extra income. The part-time lecturers that were given responsibilities at DUCE were able to conduct their lectures within the planned college timetable as the college is in the city and is easily accessible. However, those given a contract to teach at MUCE have to travel much further and stay in a hotel for 3-4 weeks and teach the whole semester course within this time.

Normally undergraduate students in Tanzanian universities are required to study for 17 weeks, the duration of the semester, where 15 weeks are for classroom teaching and two weeks for the university examination. However, what actually happens (the author of this paper was a part-timer at DUCE and MUCE) is that part-time lecturers condense the duration of teaching from 15 weeks into 3-4 weeks by increasing the number of teaching hours from 3 hours as recommended in the university timetable to 8-10 hours per week, particularly at MUCE. Sometimes part-time lecturers utilise the weekends to teach their course so they can finish it in one month. This arrangement implies that pre-service student teachers attend at least 3 hours of lectures in the same course every day for a whole week, as well as being assessed at the end the course. Therefore, this arrangement by part-time lecturers of squeezing the teaching of a course designed to take a whole semester into one month is the fundamental interest of this paper. This paper investigated pre-service teachers' perception of this part-time approach and the impact of using part-time lecturers on their learning, given that this approach does not follow the required timetable of two lecture hours and an hour's tutorial per week. Currently, no empirical study has been conducted in Tanzania that explores the impact and management of part-time lecturers in its higher learning institutions, particularly in the light of the explosion in the number of tertiary institutions, which has created a greater demand for qualified academic staff. Therefore, this paper seeks to fill this gap by doing an empirical study on the use of part-time lecturers. The study was guided by the following research questions:

1. To what extent do DUCE and MUCE depend on part-time lectures to teach various courses?
2. How do students at DUCE and MUCE perceive the part-time approach used in their colleges?
3. What are the impacts of using part-time lecturers on students' learning?

Literature review

Designations of Part-time lectures

The available literature consists of many designations of the term 'part-time lecturers'. These designations include: part-time faculty members (Jaeger, 2008; Miller, 2001; Pisani & Stott, 1998; Smith, 2010); adjunct faculty or non-tenure-track (Benjamin, 1998; Feldman & Turnley, 2001); non-

tenured faculty members (Benjamin, 1998); adjunct instructors (Bettinger & Long, 2007) and part-time instructors (Sandford, Dainty, Belcher, & Frisbee, 2011). Despite all these designations given by education researchers to label part-time lecturers, the message conveyed by each label is the same, meaning that university lecturers are employed to teach both undergraduate and graduate students on non-permanent contract terms. For the purposes of this paper, part-time instructors/lecturers are individual persons who have a Master's or PhD degree and are employed for one academic year or semester on non-permanent contractual terms in higher learning institutions. Previous studies indicated that the use of part-time lecturers in universities has been growing internationally (Blackwell, Channell, & Williams, 2001; Feldman & Turnley, 2001; Leslie, 1998; Nicol, 2000; Schmidt, 2008). For example, in the US, from 1987 to 1990, the use of part-time lecturers increased by 80% in public doctoral universities and 30% at four-year institutions, and 44% of all faculty members and supporting staff were part-time instructors (Bettinger & Long, 2007; Jaeger & Eagan, 2009). Miller (2001) also observed a similar trend and reported that the use of part-time lecturers in US institutions varies by type of school, as, for example, in community colleges about 66% are part-time instructors and in private colleges 41%, and in public universities 27% of the lecturers are part-timers. Other studies reported that part-timers outnumber full-time tenured lecturers in some US institutions (Benjamin, 2002; Jaeger, 2008) and in the United Kingdom the number of part-timers equals the number of full-time lecturers and in some institutions they comprise a third (Blackwell et al., 2001; Nicol, 2000). These literature findings suggest that overdependence on part-time faculty is growing in higher learning institutions and therefore this area needs to be researched in order to inform higher education policy makers, particularly those in developing countries.

Why Part-time instructors?

The literature gives some reasons for the current trend of depending on part-time instructors in higher learning institutions and universities. Evidence from the literature indicates that part-time instructors are the best approach to curtailing the rising cost of recruiting full-time faculty members during times of economic hardship that face universities and colleges (Bettinger & Long, 2007; Charfauros & Tierney, 1999; Jaeger & Eagan, 2009; Pisani & Stott, 1998; Williams, Pitts, & Kamery, 2006). For example, Pisani and Stott (1998) argued that because of "economic hardship that higher education is currently facing, it seems highly unlikely that institutions will significantly reduce their utilization of temporarily assigned part-time faculty" (p. 121). Therefore, part-time instructors provide financial flexibility for colleges and universities because they are paid less and do not require other benefits such as retirement benefits, health insurance and housing, and they also lack the bargaining power to increase their pay (Jaeger & Eagan, 2009; Lankard, 1993). Other compelling reasons why universities opt to hire part-time lecturers include the shortage of qualified full-time instructors in the job market, an increase in the number of new academic programmes or the expansion of college/university enrolment, the flexibility associated with the use of part-time instructors and the deficit caused by aging full-time lecturers (Leslie, 1998; Williams et al., 2006). However, in the context of Tanzania, the hiring of part-time lecturers in higher learning institutions is the result of the sudden marketing and liberalisation of higher education in the late 1990s that resulted in the evolution of private universities, which created a greater demand for academic teaching staff. As explained earlier, the introduction of private-public partnership resulted in a scramble for the few qualified professionals, since there were not enough with the right criteria for Tanzanian higher learning institutions. For example, a major barrier to recruiting fully tenured faculty is the Tanzanian Government's regulation that for academic staff to be considered for recruitment to a public university he or she must have a minimum Grade Point Average (GPA) of 3.8 at undergraduate level and at least B+ at masters level. The lack of qualified personnel for the positions

of assistant lecturer, senior lecturer and professor appears to be the major reason why part-time lecturers are used in Tanzanian higher learning institutions.

Advantages and disadvantages of part-time instructors

The use of part-time lecturers was reported in the literature as having some merits and demerits in relation to the growth in the number of higher learning institutions. The merits are, first, part-time lecturers bring new expertise and knowledge to the institution that would not be available from full-time faculty members at low cost (Baldwin, 2002; Banachowski, 1996; Woodall & Geissler, 2009). Second, they cover for full-time lecturers during their sabbatical and free up full-time staff to do consultancies, undertake scholarship and conduct research (Woodall & Geissler, 2009). Third, part-time lecturers provide the institution with flexibility because they work on a contractual basis, and so when student enrolment increases they are contracted and when it drops their number is reduced (Baldwin, 2002; Banachowski, 1996; Lankard, 1993). Fourth, part-time lecturers bring expertise to institutions that do not need to be committed to providing a full-time post, which would increase the cost of an office and other fringe benefits, such as professional development and health insurance (Baldwin, 2002; Woodall & Geissler, 2009). Fifth, they bring real world vocational experience to the colleges and universities, which enriches scholarship and teaching (Banachowski, 1996). Finally, part-time lecturers benefit students because their teaching adds value to their lives and that of the institution (Banachowski, 1996; Lankard, 1993).

In contrast, despite recognising the financial benefits of using part-timers in colleges and universities, opponents believe that the hidden cost of using them is greater than the financial costs the institutions are seeking to reduce. Opponents point to the following drawbacks of using part-time lecturers in colleges and universities. First, it harms the employment of full-time lecturers (Banachowski, 1996). Second, it is difficult to integrate them into the university community or its culture since they only come during the hours of teaching and rarely take on other university responsibilities (Jacoby, 2006; Miller, 2001; Woodall & Geissler, 2009). For example, Lankard (1993) claimed that “many part-time instructors are also frustrated from their lack of involvement in personnel and budget matters, curriculum development, and the formulation and implementation of policy, as well as from the lack of services available to them—office space, clerical assistance and copying machines” (p. 2). Third, it is reported that part-time lecturers are unavailable when students need them other than at the time of the lecture because they do not have total commitment to the institution as full-time lecturers do (Benjamin, 2002; Eagan & Jaeger, 2009; Schmidt, 2008; Woodall & Geissler, 2009). For example, Jacoby (2006) argued that “not only did he find part-time faculty to be relatively unavailable, but he also found that many used less challenging instructional methods” (p. 1083). Fourth, part-time lecturers are prone to being exploited by colleges and universities as they lack the power to negotiate their benefits, which affects their morale, because they receive little benefit for similar work done by full-timers (Banachowski, 1996). Finally, the study also claimed that part-time lectures usually use traditional teacher-centred pedagogy in their classroom, which affects student engagement during instruction (Banachowski, 1996).

Impact of part-time instructors on student learning and teaching

Establishing the impact of part-time instructors on student learning is a massive undertaking because of the nature of the higher learning education environment and also it is difficult for a researcher to establish a link between an individual student’s learning outcome and the use of part-time instructors (Bettinger & Long, 2007). However, some studies (Baldwin & Wawrzynski, 2011; Jaeger & Eagan, 2009; Smith, 2010; Williams et al., 2006) claim that too much exposure of students to part-time

lecturers reduces the amount they retain and they are less motivated and encouraged to complete their degrees because they may not get the required academic advice (Jaeger & Eagan, 2009). Part-time faculty members show little commitment to student learning (Pisani & Stott, 1998) because they “do not necessarily have the mission of the college or university at heart” (Gerlich & Sollosy, 2009, p. 5). The study shows that students majoring in mathematics, science and engineering are likely to change their majors, transfer to new institutions or even drop out of higher learning institutions due to their exposure to part-time lectures (Jaeger, 2008). In a recent study by Jaeger and Eagan (2011), which explored the effect of students’ exposure to part-time lecturers in relation to their transferring to another academic programme, they reported that there was no effect in relation to the academic programme but rather on academic discipline. Students taught by part-time lecturers had lower examination scores than those whose professors were full-time tenured lecturers (Gerlich & Sollosy, 2009), and their graduation or degree completion rates decrease as the proportion of part-time lectures increases (Ehrenberg & Zhang, 2005; Jacoby, 2006). Another study by Miller (2001) reported that part-time lecturers tend to avoid assignments that demand a lot of writing in order to save time on marking and grading, and they also inflate students’ grades to boost the evaluation of their teaching because they are not evaluated using the university promotion and evaluation criteria. Benjamin (1998) conclusively reported that “full-time tenured track faculty members are more productive—that is, they spend more time with students and contribute more to students’ success than their less expensive part-time or non-tenured track replacement” (p. 716). From this limited sampled literature it can be concluded that the current practice of using more part-time lecturers in colleges and universities has negative implications for students’ academic gain and degree completion.

Conceptual framework

This study used a conceptual model from a previous study by Jaeger and Eagan (2009). The model assumes that student teachers taught by part-time lecturers experience less lecturer-student interaction than those taught by full-time faculty members. This approach results in less integration of students in the institution/university culture, and they receive little mentoring opportunities or academic advice from part-time instructors (Jaeger & Eagan, 2009). Student-lecturer interactions develop a high level of student engagement in the learning process. Jaeger and Eagan (2009) reported that students taught by part-time instructors are less likely to relate to them as potential mentors or models since they are only present in the college during lecture or seminar hours, while others teach at more than one college or have another regular job, which leads them to having very busy daily schedules (Williams-Chehmani, 2009). The schedules of part-time instructors mean that they have few interactions with students and are unavailable for both academic and non-academic consultations. The experience of the University of Dar es Salaam colleges of education in Tanzania of part-time instructors has shown that they stay in hotels/guesthouses for a week or month and attend to students during lecture or seminar hours because of the lack of office space. Williams-Chehmani (2009, p. 7) reported that “students who had regular contact with faculty members inside and outside the classroom were less likely to drop out of college than students who had little to no contact with faculty members”. Therefore maximum student-instructor interaction promotes students’ cognitive, affective and academic achievement, and ensures their satisfaction with college life (Benjamin, 2003; Jaeger & Eagan, 2009; Williams-Chehmani, 2009). Emphasising this aspect, Williams-Chehmani (2009: 79) concludes “given that faculty-student interactions are important to student engagement, college administrators need to seriously consider the use and role of part-time faculty members on their campuses”.

Also, this work adopts the social capital theory concerning the ability of students to develop social networks and develop trust between them and course instructors (Jaeger & Eagan, 2009). Subjecting students to part-time instructors lessens their opportunity for developing social capital with course instructors, which is an important element in choosing a future career. Coleman (1988) and Loury (1977) argued that the mentoring of students, job networking and mutual support, which are associated with high levels of social capital, are a partial cause of success in education. Indeed, if part-time lecturers are less accessible to students, the social networking that helps students academically is also affected. Pisani and Stott (1998: 123) reported that student-instructor interactions have “positive outcomes on students’ educational aspirations, attitude toward college, academic achievement, intellectual and personal development, involvement, academic and social integration, motivation, satisfaction with educational quality, and persistence”. This implies that less or the lack of sustainable interactions between college students and course lecturers/instructors has negative implications for students’ college life and future career choice.

Methodology

The study employed the purpose sampling technique whereby survey questionnaires were distributed to 235 students studying education courses taught by part-time instructors at MUCE and DUCE. One hundred and thirty one (131) questionnaires were distributed to MUCE and 104 questionnaires to DUCE pre-service student teachers. Eighty per cent (80%) of the questionnaires were filled in and returned at MUCE and 70% at DUCE. The questionnaires were divided into a quantitative and qualitative section. The quantitative section sought to assess the general perception of student teachers of part-time lecturers whilst the qualitative section allowed individuals to give their opinions in depth (see Appendix 1). The quantitative section of the survey presented students with a number of statements in five levels (*strongly disagree, disagree, not sure, agree and strongly agree*) that required pre-service teachers to tick those items that described their view of part-time lecturers at their college. The researcher also collected data from nine (9) heads of departments/units to establish the magnitude of the problem of part-time instructors in the departments and colleges as a whole.

Data analysis

The quantitative data were analysed using SPSS version 15, using descriptive statistics that were cross-tabulated according to the constituent college. The purpose of cross-tabulation was to examine whether the approach used by the part-time lecturers in the two colleges had a significant impact on student learning. While statistical analysis did not provide an opportunity for broad open-ended responses, it did provide a statistical indication of the general opinion of the pre-service teachers. The qualitative data were organised according to the research questions and relevant themes were selected and coded. The results were coded according to the themes outlined by the pre-service student teachers at each campus.

Results

Magnitude of dependence on part-time instructors

The study findings indicated that the departments of *chemistry, mathematics, zoology and computer science* in both colleges have a shortage of full-time lecturers for all first to third-year courses. For example, in the department of physics at MUCE only 2 out of 19 courses are taught by full-time lecturers, while at DUCE only 3 out of 19 courses are taught by full-time lecturers (see Table 1). Other science departments in the two constituent colleges also indicated a similar trend, where many courses are

taught by part-time lecturers, while the computer science department depends solely on part-timers (see Table 1).

The study findings indicated that most of the courses at the faculty of humanities and education at MUCE and DUCE depend on part-time lecturers. In the department of *economics*, for example, all three-year courses are taught by part-time lecturers in MUCE and 12 out of 14 courses at DUCE in the *economics department* are taught by part-time lecturers (Table 2). The department of literature at both colleges greatly depends on part-time lecturers, as, for example, at MUCE 20 out of 24 courses are taught by part-time lecturers and 15 out of 24 courses at DUCE are taught by part-time lecturers (see Table 2). The *Kismabili* department at MUCE also has a shortage of full-time lecturers, as 12 out of 14 courses are taught by part-timers, and at DUCE the results indicate that 7 out of 14 courses are taught by part-time instructors (see Table 2).

The study finding shows that at MUCE faculty of education more courses are taught by part-time lecturers than at the faculty of education at DUCE. For example, at MUCE 15 out of 19 courses in the *curriculum department* are taught by part-timers, while at DUCE 7 out of 19 courses are taught by part-time lecturers (See Table 3). In the department of *educational psychology* at MUCE the results show that all courses are taught by part-time lecturers, while in the same department at DUCE all courses are taught by full-time lecturers. In the department of *educational foundation* at MUCE the results show that 5 out of 7 courses are taught by part-time lecturers, while in the similar department at DUCE 5 out of 7 courses are taught by part-time instructors (See Table 3). Also, in the department of *educational management and administration* 4 out of 6 courses at MUCE are taught by part-time lecturers and 2 out of 6 courses at DUCE are taught by part-time lecturers (see Table 3).

Student teachers' perception of the modality of part-time teaching

The results on pre-service teachers' perception of part-time teaching indicated a contrast between the two colleges of education of the University of Dar es Salaam. The findings revealed that 86.8% of pre-service teachers at MUCE disagreed with the part-time approach used in their college while 12.2% liked the approach. On other hand, the results from DUCE show that 62.4% agreed that they liked the part-time approach, 23.5% disagreed and 15.1% were unsure (see Table 4). Likewise, MUCE pre-service teachers were dissatisfied as 84.9% disagreed while 12.2% agreed that they were satisfied (Table 4). One student elaborated:

I am dissatisfied with part-time lecturers ... they did not provide enough time for students to relax after the lecture, because they teach at high speed [many hours in a short time] with no time to rest, which leads to students memorising the lesson instead of understanding the concepts (Third-year Bachelor of Arts with Education student from MUCE).

Another student commented:

I am not satisfied with the approach in which part-time teaching is conducted, because it forces me to cram and I fail to understand the concept, with the result that I am less competent in mastering the course content (Second-year Bachelor of Science with Education student, from MUCE).

Yet another student added:

They used to arrange a lot of lectures. This is a bad approach because I am taking many courses and so such an approach causes me to perform badly in other courses. (First-year Bachelor of Education science student from MUCE)

On other hand, 68.6% of pre-service teachers from DUCE agreed that they were satisfied with the approach. In terms of topic coverage the MUCE results show that part-time lecturers cover the topics well, as 54.7% disagreed with the statement that part-time lecturer teach the topics superficially, 18.9% were unsure and 26.4% agreed that they cover the topics partially. Some 50.7% of pre-service teachers from DUCE agreed that part-time lecturers teach the topics superficially, 13.7% were unsure and 35.6% disagreed with this assertion (see Table 4).

Table 1: Range and magnitude taught by part-time and full-time lecturers at MUCE and DUCE Faculties of Science

Physics (unit)		Chemistry (unit)		Biology/zoology (unit)		Mathematics		Computer Unit						
Course code	instructor	Course Code	instructor	Course code	instructor	Course code	instructor	Course code	instructor					
	MUCE	DUCE		MUCE	DUCE		MUCE	DUCE		MUCE	DUCE			
PH 113	PT	FT	CH 118	PT	PT	BL 113	FT	FT	MT 100	PT	PT	IS 131	PT	PT
PH 116	PT	PT	CH 122	PT	FT	BL 111	FT	FT	MT 120	PT	FT	IS 137	PT	PT
PH 122	PT	FT	CH 117	PT	PT	BL 323	PT	PT	MT 127	PT	PT	IS 142	PT	PT
PH 123	PT	PT	CH 113	PT	FT	BT 111	FT	FT	MT 171	FT	PT	IS 151	PT	PT
PH 124	PT	PT	CH 100	PT	PT	BT 113	PT	PT	MT 218	PT	FT	IS 161	PT	PT
PH 213	PT	PT	CH 111	PT	FT	BT 327	PT	PT	MT 216	PT	FT	IS 292	PT	PT
PH 219	FT	PT	CH 243	PT	PT	BT 213	PT	PT	MT 266	FT	PT	IS 263	PT	PT
PH 220	PT	PT	CH 241	FT	PT	ZL 121	PT	FT	MT 257	FT	PT			
PH 239	PT	FT	CH 200	PT	PT	ZL 122	PT	FT	MT 223	PT	FT			
PH 247	PT	PT	CH 248	PT	PT	ZL 210	PT	PT	MT 227	PT	FT			
PH 249	FT	PT	CH 227	PT	PT	ZL 226	PT	PT	MT 226	PT	PT			
PH 332	PT	PT	CH 229	FT	FT	ZL 124	PT	FT	MT 200	PT	PT			
PH 326	PT	PT	CH 323	PT	PT	ZL	FT	PT	MT 389	PT	FT			
PH 343	PT	PT	CH 344	PT	FT	ZL 302	PT	FT	MT 300	PT	PT			
PH 345	PT	PT	CH 345	PT	PT	ZL 211	FT	PT	MT 347	PT	PT			
PH 327	PT	PT	CH 341	PT	FT	EV200	FT	PT	MT 360	PT	PT			
PH 344	PT	PT	CH 343	FT	FT				MT 373	PT	PT			
PH 346	PT	PT												
PH 364	PT	PT												

Source: Head of departments/units MUCE and DUCE

Key

PH: Physics course; CH: Chemistry course; BL: Biology course. BT: Botany Course; ZL: Zoology course; IS: Introduction to informatics and microcomputers
 MT: Mathematics course; FT: course is taught by full-time instructor; PT: course is taught by part-time instructor

Table 2: Range and magnitude of courses taught by part-time instructors at MUCE and DUCE Faculties of Humanities

History (unit)			Literature/English (unit)			Geography (unit)			Kiswahili (department)}			Development Studies (unit)			Economics (department)		
Instructor			Instructor			Instructor			Instructor			Instructor			Instructor		
Course code	MUCE	DUCE	Course Code	MUCE	DUCE	Course code	MUCE	DUCE	Course code	MUCE	DUCE	Course code	MUCE	DUCE	Course code	MUCE	DUCE
HI 101	PT	PT	LT 110	PT	PT	GE 140	PT	FT	SW 130	PT	FT	DS 101	FT	PT	ST 120	PT	PT
HI 102	PT	FT	LT 111	FT	PT	GE 141	PT	FT	SW 142	PT	FT	DS 102	FT	PT	ST 112	PT	PT
HI 104	FT	FT	LT 112	PT	PT	GE 142	FT	FT	SW 143	PT	PT	DS 211	PT	PT	EC 116	PT	PT
HI 103	PT	FT	LT 210	PT	FT	GE 143	PT	FT	SW 131	PT	FT	DS 213	PT	PT	EC 117	PT	PT
HI 260	PT	PT	LT 212	PT	PT	GE 240	FT	PT	SW 230	PT	PT				EC 126	PT	PT
HI 261	FT	PT	LT 214	PT	PT	GE 244	FT	PT	SW 231	PT	FT				EC 216	PT	PT
HI 262	FT	FT	LT 215	FT	PT	GE 250	FT	FT	SW 232	PT	PT				EC 217	PT	PT
HI 265	PT	FT	LT 310	PT	PT	GE 247	FT	FT	SW 233	PT	FT				EC 127	PT	PT
HT 271	FT	PT	LT 312	PT	FT	GE 343	PT	FT	SW 234	PT	PT				EC 227	PT	PT
HI 360	PT	FT	LT 313	FT	PT	GE 353	PT	PT	SW235	PT	PT				EC 226	PT	FT
HI 362	PT	PT	LT 314	PT	PT	GE 349	PT	PT	SW 240	PT	FT				EC 228	PT	FT
HI 364	PT	PT	LT 315	PT	PT	GE 350	PT	FT	SW 352	PT	FT				EC 229	PT	PT
			LL 102	PT	FT				SW 338	FT	PT				EC 230	PT	PT
			LL 113	PT	FT				SW 330	FT	PT				EC 376	PT	PT
			LL114	PT	FT												
			LL 201	PT	PT												
			LL 202	PT	PT												
			LL 215	PT	FT												
			LL 216	FT	FT												
			LL 302	PT	PT												
			LL 317	PT	FT												
			LL 318	PT	FT												
			CL106	PT	PT												
			CL 107	PT	PT												

Source: Head of departments/units. Key: HI: History course, LT: literature course, GE: geography course, SW: Kiswahili course, DS: Development studies course, ST: statistics course, EC: economics course

Table 3: Courses taught by part-time and full-time instructors at MUCE and DUCE faculty of education

Curriculum Studies (unit)			Educational Psychology (unit)			Educational Foundations (unit)			Educational management (unit)		
Instructor			Instructor			Instructor			Instructor		
Course code	MUCE	DUCE	Course Code	MUCE	DUCE	Course code	MUCE	DUCE	Course code	MUCE	DUCE
CT101	PT	FT	EP 100	PT	FT	EF 100	PT	FT	EA 201	FT	FT
CT104	PT	FT	EP 101	PT	FT	EF 200	FT	FT	EA 200	PT	FT
CT 107	FT	FT	EP 200	PT	FT	EF 201	PT	FT	EA	FT	PT
CT 108	PT	FT	EP 301	PT	FT	EF 300	PT	PT	EA 301	PT	FT
CT 102	PT	PT	EP 300	FT	FT	EF 301	PT	FT	EA 302	PT	FT
CT 200	FT	PT	EP 302	PT	FT	EF 302	FT	FT	EA 303	PT	FT
CT 201	FT	FT				EF 303	PT	PT			
CT 203	PT	FT									
CT 226	PT	FT									
CT 227	PT	PT									
CT 228	PT	FT									
CT 230	FT	PT									
CT 231	PT	FT									
CT 233	PT	PT									
CT 235	PT	FT									
CT 300	PT	PT									
CT 302	PT	PT									
CT 303	PT	FT									
CT 304	PT	FT									

Source: Head of departments/units MUCE

KEY

CT: Curriculum and teaching course

EP: Educational psychology course

EF: Educational foundation course

EA: Educational management & administration course.

Table 4: pre-service teachers' perception of the part-time approach at MUCE and DUCE

Statement	campus	Perception by percentages (%)					
		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Strongly Disagree
I like the part-time teaching approach used at this college	MC	106	62.3	24.5	0.9	7.5	4.7
	DC	73	10.2	13.3	15.1	44.2	18.2
I am satisfied with the part-time teaching approach	MC	106	47.2	37.7	2.8	9.4	2.8
	DC	73	9.0	10.3	12.1	42.9	25.7
Part-time lecturers cover topics superficially	MC	106	30.2	24.5	18.9	16.0	10.4
	DC	73	8.2	27.4	13.7	34.2	16.4
The pressure of having part-time lecturers makes it difficult for students to study extra materials in the library	MC	106	10.4	4.7	3.8	16.0	65.1
	DC	73	8.2	27.4	20.5	17.8	26.0
The pressure of having part-time instructors causes students to depend on notes and hand-outs given during the lecture	MC	106	8.5	4.7	2.8	20.8	63.2
	DC	73	21.9	31.5	9.6	27.4	9.6
Part-time lecturers cause students to indulge in rote learning	MC	106	7.5	5.7	4.7	27.4	54.7
	DC	73	21.9	32.9	11	23.3	11
Part-time lecturers provide very little time for students to prepare themselves for tests	MC	106	7.5	6.6	4.7	22.6	57.5
	DC	73	21.9	34.2	11	26	6.8
Part-time teaching is affecting my performance in examinations	MC	106	10.4	9.4	7.5	25.5	47.2
	DC	73	23.3	16.5	17.8	34.2	8.2
Part-time teaching does not allow students to reflect on the lecture materials	MC	106	8.5	5.7	4.6	10.4	70.8
	DC	73	12.3	23.3	23.3	23.3	17.8
The part-time teaching approach has a negative impact on my final year GPA	MC	106	9.4	7.6	8.5	16	58.5
	DC	73	30.6	13.9	16.6	22.2	16.7
Part-time lecturers provide higher exam grades than full-time lecturers	MC	106	16	0.9	1.9	18.9	62.3
	DC	73	15.1	21.9	15	23.3	24.7
Part-time lecturers provide higher course work grades/results	MC	106	2.8	26.4	11.3	51	8.5
	DC	73	23.3	31.5	27.4	16.4	1.4

Source: field Data

Impact of part-time instructors on student learning

The study also examined the pressure that part-time instructors put on students as regards their learning. The results show that 65.1% of pre-service teachers at MUCE strongly agreed that because of part-time lecturers they did not have enough time to study extra materials in the library, 16 % of the participants agreed with this view, while pre-service teachers at DUCE were equally divided between those who supported the opinion and those who did not that the pressure of having part-time lecturers affects their study of extra materials in the library, as 26 % strongly agreed, 17% agreed, 20.5% were unsure, 8.2% strongly disagreed and 27.4% disagreed (see Table 4). For example one student elaborated:

...the shortage of lecturers has led to the phenomena of flying lecturers and professors who deliver lectures in more than one college and they spend a few days covering a lot of course materials ... instead of using 15 weeks to teach the course, they just spend two to three weeks teaching and providing their students with tests ... because of the many lecture hours it is difficult for students to read course materials (Second-year Bachelor Arts with Education student from MUCE).

The study findings revealed that 63% of pre-service teachers at MUCE strongly agreed that they depend on hand-outs and lecture notes because of the pressure of having part-time lecturers, and 20.8% agreed that because of this pressure they depend on classroom notes as study materials (see Table 4). One pre-service teacher elaborated:

Because of the pressure caused by part-timers, students rely on the notes and hand-outs provided by the lecturers because they tend to lecture for two-three hours per day for one course. This causes students to fail to read reference books in the library in order to broaden their knowledge of the course (Second-year Bachelor of Education Science student from MUCE)

Another student commented:

I strongly disagree that there is meaningful learning ... simply because the way they [part-time lecturers] teach us is like an induction course ... if this situation [approach] continues, the country will not produce good future teachers for our schools and this will undermine the level of education. (Third-year Bachelor of Science with Education student from MUCE)

However, DUCE students' results indicated a different trend as their opinions were divided, with 21.9% strongly disagreeing and 31.5% disagreeing that the pressure of having part-time lecturers causes students to depend on lecture notes and hand-outs given during the lecture, while 27.4% agreed and 9.6% strongly agreed (see Table 4). Pre-service teachers revealed that the part-time approach used at MUCE is the cause of them rote learning, as 54.7% of the participants strongly agreed that the part-time approach increases the likelihood of students learning by memorisation, 27.4% agreed, 7.5% strongly disagreed, 5.7% disagreed and 4.7% were not sure if the part-time approach increases learning by memorisation (see Table 4). One pre-service teacher elaborated:

... as a result of the pressure of learning from part-timers [part-time lecturers] I have been memorising, reading between the lines in the hand-outs and scanning notes in preparation for tests and the university examination (Third-year Bachelor of Education Arts student from MUCE)

On other hand, the views of pre-service teachers from DUCE revealed that 21.9% strongly disagreed that having part-time lecturers was the reason why students memorised, 32.9% disagreed, 23.3% agreed, 11% strongly agreed and 11% were not sure if the part-time approach was the cause of student teachers memorising.

The study findings also revealed that the part-time approach meant that a course supposed to be taught for 15 weeks is taught for two-four weeks and has a negative effect on their learning. The result shows that 47.2% of the MUCE participants strongly agreed that part-time teaching had a negative impact on their examination results, and 25.5% agreed. One student elaborated:

I think the time used by part-time lecturers is not sufficient to cover the course or for meaningful learning, because they usually take only one or two hours to cover a whole module or topic shown in the course outline (First-year Bachelor of Education science student from MUCE).

MUCE pre-service teachers revealed that the part-time approach has a negative effect on their final GPA, as 58.5% strongly agreed and 16% agreed, while the DUCE results show that 30.6% strongly disagreed, 13.9% disagreed and 16.7% were not sure if part-time teaching had a negative impact on their final GPA, 22.2% strongly agreed and 16.7% agreed (see Table 4). In addition, the results show that 70.8% strongly agreed that because of the pressure of part-time teaching at MUCE they did not have time to reflect on the lecture materials, and 10.4% agreed with this assertion (see Table 4). One student elaborated:

Part-time teaching affected my learning and performance because part-timers do not provide us with the time to read effectively or revise the course materials. (Third-year Bachelor Science with Education student from MUCE).

Another student added:

Part-timers usually teach the course in a very short time, which is not enough for students to learn with understanding ... I usually memorise the hand-outs given during the lecture ... this will affect us, in particular during the application of the skills we have learned at the workplace [Classroom] (Second-year Bachelor of Education science student from MUCE).

The study also examined pre-service teachers' perception of part-timers' examination practices. The findings revealed that 62.3% of pre-service teachers at MUCE strongly agreed that part-timers provide high examination grades and 51% agreed that part-time lecturers provide high coursework grades (see Table 4).

Effectiveness of part-timers in handling academic and non-academic matters

The result indicated that 25.5% of pre-service teachers at MUCE suggested that part-time lecturers are highly effective in conducting classroom lectures, 32.2% agreed that they are effective in conducting classroom lectures, 29.2% argued that part-time lecturers are less effective in conducting classroom lectures, 10.4% argued that part-timers are ineffective and 2.8% were unsure (Table 5). In a similar vein, 19.2% of DUCE pre-service teachers revealed that part-time lecturers are highly effective in conducting classroom lectures, 57.5% reported that part-timers are effective, 17.8% reported that part-timers are less effective, 2.7% reported that part-time lecturers are ineffective and 2.7% were unsure (see Table 5).

Table 5: Part timers' effectiveness in handling academic and non-academic matters

Themes	campus	N	Perception by percentages (%)				
			Highly effective	effective	Less effective	Not effective	Not sure
Conducting Classroom lectures	MC	106	25.5	32.1	29.2	10.4	2.8
	DC	73	19.2	57.5	17.8	2.8	2.7

	MC	106	4.7	11.3	35.8	47.2	1.0
Supervising student seminars	DC	73	12.3	38.4	30.1	9.6	9.6
Consulting on academic matters	MC	106	7.6	18.1	39	31.5	3.8
	DC	73	13.7	19.2	32.9	23.2	11
Locating library learning resources	MC	106	17	20.8	34	28.3	0.0
	DC	73	17.8	38.4	24.7	13.7	5.4
Consulting on non-academic matters	MC	106	1.9	3.8	20.0	39.0	35.1
	DC	73	6.9	19.4	16.7	22.3	34.7

Source: Field Data

Also the results show that 47.2% reported that part-time lecturers at MUCE are not effective in conducting student seminars, 35.8% reported that part-time lecturers are less effective, 11.3% responded that part-timers are effective and 4.7% argued that part-time lecturers are highly effective (Table 5). In a similar vein, DUCE pre-service teachers' results show a contrasting trend whereby 38.4% responded that part-time lecturers are effective in conducting student seminars, 12.3% responded that part-timers are highly effective, 30.10% responded that part-timers are less effective, 9.6% responded that part-time lecturers are ineffective and 9.6% were unsure (Table 5).

MUCE pre-service teachers' opinions suggest that part-time lecturers are relatively ineffective in handling students' academic issues, as 39% of the respondents reported that part-time lecturers are less effective and 31.4% responded that they are not effective in providing consultancy on academic matters. The DUCE results also indicate that 32.9% responded that part-time lecturers are less effective, and 23.3% responded that part-time lecturers are not effective in conducting student seminars.

The findings also show that 34% of DUCE pre-service teachers responded that part-time lecturers are less effective in locating library resources, 28.3% responded that they are ineffective, 20.8% responded that they are effective and 17.8% responded that they are more effective in locating library learning resources. On the other hand, the DUCE results indicate that 38.4% responded that part-time lecturers are effective in locating library learning resources and 24.7% responded that they are less effective.

Students' consultation on non-academic matters is also an important aspect in relation to their progress. The study results indicate that part-time lecturers are not effective in advising students on non-academic matters, 39% of the respondents at MUCE agreed with this and 35.2% were unsure. Of the DUCE pre-service teachers, 34.7% responded that they were not sure if the part-timers are effective in advising on non-academic matters while 22.2% agreed that part-timers are not effective in advising students on non-academic matters (Table 5).

Discussion and conclusion

The study findings revealed that the University of Dar es Salaam's constituent colleges of education suffer from a severe shortage of academic staff, as most courses largely depend on part-time lecturers, in particular, the *faculty of science* and the *faculty of arts and social science*. For example, in the department of physics in both constituent colleges, part-time lecturers teach almost 85% of the courses, and in other departments, such as computer science in both colleges, 100% are taught by

part-timers, with 86% of the economics course at DUCE and 100% of other courses at MUCE being taught by part-time lecturers. This finding suggests that students in these constituent colleges are more exposed to part-time lecturers than full-time lecturers. Previous studies have reported that the exposure of students to part-time teaching affects their academic performance and decreases their rate of retention (Baldwin & Wawrzynski, 2011; Smith, 2010). Both the quantitative and qualitative findings indicated a contradictory pattern between the two constituent colleges of education of the University of Dar es Salaam, as MUCE pre-service teachers were dissatisfied with part-time teaching while DUCE pre-service teachers indicated that part-time teaching does not have a negative impact on their academic learning.

MUCE pre-service teachers' views indicated consistent dissatisfaction with part-timers and the part-time teaching approach used in their college. Their dissatisfaction is due to part-time lecturers' practice of squeezing a semester course of 15 weeks into a month, which puts more pressure on students' learning time and their time for socialising and interacting with non-academic issues. This finding implies that the approach of squeezing the teaching timetable to fit part-timers' schedule affects students' ability to learn, because their study time is very short due to the pressure of the schedule, they are unable to synthesise the learning materials provided during the lecture and there was not enough time to read extra learning materials in the library. This finding also suggests that students are less prepared for tests and examinations. This finding concurs with the study by Burgess and Samuels (1999), who observed that first-year students taught by part-timers are under-prepared for the second-year courses that are taught by full-time lecturers. Pre-service teachers' views indicated that part-time lecturers are less effective in locating learning materials, and are unavailable for both academic and non-academic consultation. This finding concurs with previous studies (e.g., Eagan & Jaeger, 2009; Jacoby, 2006) that part-time lecturers are usually unavailable at the time when students need them because they only come to college during teaching hours.

Most MUCE part-time lecturers, who are employees of the University of Dar es Salaam, also teach similar course(s) at the main campus and, therefore, travel almost 501 kilometres to teach at MUCE while at the same time being required to teach courses at the main campus. This approach of teaching at a distant location suggests that students at the main campus of the University of Dar es Salaam are also affected by the absence of their lecturers when they are away at MUCE for 3-4 weeks. This implies that part-time lecturers, who are also full-time lecturers at University of Dar es Salaam main campus, also squeeze the teaching timetable at their full-time workstation (the main campus) to cope with the part-time teaching schedule in the constituent colleges. This means that the moving of part-time lecturers from the main campus to MUCE to do part-time teaching affects the sequence of teaching at the University of Dar es Salaam main campus. Therefore, the teaching timetable at the main campus is also squeezed, due to the absence of lecturers from the main campus when conducting part-time teaching, which has an unforeseen impact on students' learning and the welfare of the university as a whole. In contrast, DUCE participants' views indicated that the part-time teaching approach did not have a negative impact on their learning and they did not feel it threatened their academic progress. DUCE pre-service teachers' views contradict those of MUCE because DUCE part-timers follow the normal university routine adhered to by full-time faculty members, because the college is located near the University, and so they do not need to travel a long way.

The likely methodological limitation of this study is that the sample was small as it only involved pre-service teachers in two public university colleges, not part-time lecturers. A future study could involve part-time lecturers to provide their perception of the practice of part-time teaching in Tanzanian colleges and universities, which would be an improvement.

This study concludes that there is significant over-dependence on part-timers across all courses in the constituent colleges of education, and pre-service teachers were dissatisfied with the approach of squeezing the timetable from 15 weeks into 3-4 weeks per semester to fit part-time lecturers' schedules. This has negatively affected students' time for personal reading, because they are pressurised into memorising and scanning the hand-outs provided during the lecture instead of reading books and other relevant materials to widen their knowledge beyond classroom lectures. Most importantly, the colleges' dependence on part-time lecturers suggests that higher education in Tanzania needs to invest in training more academic staff to meet the demand.

Implication and recommendation

The preparation of teachers requires going beyond reading lecture notes to widening their understanding through them reading and synthesising what has been taught and putting it into practice when teaching the next generation. The findings have shown that the pressure of having part-time lecturers affects pre-service teachers' learning as they have been memorising concepts to pass examinations, which in practice is highly inappropriate for an important workforce such as teachers. Therefore, this practice of using part-timers as the major source of instructors across courses in the constituent colleges needs to be addressed by higher education policy makers. Part-time lecturers' schedules that contravene the University's routine timetable should not be allowed, because pre-service teachers at the colleges that depend on visiting part-timers felt that they are ineffective in prospering the teaching profession. Therefore, this study recommends that constituent colleges should prepare a plan that will allow part-timers to teach the courses for at least 11 weeks of the semester to allow them to reasonably follow the normal university timetable.

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Appendix 1: Questionnaires

Dear students, the University of Dar es Salaam and its Constituent Colleges are short of academic teaching staff. Due to this shortage, for some courses, the university hires part-time lecturers. I intend to conduct a preliminary study on the impact of part-time instructors on student learning. Please provide your views honestly so that we can improve the part-time approach. Your views will be kept confidential throughout the research process.

A. Preliminary information

1. Degree programme (tick appropriate choice)

B.Ed	<input type="checkbox"/>	BSc. Ed	<input type="checkbox"/>	BA.Ed	<input type="checkbox"/>
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2. Sex

female	<input type="checkbox"/>	Male	<input type="checkbox"/>
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3. Year of study

1 st	<input type="checkbox"/>	2 nd	<input type="checkbox"/>	3 rd	<input type="checkbox"/>
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- B. Score each item by ticking the one which clearly describes your views on the part-time teaching approach from the Likert scale given in the boxes provided: 1 disagree to 5 Strongly Agree. (1. Strongly Disagree, 2. Disagree, 3. Not sure 4. Agree 5. Strongly Agree). Please **tick only one** statement

S/N	Items	1	2	3	4	5
1	I like the part-time teaching approach used at this college					
2	I am satisfied with the part-time teaching approach					
3	Part-time lecturers cover topics superficially					
4	Part-time pressure makes it difficult for students to study extra materials in library					
5	The pressure of having part-time instructors causes students to depend on lecture notes and hand-outs given during the lecture					
6	Part-time lecturers cause students to indulge in rote learning					
7	Part-time lecturers provide very little time for students to prepare for tests					
8	Part-time lectures affect my performance in examinations					
9	Part-time teaching does not allow students to reflect on the lecture materials provided					
10	Part-time teaching has a negative impact on my final year GPA					
11	Part-time lecturers provide higher exams grades than full-time lecturers					
12	Part-time lecturers provide high course-work grades/results					

(C). 1. How do you rate the effectiveness of the part-time instructors in dealing with student affairs?
Tick the appropriate box that describes your opinion.

Statement	Highly effective	Effective	Less effective	Ineffective	Unsure
Conducting classroom lecture					
Student seminars					
Consultation on academic matters					
Marking students' assignments					
Locating library learning resources					
Consultation on non-academic matters					

2. Describe how part-time teaching has affected your learning and performance in class

3. Are you satisfied with the approach in which part-time teaching is conducted?

a. Yes { }

Give reasons for the answer

b. No. { }

Give reasons for the answer

.....What do you think can be done to improve the way in which part-time teaching is conducted in this college?

- a).....
- b).....
- c).....
- d).....

Do you think the time used by part-time instructors is sufficient to cover the course for meaningful learning?

.....Give your opinion on part-time teaching at this college

.....