

**EFFECT OF EXTERNAL QUALITY ASSURANCE ON QUALITY CULTURE IN  
HIGHER EDUCATION INSTITUTIONS IN TANZANIA**

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**ABSTRACT**

This paper aimed at assessing the effect of external quality assurance (EQA) on quality culture (QC) in higher education institutions in Tanzania. The study used explanatory design with quantitative approach. The population included higher education institutions (HEIs) located in Dar es Salaam region and a sample of 350 respondents was selected. Data were collected using survey questionnaires. Findings revealed that external quality assurance processes such as program accreditation, university accreditation, degree recognition, resources availability, and academic standards have different effects on quality culture in higher education institutions in Tanzania. The study concluded that HEIs in Tanzania have benefited from external quality assurance practices since they have allowed them to build quality culture. The study recommended that HEIs should comply with EQA in order to continuously improve their QC.

**Keyword:** External Quality Assurance, Quality Culture, Higher Education Institutions.

**1. INTRODUCTION**

Quality assurance (QA) gained momentum after Bologna process was launched in 1999 which led to the creation of Higher Education Area and the creation of European Research Area (Curaj et al, 2015). Furthermore, QA in Higher Education also was enforced through conventions such as UNESCO Council of Europe “Lisbon Convention” in 1997, followed in 2011 with the Asia-Pacific’s “Tokyo Convention”, and the “Arusha Convention” covering the Africa region in March 2014 (Wells, 2014). Furthermore, World Bank, UNESCO, OECD, and international network and regional organizations, as well as professional associations played a significant role in the spread of QA across the globe (Kahsay, 2012).

The emphasis on external quality assurance has become more relevant due to different changes occurring in higher education landscape. These include digital technologies which have affected the processes and quality of teaching and learning in HEIs, with increasing blended learning (Mtebe, 2015), recently, especially with Covid-19 pandemic, there has been a massive move towards online provision of higher education (Marinoni et al., 2020). Also the external quality assurance of HEIs has become relevant when it comes to programmes review with more emphasis on competence based, problems solving and action-oriented methodologies in both education and research in order to accommodate the sustainable development goals SDGs (Lotz-Sisitka, 2015).

Also the emergence of university ranking systems using global list of “top universities”, journal

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metrics, accreditation schemes, h-indexes, have also generated discourses of quality that has effected faculties, students, and campuses; these ranking systems are used to construct reputation of institutional quality in the eyes of the public (Collins & Park, 2016). Using grading technologies and analytics by considering the number of predetermined indicators and criteria, it is nowadays possible to assess qualities of personnel and the effects of these technologies are also reforming the way quality of the universities is perceived (Kirillov, 2015). Furthermore, knowledge economy has led to educational reforms which emphasize on quality of education and massification of higher education (Mok, 2015). This massification of higher education has also allowed students to make choice of the institution to enroll in after seeking information about quality of universities (McManus et al., 2017).

QA is often a requirement to operate a programme or an institution (Wächter et al., 2015). According to Williams and Harvey (2015) the purpose of QA is to ensure that higher education reaches stated standards. Assessment of quality of higher education through quality assurance is done in order to meet the accreditation requirements for higher education institutions and the demands for job mobility in a competitive job market (Al-Homoud, 2015). QA has tried to address many issues facing HEIs such as the number of graduates who have certificates without proper training, mismatch between skills provided in the HEIs and the needs of the labor market, limited opportunities to acquire practical experience by using machinery, equipment and practical techniques associated with the professions, inadequate vocational, innovative, entrepreneurship and job skills, and teaching using outdated curriculum, outdated resources and outdated teaching methods (Mpanju, 2012). Other issues that were addressed through QA include HEIs which do not meet the social demand or the labor market expectations in the context of local and global economy; proliferation of academic awards by HEIs; inadequate information to employers, potential students and beneficiaries of academic programmes; and un-standardized and confusing academic designation of staff in the institutions (Burquel, 2013).

East Africa has established quality assurance to allow harmonization and mobility of workers and students and to create a single higher education zone and recognition of certificates offered (Shabani, 2013; IUCEA / DAAD, 2010; Materu, 2007). QA in countries like Tanzania has helped to improve screening of candidates for admission, staff recruitment and promotion procedures, curriculum reviews, teaching and learning facilities, quality of research, policy development and management mechanisms, student evaluation of staff, external examiners for end-of-semester or end-of-year examinations, tracer studies, academic reviews and audits. However, implementation of some of these processes is still weak due to financial constraints, failure to keep up with new approaches to teaching and learning, especially ICTs, and increased workload resulting from large student numbers (TCU, 2019; SIDA, 2015). As globalization and internationalization with associated policies and technologies continue affecting higher education all over the world by transforming their structures and functions, Higher education institutions in Africa are still struggling to cope with these new developments HEIs in Africa are still globally marginalized and they face considerable challenges (Popescu, 2015).

Despite the fact that quality assurance has become popularized and mechanisms such as assessment, accreditation and audit are now a routine in different countries around the globe, it there is still not enough information concerning the active attachment and involvement of staff and students in these processes, a phenomenon known as quality culture which implies the social processes intended to characterize well-functioning quality systems (Williams & Harvey, 2015).

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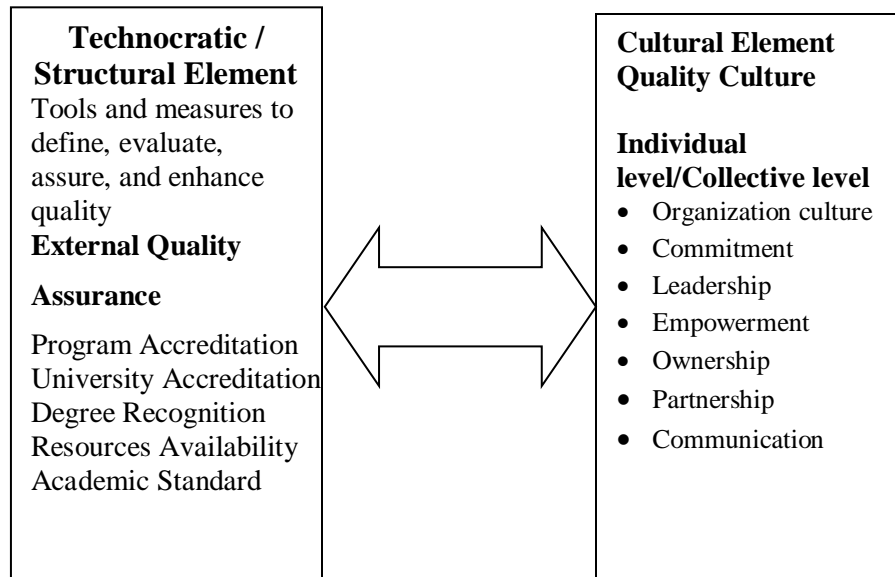
Quality culture (QC) is based on shared beliefs, values, expectations, and commitment of those who constitute and populate the institution (Ghaffar & Abrizah 2017). Quality culture is a specific kind of organizational culture encompassing shared commitment and responsibility for quality, grass-roots involvement of staff and students and an adequate balance between top-down and bottom-up improvement initiatives (EUA, 2006). An organization is said to have a culture of quality when it has a commitment to various cultural elements such as leadership, a compelling vision, companywide shared values, pervasive behaviors, and complementary performance metrics and incentives.

Quality culture (QC) helps to observe quality principles embedded in organizational culture that guides performance of all the functions of the organization (Jawad, *et al.*, 2015). QC helps to engage into a development that entails changes in beliefs, values, norms, attitudes, and behaviors across the whole organization, with the empowerment of all stakeholders (Harvey, 2009). QC requires commitment and devotion, as well mutual respect, trust and cooperation among members of organizations in order to achieve shared responsibilities (Ehlers, 2009).

QC is established in HEIs through mastering change of mindset from passivity to ownership by individuals and groups, active participation of all stakeholders in delivering quality services (Njiro, 2016). QC also is part of HEIs when there is cultural change that recognizes importance of quality improvement (Alberto, 2015). QC in HEIs is established when there is emphasis on change rather than control, on improvement rather than assurance, on innovation rather than compliance, on ownership rather than command since individuals with QC become quality champions in organizations (Ehlers, 2009).

Different researches have been conducted on quality assurance in Tanzania (Istoroyekti, 2016, Mgaiwa, 2018; Komba et al., 2013 and Maduekwe, 2015; Mosha, 2018; Ndyali, 2016). However, studies have not yet been conducted to assess the effect of external quality assurance on quality culture in HEIs in Tanzania. This paper aims at analyzing the hypothesis which states that external quality assurance has no effect on quality culture in Tanzania.

### **Conceptual Framework**



Adapted from EUA, 2006

## 2. MATERIALS AND METHODS

This study used the hypothesis-testing or explanatory research design. This involved testing tools and instruments developed and tested in other settings to the context of Tanzania, Therefore, this study used mainly quantitative approach. The quantitative approach was used in relation to data collected using cross-sectional survey. The unit of analysis consisted of individual views of members within higher education institutions.

This study was conducted in Tanzania, specifically in Dar-es-Salaam region in Tanzania. The population of Dar-es-Salaam was estimated to be 5,373,623 people (URT/NBS, 2013). This study focused on members of Higher Education Institutions. This population includes academic staff, administrative staff, students, workers, and owners of HEIs. The study used purposive sampling and stratified sampling. The sample size is the total number of respondents involved in the study. In this research, the sample is determined using Stevens (1996) formula (Greener, 2009) in equation 1, which shows that

$$N = 50 + 8 m \dots\dots\dots (1)$$

Where N = Sample size; m = No of independent variables. In this study the minimum sample was  $N = 50 + 8 (13) = 154$  respondents

The sample involved members from the University of Dar es Salaam, Kampala International

University, Ardhi University, Dar es Salaam College of Education, College of Business Education, Dar es Salaam Institute of Technology, and Tumaini University.

This study used a sample of 352 respondents above the minimum sample size determined.

Primary and Secondary data were collected using documentary review and structured questionnaires.

Quantitative data were analysed using Statistical Package for Social Scientists – SPSS.

The effect was analyzed using the multiple regression analysis based on equation (2):

$$QC = f(QA, CQI) \dots\dots\dots (2)$$

Effect of EQA on QC was represented by equation (7)

$$QC = a + b6EE + b7PA + b8UA + b9DR + b10RA + \alpha \dots\dots\dots (7)$$

Where QC = Quality Culture; AS = Academic Standard; PA = Programme Accreditation; UA = University Accreditation; DR = Degree Recognition; RA = Resources Availability; a = transect,  $\alpha$ = unknown

In this study, variables were measured using Likert scale with 5 items: from 0 = not sure, 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The measured items were used to calculate the average and the standard deviation. The results were then be interpreted as shown in Table 3.

**Table 1: Data processing matrix**

<b>Variables</b>	<b>Description</b>	<b>Measurement</b>	<b>Interpretation of Means</b>
<b>External Quality Assurance</b>	<b>21 items</b>	<b>Scale</b>	<b>If M=21-41.9 Low; 42 – 62.9 Moderate; 63 - 84 Excellent</b>
Program Accreditation	4 items	Scale 0 – 4	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent
University Accreditation	4 items	Scale 0 – 4	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent
Degree Recognition	4 items	Scale 0 – 4	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent
Resources Availability	4 items	Scale 0 – 4	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent
Academic Standard	5 items	Scale 0 – 4	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent
<b>Quality Culture</b>	<b>56 items</b>	<b>Scale</b>	<b>If M=56-111.9 Low; 112 – 167.9 Moderate; 168-224 Excellent</b>
Human Relations Model	5 items	Scale 0 – 4	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent
Open System Model	6 items	Scale 0 – 4	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent
Rational Goal Model	5 items	Scale 0 – 4	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent
Internal	6 items	Scale 0 – 4	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24

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Process Model Leadership	6 items	Scale 0 – 4	Excellent If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent
Communication	6 items	Scale 0 – 4	Excellent If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent
Empowerment	6 items	Scale 0 – 4	Excellent If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent
Commitment	5 items	Scale 0 – 4	Excellent If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent
Ownership	5 items	Scale 0 – 4	Excellent If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent
Partnership	6 items	Scale 0 – 4	Excellent If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent

*Source: Survey data, 2020*

The validity and reliability were checked. This study ensured reliability by conducting pre-test or pilot study. It also ensured reliability by calculating the Cronobach alpha after data were collected. The Cronobach alpha computed was 0.87 which exceeded 0.7 and this showed that data were reliable.

**3. RESULTS**

**Demographic Data**

The respondents had the following characteristics

**Table 2: Demographic characteristics of the respondents**

<b>Variables</b>	<b>Categories</b>	<b>Frequency (N=352)</b>	<b>Percentage %</b>
Institution	HEI I	44	12.5
	HEI II	44	12.5
	HEI III	43	12.2
	HEI IV	58	16.5
	HEI V	71	20.2
	HEI VI	46	13.1
	HEI VII	46	13.1
Level of education	Certificate	50	14.2
	Diploma	52	14.8
	Bachelor	177	50.3
	Master	51	14.5
	PhD	22	6.3
Occupation	Administrator	95	27.0
	Academic staff	65	18.5
	Student	192	54.5
Experience	1-4	213	60.5
	5-9	82	23.3
	10-14	41	11.6
	15-19	16	4.5
	20-24	0	0.0
	25 and above	0	0.0
Age	18-29	180	51.1
	30-39	86	24.4
	40-49	51	14.5
	50-59	25	7.1
	60 and above	10	2.8
Sex	Female	177	50.3
	Male	175	49.7

Source: Survey data, 2020

The respondents were asked to give their views concerning the external quality assurance. Responses were analyzed and the results are presented in table 3.

**Table 3: Perceptions of EQA in HEIs**

S/N	Self-evaluation	Mean	SD
	Program Accreditation	10.6	4.7
	University Accreditation	10.5	4.5
	Degree Recognition	11.7	4.4
	Resources Availability	10.3	4.6
	Academic Standards	10.7	4.2
	<b>Total</b>	<b>53.9</b>	<b>19.1</b>

Source: Survey data, 2020

Furthermore, the respondents gave their views concerning quality culture in HEIs in Tanzania. The summary of the responses is given in table 4.

**Table 4: Perceptions of Quality Culture in HEIs**

S/N	Quality Culture	Mean	SD
	Human Relations Model	14.2	5.4
	Open System Model	16.1	6.9
	Rational Goal Model	14.3	5.5
	Internal Process Model	17.1	6.8
	Leadership	16.9	6.6
	Communication	15.9	6.8
	Empowerment	16.2	6.7
	Commitment	14.1	5.5
	Ownership	14.3	5.8
	Partnership	16.8	6.8
	<b>Total</b>	<b>155.9</b>	<b>54.9</b>

Source: Survey data, 2020

The findings were processed using the interpretation matrix as presented in table 5.

**Table 5: Interpretation of Findings**

Vari-ables	Mean	SD	Interpretation of Means	Conclusion
<b>EQA</b>	<b>53.9</b>	<b>19.1</b>	<b>If M=21-41.9 Low; 42 – 62.9 Moderate; 63 - 84 Excellent</b>	<b>Moderate</b>
PA	10.6	4.7	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent	Moderate
UA	10.5	4.5	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent	Moderate
DR	11.7	4.4	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent	Moderate
RA	10.3	4.6	If M=4 – 7.9 Low; 8-11.9 Moderate; 12 - 16 Excellent	Moderate
AS	10.7	4.2	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent	Moderate
<b>QC</b>	<b>155.9</b>	<b>54.9</b>	<b>If M=56-111.9 Low; 112 – 167.9 Moderate; 168-224 Excellent</b>	<b>Moderate</b>
HR	14.2	5.4	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent	Moderate



M				
OSM	16.1	6.9	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent	Moderate
RG	14.3	5.5	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent	Moderate
M				
IPM	17.1	6.8	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent	Moderate
Lp	16.9	6.6	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent	Moderate
Cn	15.9	6.8	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent	Moderate
Et	16.2	6.7	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent	Moderate
Ct	14.1	5.5	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent	Moderate
Op	14.3	5.8	If M=5 – 9.9 Low; 10 – 14.9 Moderate; 15 - 20 Excellent	Moderate
Pp	16.8	6.8	If M=6 – 11.9 Low; 12 – 17.9 Moderate; 18-24 Excellent	Moderate

Source: Survey data, 2020

The relationship between the views on external quality assurance and quality culture was given by the results in table 6.

**Table 6: Correlations of Variables**

		PA	UA	DR	RA	AS	QC
<b>PA</b>	Pearson Correlation	1	.711**	.678**	.624**	.601**	.647**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	352	352	352	352	352	350
<b>UA</b>	Pearson Correlation	.711**	1	.697**	.634**	.646**	.642**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	352	352	352	352	352	350
<b>DR</b>	Pearson Correlation	.678**	.697**	1	.660**	.682**	.722**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	352	352	352	352	352	350
<b>RA</b>	Pearson Correlation	.624**	.634**	.660**	1	.675**	.712**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	352	352	352	352	352	350
<b>AS</b>	Pearson Correlation	.601**	.646**	.682**	.675**	1	.744**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	352	352	352	352	352	350
<b>QC</b>	Pearson Correlation	.647**	.642**	.722**	.712**	.744**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The effect of elements of external quality assurance on quality culture was computed using multiple regression analysis. Findings are presented in table 7

**Table 7: Regression of External Quality Assurance and Quality Culture**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	-2.965	5.496		-.539	.590
	Program accreditation computed	.547	.435	.047	1.258	.209
	University accreditation	-.392	.466	-.032	-.842	.400
	Degree recognition computed	1.422	.481	.115	2.960	.003
	Resources availability computed	1.857	.430	.155	4.315	.000
	Academic standards computed	3.178	.472	.243	6.728	.000

Source: Survey data, 2020

Findings from the regression analysis can be analysed as follow:

*Program accreditation and quality culture:* The computed value in the table is positive. This means that the increase in program accreditation leads to the increase in quality culture. The magnitude was computed and found to be 0.047; this means that by doubling the activities related to the program accreditation, the quality culture increases by 4.7%. The level of significance of the relationship was found to be 0.209; this means that the level of random errors is equivalent to 20.9%. This level is very high compared to the threshold value of Alpha = 0.05; therefore, this relationship is not significant at p=0.05

*University accreditation and quality culture:* The value in the table is negative. This means that the increase of university accreditation activities leads to a decrease in quality culture. Its magnitude is represented by Beta = -0.032; this means that by doubling university accreditation activities, the effect on quality culture will decrease by 3.2%. The degree of significance is also computed and it is found that it is 0.400; this shows that the random error is estimated to 40% which is higher than the Alpha value of 0.05 used in most statistical analyses. This means that the relationship is not significant.

*Degree recognition and quality culture:* The value in the table is positive. This implies that increase in degree recognition leads to increase in quality culture. The magnitude was computed and found to be Standardized Beta = 0.115; this means that if degree recognition activities double the quality culture increase by 11.5%. The degree of significance shows p value equals 0.003; this value shows that the degree of random error is 5% which much bigger than the acceptable 5% represented by the Alpha value. This shows that the relationship is significant.

*Resources availability and quality culture:* The value in the table is positive. This means that the increase in resources availability leads to the increase in quality culture. The magnitude was

computed and found to be Standardized Beta = 0.155; this means that when the resources availability doubles, the quality culture increases by 15.5%; this increase is very high. Furthermore, the significance level was found to be  $p = 0.000$  which is equivalent to 0% of random errors; this shows that the level of random errors is very low and therefore the relationship is significant.

*Academic standards and Quality culture:* It is found to be positive because the value in the table is positive. This means that by increasing the academic standards, the quality culture also improves. The magnitude of the relationship was computed and was found that the Beta = 0.243; this shows that by doubling the academic standards related activities, the quality culture improves by 24.3%. The level of significance of the relationship was also found to be  $p$  value = 0.000; this shows that the level of random errors is equivalent to 0.0%; this is slightly smaller than the conventional one of Alpha = 0.05; so, the relationship is significant.

In conclusion, these values show that among the variable of external quality assurance, only degree recognition, resources availability and academic standards. Among them, the academic standards seem to contribute more (24.3%), followed by resources availability (15.5%) and degree recognition (11.5%).

Hypothesis testing

The relationship between external quality assurance and quality culture is provided in table 8.

**Table 8: Correlation between External Quality Assurance and Quality Culture**

**Correlations**

		Internal Quality Assurance	External Quality Assurance	Continuous Quality Improvement	Quality Culture
External Assurance	Quality Pearson Correlation	.787**	1	.551**	.805**
	Sig. (2-tailed)	.000		.000	.000
	N	352	352	352	350
Quality Culture	Pearson Correlation	.740**	.805**	.790**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	350	350	350	350

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey data, 2020

Effect of external quality assurance on quality culture is found by using regression analysis between the two variables.

**Table 8: Regression between External Quality Assurance and Quality Culture Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.807	4.571		.177	.860
External Quality Assurance	1.219	.115	.398	10.637	.000

a. Dependent Variable: Quality Culture

*Effect of External Quality Assurance on Quality culture:* It was found that the increase of external quality assurance involves increase in quality culture. The magnitude of the relationship is represented by Beta = 0.398 which is relatively high. This means that by doubling external quality assurance activities, the effect on quality culture will increase by 39.8.3%. The degree of significance is also computed and it is found that it is 0.000; this shows that statistically, the effect is significant since the random error is estimated to 0.0 % which is smaller than the Alpha value of 0.05 (5%) used in statistical analyses.

Therefore, the hypothesis is tested and it is confirmed that

*H1: External quality assurance has a significant effect on quality culture in HEIs located in Dar es Salaam region*

#### 4. DISCUSSION

The findings of this study are related to the findings of the study conducted by Do & Dang (2021) on factors affecting quality culture using a case study of public universities in Ho Chi Minh City in Vietnam. It observed that quality culture is influenced by academic environment, social environment, humanistic environment, cultural environment, and natural environment. This means that the total aspects of higher learning institutions have to be taken into consideration in developing quality culture. It also shows that these aspects of HEIs have to be continuously improved over time and with the participation of all stakeholders.

Also the findings of this study are related to the findings of the study conducted by Vilcea (2014) on quality culture in Universities and influences on formal and non-formal education. It revealed that interaction between students, teachers, and staff during education process creates the culture of that institution and also that attitudes and values are established by the people and by their formal or non-formal interactions. Likewise, it was observed that quality culture in HEIs requires collaboration, communication and trust.

Similarly, findings of this study corroborate results obtained by Ntim (2014) on embedding quality culture in higher education in Ghana, focusing on quality control and assessment in emerging private universities. It was revealed that there are processes and structures that lead to the development of the quality culture in private universities in Ghana. It showed that internal and external peer review contribute to building quality culture. It emphasizes that internal peer review should be favored more than the external peer review. It also recommends the more

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involvement and ownership of university members. In the same way, this study showed that internal and external quality assurance have influence on quality culture. Also, the emphasis on the peer review and self-assessment is shared by these two studies. The involvement of stakeholders is also a shared insight from these two studies.

This study has also corroborated results obtained by Tutko (2019) on quality culture research in higher education using a literature review. It revealed that researches conducted in the area of quality culture have used different methods such as survey methods, literature review, document analysis, interview, content analysis, comparison, action research, and case study. The findings of these studies depend much on the methodology used. The same way the findings of this study have depended much on the methodology applied.

Findings of this study have also been related to those of Eales-Reynolds and Rugg (2009). It showed that developing a quality culture does not only involve compliance with quality standards but also enhancement of those standards using peer groups; it also depends on institutional audits and inclusion of external examiners accredited. These findings are similar to those expressed in this study.

## **5. CONCLUSION AND RECOMMENDATIONS**

This study has tested the hypothesis that external quality assurance has no effect on quality culture in higher education institutions in Tanzania. Findings have shown that indeed external quality assurance has a significant effect on quality culture in higher education institutions in Tanzania. The principles that focus of quality assurance and quality culture should be on work. The study has therefore proved that there is an interaction between managerial elements and psychological elements of quality culture in HEIs in Tanzania. The study therefore concludes that all other factors being kept constant, the external quality assurance will continue to have an effect on quality culture in higher education institutions in Tanzania and improvement in external quality assurance may have a positive impact on staff and students' involvement in raising quality issues, and in implementing quality policies and programs.

The study recommends that the Government of the United Republic of Tanzania, members of private sector, members of civil society organizations and other higher education stakeholders should coordinate their efforts in enhancing external quality assurance which will have an effect on quality culture in higher education institutions in Tanzania.

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