A Study of the Impact of the Musoma Resolution on Student Personnel Services at the University of Dar es Salaam.

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Introduction

Statement of the Problem

In November, 1974, the National Executive Committee of the Tanganyika African National Union (TANU) met in Musoma to review Tanzania's. progress in its policies of Socialism and Self-Reliance. Some profound deficiencies were spotted in the Implementation of the policy of Education for SelfReliance, especially at post secondary level. It was resolved at that time that, from then on, formal education would basically end at the secondary school level. Secondary school graduates would serve one year in the National Service. Following National Service, these graduates would work several years before they would be admitted to any post secondary institution. Post secondary institutions were, therefore, declared open for adult workers and peasants who satisfied the minimum entry qualifications (Msekwa, 1975). The applicants had either to pass the University of Dar es Salaam Mature Age Entrance Examination and "produce a strong recommendation by their employers and TANU/ASP (Tanganyika African National Union/Afro Shiraz Party) branches, regarding their suitability (in terms of character and general work performance and commitment for further training at university level"; or to possess the following minimum entrance requirements:

(a) The Tanzania National Form 4/or the East African Certificate of Education (Ordinary level) with passes in five approved subjects, obtained prior to the sitting of the National Form 6 Examination or the East African Certificate of Education (Advanced level), or equivalent; and

(b) One of the following combinations of passes in the Tanzanian National Form VI Examination or the East African Certificate of Education (Advanced level) or its equivalent:
(i) Two Principal Level Passes at the same sitting;
(ii) Two Principal Level Passes not at the same sitting provided they are both of grade "C" or higher;
(iii) An appropriate equivalent Diploma/Certificate, of not less than Second Class level and approved by Senate.

(c) ... Several years' working experience and (the ability to) produce a strong recommendation by their employers and TANU/ASP branches regarding their suitability(in terms of character and general work performance and commitment) for further training at University level (University of Dar Salaam Calendar, 1976/77: 8 and 9)

The University of Dar es Salaam implemented the resolution, widely known as Musoma Resolution, which would take effect beginning with the academic year 1975/76. Because of recruitment problem, however, women students and students for the professional faculties continued to be admitted as direct-entry students. In fact, this problem gradually affected the rest of the faculties quite adversely after the cream of qualified degree aspiring workers and peasants had been exhausted. There was every indication that the Musoma Resolution Entry requirements might be waived.[1]

It can be said that the Musoma Resolution heralded a revolution in post-secondary education in Tanzania. University entrants ceased to be direct secondary school leavers. The University now served workers and peasants. This change implied that changes would be necessary in academic and student personnel services. There was a need to modify the curriculum to accommodate academic deficiencies that are characteristic of adult students who have been out of school for an extended period. There was a corresponding need to modify student personnel services to be more appropriate for the older population. This study was designed to examine one consequence of the Musoma Resolution (the introduction of adult [2] students) on student personnel services at the University of Dar es Salaam, in order to determine what changes were needed. To this end, this study compared adult male students' perceptions with direct-entry male students' perceptions of student personnel services at the University of Dar es Salaam. Female students were initially included in the study, but were excluded from the data analysis due to minimal participation in returning questionnaires.

Review of Literature

Prior to the review of literature, a description of student personnel services at the University of Dar es Salaam revealed that a student personnel programme existed at the institution in a functional state. The literature was reviewed in the light of this revelation and with special attention to the consumers of the personnel services. Four areas were identified, and pertinent literature was reviewed in each area. These areas were the general characteristics of adult students, the need for effective personnel programmes, the difficulties of establishing effective student personnel programmes overseas, and the need for evaluation of student personnel programmes.

The review showed that student personnel services along the American pattern are either non-existent or just emerging in colleges and universities outside the United States of America. Where the services exist and cater for adult students, the literature pinpointed the need for effective personnel programmes which are relevant to the needs of such students. To ensure effective student personnel programmes, institutions of higher learning that offer the programmes should conduct periodical evaluation of their programmes.

The Sample

The subjects for this study were chosen from among students of the University of Dar es Salaam who had been exposed to the student personnel services in the institution for at least two terms of the school year. Originally there were 214 adult and 56 direct-entry students in the sample of 270 students. Low returns from women students necessitated the exclusion of these students from the sample, leaving 196 male adult students and 29 male direct-entry students in the sample of 225 students.

1. The Musoma Resolution entry requirements were finally waived with effect from the academic year 1984/1985.
2. The term includes the Musoma Resolution Mature Age Entry Students.

The Questionnaire

The questionnaire that was used in this research (see attachment) was constructed by the researcher. It covered six important areas of student personnel service — Admissions, Testing, and Orientation; Guidance and Counselling; Scholarships and Loans; Student Employment and Placement; Student Health Services; and Student Activities. It was verified, in terms of form, clarity and readability, by three expert survey researchers at Indiana State University, U.S.A. It was tested for reliability at the University of Dar es Salaam, Tanzania, using 20 randomly selected students, and was found to have adequate test-retest reliability ($+.90$ to $+.95$). Apart from the clarity and readability which were ascertained by the three expert researchers mentioned above, and the face validity in relation to professional literature, no formal validation of the questionnaire was done.

Administration of the Questionnaire

The participants responded to the Questionnaire submitted to them by the Dean of Students, University of Dar es Salaam — on behalf of the researcher—in January/February, 1980. The Dean of Students then tabulated the raw data and sent them to the researcher at Indiana State University for further statistical analysis.

Analysis of Data

Only the data from the male adult and direct-entry respondents were analysed and used to answer the six research questions enumerated below (see the Results of the Study section). The "Yes" and "No" responses from both adult and direct-entry participants were compared, using chi-square at the .05 level of confidence. The "?" response was excluded from the chi-square comparisons because it had produced very few cells with theoretical frequencies of .05 or more.

Results of the Study

The results of the study were obtained in relation to the six research questions as follows:

Research Question 1. "Are there significant differences between adult and direct-entry students' perceptions of Admissions, Testing, and Orientation procedures at the University of Dar es Salaam?" With one degree of freedom, and a chi-square value of 3.841 at the .05 level of confidence, only items 6 and 8 of the 8 items covered by this research question indicated significant differences between the perceptions of the two groups of respondents. Adults perceived the orientation programme and remedial work as significantly important, whereas the direct entry students did not.

Research Question 2. "Are there significant differences between adult and direct-entry students' perceptions of Guidance and Counselling practices at the University of Dar es Salaam?" There were significant differences in perceptions between adults and direct-entrants on items 13, 14, 15, 18, and 19, indicating that adults perceived that academic and family problems constituted major worries of most students, whereas the direct-entrants did not think so; that adults did not know their academic advisers and vice-versa, whereas direct

entrants did; that adults needed financial counselling, whereas direct-entrants did not; and that adults felt their spiritual needs were significantly catered for at the University, whereas direct-entrants differed.

Research Question 3. "Are there significant differences between adult and direct-entry students' perceptions of scholarships and loans facilities at the University of Dar es Salaam?" Only item 22 indicated a significant difference between the perceptions of the adults and the perceptions of direct-entrants. Adults did not know of the existence of scholarships that were provided by the University, whereas direct-entrants indicated that they knew of such facilities.

Research Question 4. "Are there significant differences between adult students' perceptions and direct-entry students' perceptions regarding Student Employment and Placement at the University of Dar es Salaam?" There was a significant difference between adult and direct-entry students' perceptions of item 30. Adults would like the University to help them regain their former jobs or get new jobs if they decide to drop out of the institution. Direct-entry students did not need such help.

Research Question 5. "Are there significant differences between adult and direct-entry students perceptions of the role of Student Health Services at the University of Dar es Salaam?"Adult and direct-entry students differed significantly as to how they perceived item 35. Adults felt strongly that the University health services should cater for students and their families. On the other hand, direct-entrants felt this should not be the case.

Research Question 6. "Are there significant differences between adult and direct-entry students' perceptions of Student Activities at the University of Dar es Salaam?" There were significant differences between adult students and direct-entry students' perceptions of items 43, 44 and 50, indicating the adults' desire for reasonable housing through the help of the University; adults' need for a Day Care Centre for their children at minimal cost; and adults' need to have their impact felt in policy matters which affect students' welfare. Direct-entry students were silent on these three issues.

In summary, the study's null hypothesis—"There is no significant difference between adult students' and direct-entry students' perceptions of student personnel services at the University of Dar es Salaam"—was rejected in thirteen sections of the six areas of student personnel services investigated by this research. These sections include the orientation programme, remedial work, academic problems, family problems, academic advice., financial counselling, religious needs, scholarships, employment of University drop-outs, university student health services, off-campus housing, students' Day Child Care, and student power. The substantial "No" and "?" responses indicated students' dissatisfaction and unfamiliarity with many student personnel services at the University of Dar es Salaam. There were some services, however, with which students were satisfied, as indicated by their substantial percentage of "Yes" responses.

Conclusions

In the context of the limitations of the study, the sample used in the study, and the results of the study, the following conclusions were drawn:

Judging from the large number of negative and uncertain responses to the questionnaire by both adult and direct-entry respondents, it can be concluded

that the current student personnel programme at the University of Dar es Salaam is perceived by students as inadequate in certain respects.

Evidently, students do not use some of the student personnel services because the student personnel programme has not been communicated in detail to the consumers—the students. This is evidenced by the substantial number of the "?" response by both adult and direct-entry respondents. Some of these uncertain answers may, however, emanate from role ambiguities of those concerned. For example, the prevalent practice of combining counsellor-disciplinarian roles in the Dean of Students at this institution, creates role ambiguity, breeds mistrust of the Dean of Students among students, and hinders effective communication between students and the Dean of Students.

·There was a high rate of agreement between adult and direct-entry students in the areas that were perceived as adequate, inadequate or unfamiliar by both groups. Adults, however, had a more positive view of the student personnel programme as indicated by their more numerous "Yes" responses.

The chi-square comparison of adult and direct-entry students' perceptions of student personnel services at the University of Dar es Salaam underscored some basic needs of adult students. These students need a properly organised and executed orientation programme to enable them to get a good start in their university career; some remedial courses to bring them up-to-date academically and to alleviate their academic anxieties; counselling that covers family problems, academic matters, and financial problems; quick ways of regaining their former jobs or other employment if they drop out of the University; student health services that embrace students and their families; reasonable off-campus housing, inexpensive Day Care Centres for their children, and an opportunity to play important roles in the governance of their institution. Direct-entry students put little value on these matters, confirming the point that adult students have characteristics and needs that are peculiar to themselves.

Recommendations

Seven out of every nine students at the University of Dar es Salaam today are adults. The other two are young, direct-entry students. Both categories of students reacted to the questionnaire used in this study to determine whether there was need for possible changes in the current personnel services at the University of Dar es Salaam to suit the present student body, which consists overwhelmingly of adult students. The basis of the following recommendations is, therefore, the reactions of the adult and direct-entry students to the research instrument. The recommendations are presented in three categories—short-term recommendations, long-term recommendation and recommendations for further research.

Short-term Recommendations

These form the bulk of the total recommendations. They are called short-term, meaning that they can be implemented immediately within the constraints of prevailing manpower, facilities, and resources in the Department of Students Administration. They are liable for modification and refinement. Services which will emerge from the implementation of these recommendations will eventually form the student personnel services desired at this institution.

Adult students saw both the orientation programme and the remedial work as essential for their smooth adjustment to their university career, whereas direct-entry students did not. It is recommended that the University of Dar es Salaam diversify the activities of the orientation programme to meet the needs of both adult and direct-entry students. Besides, the institution should include relevant remedial courses in the academic programme so as to help the adult students to improve their academic competence.

Counselling services were perceived by both adult and direct-entry students as lacking in most aspects. It is, therefore, recommended that the University of Dar es Salaam develop a counselling programme involving Residence Hall counselling. To this end, it is further recommended that there be an intensive in-service training programme in counselling and other helping techniques to equip the Residence Hall Wardens to handle the recommended duty in their respective halls of residence.

Clear communication is essential between the Dean of Students and the students so as to enable the services of student personnel programmes to reach the students. It is, therefore, recommended that students be informed of the services, for example, of part time employment on campus, or of the student financial aids, through printed material. Such communication from the Dean of Students can be supplemented by the orientation classes or by student discussion groups whenever appropriate.

Adult students felt that the exclusion of students' families from the University health services was outmoded. But direct entry students were positive about the practice. It is recommended that the University authority talk with both adult and direct entry students about this issue so as to clarify University policy regarding the health services, and to seek student input as to what can be done to satisfy both groups of students.

Adult students felt further that the University was not making enough effort to help them secure reasonable housing off-campus. It is recommended that the appropriate officers in the University Housing Unit discuss with the students about short-term plans for the students' housing needs; form a committee jointly with the students to probe the availability of reasonable houses in the vicinity of the campus; and report their findings to the Dean of Students, who should immediately seek the cooperation of the Dar es Salaam City or the Morogoro Town Council in the endeavour to alleviate the students' need for off-campus housing.

Regarding the students'—especially the adult students'—need to be involved in all decision-making on matters concerning students' welfare, it is recommended that the University recognize this need and give every possible guidance and encouragement to satisfy it. Students' apparent lack of continuity on such decision-making committees, their inexperience with University policies and procedures, and their smallness in number on most committees may have been major hindrances to their full participation in the deliberations before them. The recommended guidance and encouragement should give full recognition to these hindrances.

Among all students who participated in the study, there was much ambivalence regarding financial aid, employment, and placement. It is recommended that all student financial aid and student part-time employment

be consolidated and sanctioned under one appropriate officer. The officer would inform students about the availability of diverse financial aid and part-time employment. Likewise, it is recommended that there be a placement officer who will inform students about the current and future trends in employment in Tanzania.

Long-term Recommendations

It is recommended that the University build married students' apartments for both married students and student single-parent families. Should the institution lack the necessary funds, it is recommended that the University solicit the co-operation of the National Housing Corporation to build inexpensive houses or apartments close to campus for students to rent comfortably. Should suitable land be a problem, it is further recommended that the University lease some land to the National Housing Corporation for this purpose.

Finally, it is recommended that a campus counselling centre be built to cater for all students, especially off-campus students, with their families.

Recommendations for Future Research

This study examined one consequence of the Musoma Resolution—the introduction of adult students—on student personnel services at the University of Dar es Salaam. It may be useful to examine the impact of the Musoma Resolution on other aspects of student personnel work at the University of Dar es Salaam. It is, therefore, recommended that there be a study of the impact of the Resolution on the administration of student personnel services at the University of Dar es Salaam.

It may be interesting also to find out reactions of the important publics of the University—that is, students, faculty, and administrators—regarding the impact of the Musoma Resolution on student personnel work at the institution. A study to this effect is, therefore, recommended.

Female students were so indifferent to this study that they had to be dropped from the sample of participants. It is recommended that a study be conducted to determine the causes of female students' apathy regarding student affairs at the University of Dar es Salaam.

The results of this study raised doubts as to the validity of the Mature Age Entrance Examination used at the University of Dar es Salaam. It is recommended that a thorough study to ascertain the usefulness of this Examination be conducted as soon as possible.

Alumni and University drop-outs may be effective evaluators of the Department of Students Administration at the University of Dar es Salaam. A study to this effect, involving alumni and University drop-outs, is strongly recommended.

Finally, it is recommended that a similar study, but one designed to control demographic factors, be conducted at the institution.

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QUESTIONNAIRE FOR OBTAINING STUDENT JUDGEMENTS OF THE STUDENT PERSONNEL SERVICES OF THE UNIVERSITY OF DAR ES SALAAM

Dear Student,

There are fifty questions in the following questionnaire. The questions pinpoint your concerns as a student at the University of Dar es Salaam. We are interested in your candid opinion of the concerns of students of the University of Dar es Salaam. Your opinion will serve as a guide to help the institution's authorities in their endeavour to improve services to students.'

Please feel free to answer each question as you see fit, without prejudice. Do not write your name on the questionnaire. This will ensure that you remain an anonymous participant in the study.

Answer each question "YES", "NO" or "?" by encircling one of these responses. The "?" response should be used only for those questions where you feel insufficiently informed to make a definite "YES" or "NO" response. Write additional information in the "Comments" space if you wish to complement your responses.

1. Please supply the following important information first:
   Category (Direct Entrant or Mature Entrant) .... Age............. Sex ....
   Marital Status (Married, Unmarried, or Divorced) ....
   Number of children ....
   Classification (First Year, Second Year, etc.) ....
   Major Course of Study ....
   Housing (Check One): Live in dormitory ( ); Live at home ( )
   Live off-campus ( )
   Religion (Catholic, Protestant, Moslem, Other) ....

II. Now answer the questions by encircling "YES", "NO" or "?" which appear at the end of each question:

ADMISSIONS, TESTING, AND ORIENTATION

1. Is the method used by this University to give information on admission procedures adequate?

   Comments: "YES" "NO" "?"

2. Do you feel that previous to your admission you were adequately informed about the facilities of this institution?

   Comments: ,   "YES" "NO" "?"

3. Have you found this institution to be the same as it was presented to you prior to your admission?

   Comments: "YES" "NO" "?"

4. Is the Mature Age Entrance Examination suitable for the mature applicants?
   Comments: "YES" "NO" "?"

5. Do you think a test to determine a student's aptitude to cope with university education should be administered to all students prior to their admission?

   Comments: "YES" "NO' "?'

6. Is the orientation programme given to all new students during their first week at the University useful?

   Comments: "YES" "NO" "?"

7. Was the handbook and dossier of literature you received as a new student of value to you in your adjustment to campus life?
   Comments: "YES" "NO" "?"

8. Would you attend special (remedial) courses designed to bring you up-to-date in your particular field of study if they were offered during the first term of your study at the University?
   Comments: "YES" "NO" "?"

GUIDANCE AND COUNSELLING

9. Do you know of some staff or faculty member, other than the Dean of Students, to whom students go for assistance with personal problems?
   Comments: "YES" "NO" "?"

10. When you came here, were you informed of members of the staff or faculty to whom you could go for help in cases of academic difficulty?
    Comments: "YES" "NO" "?"

11. When you came here, were you informed of members of the staff or faculty to whom you could go for help in cases of legal difficulty?
    Comments: "YES" "NO" "?"

12. Have you been made to feel that you are welcome to visit a counsellor on this campus any time you may need such help?
    Comments: "YES" "NO" "?"

13. Do academic problems constitute a major worry of most students on this campus?
    Comments: "YES" "NO" "?"

14. Would you agree that family problems also constitute a major worry of most students on this campus?

    Comments: "YES" "NO" "?"

15. Is your academic adviser sufficiently well informed about your background and academic progress as to suggest that he is able to help you satisfactorily?
    Comments: "YES" "NO" "?"

16. Do you feel that selected upperclassmen would advise you effectively on personal and academic matters if such practice was available at this institution?
Comments: "YES" "NO" "?"

17. Would such upperclassmen counsel you effectively, leaving you free to make your own decisions, if such practice was available at this institution?
Comments: "YES" "NO" "?"

18. If you had financial problems, would you feel free to go to the appropriate university authorities for help and counsel?
Comments: "YES" "NO" "?"

19. Are your religious needs being met while you are a student in this institution?   "YES" "NO" "?"

20. Do you feel that students on this campus who need counselling appropriate to their needs are receiving such help?
Comments: "YES" "NO" "?"

21. Would you prefer a counsellor or advisor who is older than you to one who is younger than you?
Comments: "YES" "NO" "?"

SCHOLARSHIPS AND LOANS

22. Are you aware of the existence of any scholarship facilities provided by the University?
Comments: "YES" "NO" "?"

23. Do you know of facilities provided by the University, through the Dean of Students, for student financial assistance?
Comments: "YES" "NO" "?"

24. Do you think students with genuine financial needs who have sought financial assistance in or through the University have generally been helped?
Comments: "YES" "NO" "?"

25. If some loan facilities were available, would you make use of them?
Comments: "YES" "NO" "?"

26. Do you feel that for the most part your fellow students who have received financial aid have been people who really deserve help?
Comments: "YES" "NO" "?"

STUDENT EMPLOYMENT AND PLACEMENT

27. Do you feel that a definite effort is being made by the University to secure opportunities for part-time work for students who need it?
Comments: "YES" "NO" "?"

28. Is the present practice of limiting part-time employment on campus during term-time to students of proven academic ability a desirable practice?
Comments: "YES" "NO" "?"

29. Is your Dean of Students Office making sufficient effort to keep you informed of current employment trends and needs?
Comments: "YES" "NO" "?"

30. If you decided to drop out of the University, would you like the institution's appropriate authority to help you regain your former job or get a new job?
Comments: "YES" "NO" "?"

STUDENT HEALTH SERVICES

31. Are you aware of any emergency programme(s) on your campus that would help students escape catastrophes such as fire outbreaks or get hospital attention with minimal loss of time?
Comments: "YES" "NO" "?"

32. Have you used the University health facilities?
Comments: "YES" "NO" "?"

33. Are you satisfied that your campus health authorities would handle your case competently in the event that you were injured or became seriously ill?
Comments: "YES" "NO" "?"

34. Are the medical services of this institution for the most part helpful in meeting your day-to-day health needs?
Comments: "YES" "NO" "?"

35. In your opinion, should the university student health services cater for students and their families?
Comments: "YES" "NO" "?"

36. Are the sanitary and cleanliness conditions adequate at your cafeteria?
Comments: "YES" "NO" "?"

37. Are mental cases handled satisfactorily?
Comments: "YES" "NO" "?"

STUDENT ACTIVITIES

38. Should students participate fully in the establishing of policies regarding student activities?
Comments: "YES" "NO" "!"

39. Do you feel there are enough meaningful student activities that suit the majority of students on your campus?
Comments: "YES" "NO" "?"

40. As a new student, were you introduced to opportunities for participation in extracurricular activities?
Comments: "YES" "NO" "?"

41. Are you now taking part in some extracurricular activity?
Comments: "YES" "NO" "?"

42. Do you participate regularly in campus social events?
Comments: "YES" "NO" "?"

43. Do you feel that the University should make a definite effort to secure reasonable housing for off-campus students?
Comments: "YES" "NO" "?"

44. Would you recommend that the University establish a Day Care Centre for students' children at minimal cost?
Comments: "YES" "NO" "?"

45. Do you believe that the opinions of students are given enough considera tion in determining the policies of this institution?
Comments: "YES" "NO" "?"

46. Are there areas of University policy decision-making to which you feel students necessarily cannot make significant contributions?
Comments: "YES" "NO" "?"

47. Do you know clearly the position and function of the Dean of Students Office?
Comments: "YES" "NO" "?"

48. Do you feel that the administration is receptive to students' comments and suggestions pertinent to the University's policies which affect the students?
Comments: "YES" "NO" "?"

49. Do you feel that the Department of Students Administration, headed by the Dean of Students, is staffed well enough to deal with students' problems effectively?
Comments: "YES" "NO" "?"

50. Should the dominant consideration in the establishment and review of the University rules and regulations concerning students' social conduct be a joint function of the Faculty, administration, and students?
Comments: "YES" "NO" "?"

Thank you for your cooperation!