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Muslim University of Morogoro

Self-Assessment Report

Prepared by
QUALITY ASSURANCE UNIT

Table of Contents

List of Abbreviations iii

Executive Summary iv

Chapter One 1

Requirements of Stakeholders 1

1.1 Introduction 1

1.2 Requirement Set by the Government 1

1.3 Requirements of Academia 2

1.4 Requirements of Students 3

1.5 Requirement of the Society 3

Chapter Two 5

Mission, Vision, Goals and Aims 5

2.1 Vision and Mission Statements 5

2.2 University's Vision on the Academic Training it Provides 5

2.3 University's Vision on its Research Activities 6

2.4 University's Vision on its Role in the Society 7

2.5 University Profile Compared with other Universities in the Country and Region 8

Chapter Three 9

The Management 9

3.1 Policy Plan 9

3.2 Governance 10

3.3 Human Resources Management 11

3.4 Funding and Financial Management 11

Chapter Four 15

Core Activities 15

4.1 Educational Activities 15
4.2 Research 37
4.3 Community Outreach 38
Chapter Five 40
Achievements 40
5.1 Graduate Profile 40
5.2 Research Output 42
5.3 Community Outreach 42
Chapter Six 44
Stakeholder Satisfaction 44
6.1 Students Satisfaction 44
6.2 Faculty Job Satisfaction Survey 52
Chapter Seven 60
Strength-Weakness Analysis 60
7.0 Introduction 60
7.1 Summary of Strengths 60
7.2 Summary of Weakness 62
7.3 Quality plan for the coming years 63
Bibliography 67
Appendix I: Students Satisfaction Survey 69
Appendix II: Faculty Job Satisfaction Survey 71
Appendix III: Enrolment (2005 – 2025) 74
Appendix IV: Graduates (2008 – 2025) 89
Appendix V: Publication of MUM Academic Members of Staff from 2018 to 2025 102

List of Abbreviations

CLE	Council for Legal Education
DAAD	German Academic Exchange Service
IIIT	International Institute of Islamic Thought
IUCEA	Inter-University Council for East Africa
MDF	Muslim Development Foundation
MUM	Muslim University of Morogoro
NBAA	National Board of Accountants and Auditors
NECTA	National Examination Council of Tanzania
PhD	Doctor of Philosophy
PSPTB	Procurement and Supplies Professionals and Technicians Board
QA	Quality Assurance
StAR	Students Academic Register system
TIE	Tanzania Institute of Education

Executive Summary

This Self-Assessment Report (SAR) presents an institutional review of Muslim University of Morogoro (MUM), a private university founded by the Muslim Development Foundation, registered in 2005 and chartered in 2010, with full registration (2008) and accreditation (2019) granted by the Tanzania Commission for Universities (TCU). The SAR is framed as a structured, systematic quality review intended to avoid institutional complacency and to support continuous improvement rather than merely to "find faults".

Institutional Purpose and Strategic Orientation

MUM's vision is to be "a higher education centre of excellence with cutting edge programmes… under the guidance of Islamic moral values", while its mission emphasises producing highly trained human resources through high standards in teaching, learning, research, outreach and consultancy. The report positions these statements as the core reference point for institutional planning, programme development and stakeholder engagement.

Approach and Evidence Base

The SAR draws on multiple evidence streams across governance, academic operations, audited finance, achievements, and stakeholder satisfaction. Student feedback is captured through student satisfaction surveys. The student satisfaction survey was administered online (Microsoft Forms), with 734 responses exported to Excel for descriptive analysis. Staff satisfaction is similarly supported by online survey (n = 53), summarised using mean scores and "top-2/bottom-2 box" indicators.

Key Findings Across the SAR

1. Stakeholder requirements and compliance. The report emphasises adherence to government and regulatory requirements, particularly through compliance with Ministry/TCU expectations and stakeholder engagement in curriculum processes. It also highlights alignment with professional bodies (e.g., NBAA, CLE, PSPTB) for selected programmes, reinforcing professional relevance.

2. Educational quality and curriculum management. The curriculum development and review process is described as cyclical and standards-driven, beginning with needs assessment and stakeholder validation, proceeding through internal approval (Joint Faculty Board and Senate), and culminating in TCU accreditation. After a full programme cycle, review is initiated through tracer-study evidence and then returned to stakeholders and governance organs before re-accreditation.
3. Financial sustainability and controls. Financial reporting is anchored in audited statements for the year ended 31st December 2024 and framed against applicable standards (TFRS 1/IPSAS), with Council oversight for stewardship. The funding model is predominantly fee-based; in 2024, exchange-transaction revenue increased by 4% to TZS 5.289 billion. However, the balance sheet presents a significant structural concern: total liabilities exceed total assets by more than double, signalling a financial imbalance requiring active management.
4. Research and community engagement. Research output shows strong upward momentum based on Google Scholar searches, rising from 2 publications (2018) to 31 (2025), with step-change growth in 2023–2025. Community outreach is presented as an institutional strength, spanning local engagement (e.g., evaluation of Islamic schools), national contributions (e.g., participation in writing secondary school textbooks via TIE), and international collaboration (e.g., Confucius Institute, and English-language provision under a "Cutting Edge" programme).

Stakeholder Satisfaction Highlights

Students

Overall student satisfaction is high: 91.9% of respondents reported being satisfied (mean 4.44/5). Key academic-experience indicators scored strongly (e.g., courses offered, quality of teaching, coursework assessment). Areas of comparatively lower satisfaction relate to the learning environment and resources—especially adequacy/quality of chairs and Wi-Fi access.

Staff

Staff morale is broadly positive (overall composite mean 3.62/5). Strength areas include perceived fairness and clarity of promotion processes and satisfaction with departmental/faculty management. Priority weaknesses are structural and resource-related: office space (mean 2.13; 67.9% bottom-2) and classroom facilities (mean 2.30; 64.2% bottom-2), alongside adequacy of departmental teaching/scholarly resources and research support.

Strength–Weakness Analysis

Building on the SAR evidence, the Strength–Weakness Analysis consolidates the institution's position as follows:

Core strengths

- Clear mission/vision framework integrating academic excellence and moral values.
- Strong regulatory compliance and stakeholder-informed programme development processes.
- High student satisfaction with academic delivery and programme relevance.
- Sustained improvement in research productivity.
- Visible community outreach footprint at local, national and international levels.

Core weaknesses

- Learning environment constraints (chairs, Wi-Fi, whiteboards, course resources) that affect student experience.
- Staff workspace and teaching-facility constraints, plus gaps in research support and departmental resources.
- Financial sustainability risks linked to the liabilities-to-assets imbalance, despite improved operating cash flow.

Quality Plan for the Coming Years

The quality plan prioritises actions that directly respond to the lowest-rated student/staff experience indicators and the most material institutional risks:

- Upgrade learning spaces and teaching facilities (lecture chairs, classroom condition, whiteboards, routine maintenance), aligned with student improvement priorities.
- Strengthen digital learning infrastructure, with an emphasis on reliability and coverage of Wi-Fi and supporting ICT services.
- Improve staff work environment and academic productivity enablers, focusing on office space, classroom facilities, departmental resources, and institutional research support.
- Consolidate financial sustainability measures, including tighter establishment/payroll controls and strengthened budget comprehensiveness and in-year adjustments, while actively managing the liabilities-assets imbalance.

Chapter One

Requirements of Stakeholders

1.1 Introduction

Muslim University of Morogoro (MUM) is a private University founded by the Muslim Development Foundation (MDF). It was registered in 2005 and chartered in 2010 according to the University Act of 2005 and the Tanzania Commission for Universities' (TCU) regulations, respectively. MUM was granted a TCU Certificate of Full Registration in 2008 and a Certificate of Accreditation in 2019. As the name suggests, MUM is located north of the magnificent Uluguru Mountain, some 4 km from the centre of Morogoro Municipality, about 100 m off the Morogoro – Dodoma highway, and just about 10 – minutes' walk from the main bus terminal.

Institutional Self-Assessment is a critical process conducted by universities to evaluate their quality and performance. This assessment is essential as it helps institutions avoid complacency and the assumption that their operations are running smoothly without any need for improvement. The purpose of Institutional Self-Assessment isn't to highlight a lack of quality, but rather to facilitate a thorough examination of the university's quality in a structured and systematic manner, adhering to a well-defined framework.

1.2 Requirement Set by the Government

MUM demonstrates a clear understanding and adherence to the requirements set by the government. Operating under the Tanzanian law, MUM meticulously complies with regulations established by the Ministry of Education and TCU. This compliance is evident in various aspects of the university's operations, especially in curriculum development and review.

MUM's curriculum development process is a prime example of its commitment to aligning with governmental standards. The university acknowledges that its academic programmes must meet not only the educational objectives but also the socio-economic needs of the

country. To ensure this alignment, MUM incorporates the requirements and guidelines of various ministries into its curriculum. This approach ensures that the university's courses are relevant, up-to-date, and in sync with national development goals.

Furthermore, MUM actively involves these ministries and other stakeholders in its curriculum review process. By inviting representatives from different governmental departments to participate in stakeholder meetings, MUM guarantees that its curriculum is not only academically sound but also resonates with the national agenda and workforce needs. This practice of involving stakeholders, including industry experts and government officials, in curriculum development ensures that the university's programmes are robust, relevant, and tailored to the evolving demands of the Tanzanian society and economy.

1.3 Requirements of Academia

MUM demonstrates a comprehensive understanding of the requirements of academia, particularly in the area of curriculum development and review. This understanding is reflected in the university's proactive engagement with various professional bodies and its commitment to conducting thorough Needs Assessments.

One of the key aspects of MUM's approach to curriculum development is its collaboration with professional bodies. This ensures that the university's academic programmes are not only academically rigorous but also professionally relevant and recognized. For example, MUM's curriculum in fields such as accounting and procurement are approved by esteemed professional bodies like the National Board of Accountants and Auditors (NBAA), Council for Legal Education (CLE) and the Procurement and Supplies Professionals and Technicians Board (PSPTB). These approvals signify that MUM's courses meet the high standards required by these professional bodies, thus ensuring that graduates are well-prepared for their professional careers.

Additionally, MUM places a strong emphasis on conducting Needs Assessments. This process involves a thorough analysis of the needs and requirements of academia, industry, and the job market. By doing so, MUM ensures that its curriculum is not only academically sound but also aligned with the current and future needs of the professional world. These assessments

enable the university to update and refine its courses, ensuring that they remain relevant and responsive to the dynamic landscape of higher education and professional practice.

1.4 Requirements of Students

Universities employ various methods to understand and meet the needs and requirements of their students, ensuring that the educational experience is both effective and enriching. Two main approaches typically used by MUM are course evaluations and student satisfaction surveys.

Firstly, course evaluations are conducted at the end of each semester. This is a critical tool for universities to gauge the effectiveness of their courses and the teaching methodologies employed. MUM conduct students' evaluation electronically by using Students Academic Register (StAR) System, where students conveniently provide their feedback online. This approach allows for a wide range of feedback, covering aspects such as course content, teaching quality, resource availability, and overall course structure. The anonymity and ease of access often encourage more honest and comprehensive responses from students.

Secondly, MUM conduct student satisfaction survey. This survey is broader in scope compared to course evaluations and aim to capture the overall student experience at the university. It covers various aspects such as campus facilities, support services, extracurricular activities, and general well-being. The results of these surveys are crucial as they provide insights into how students feel about their university life as a whole, beyond just the academic components. Section 7.1 of this report detail the findings from students' satisfaction surveys, offering a comprehensive view of student sentiment and satisfaction levels.

1.5 Requirement of the Society

MUM adopts a proactive approach to understanding and addressing the needs and requirements of the society it serves. Recognizing its role as a part of the community, MUM is committed to contributing positively to societal well-being. This commitment is evident in the university's efforts to analyse societal needs and develop targeted outreach programmes that address these needs effectively.

MUM's approach to understanding societal needs involves a combination of research, community engagement, and collaboration with local stakeholders. The university conducts studies and surveys to identify the pressing issues and challenges faced by the community. Additionally, through regular interaction with community leaders, local organizations, and residents, MUM gains valuable insights into the specific needs of the society.

Based on this analysis, MUM develops and implements various outreach programmes that aim to solve these identified societal problems. One notable example is the outreach programme conducted by the Faculty of Islamic Studies, which focuses on marriage. Recognizing that marital issues and family dynamics are critical components of societal health, this programme provides education and guidance related to marriage based on Islamic rulings.

These outreach programmes not only address specific societal needs but also provide a platform for MUM to engage directly with the community, strengthening the bond between the university and the society it serves. Through these efforts, MUM plays a pivotal role in fostering societal well-being and demonstrates its commitment to being a socially responsible and responsive institution. These initiatives also offer valuable learning and development opportunities for MUM students, who can participate in these programmes, gaining practical experience and a deeper understanding of societal issues.

Chapter Two

Mission, Vision, Goals and Aims

2.1 Vision and Mission Statements

2.1.1 MUM Vision

To be a higher education centre of excellence with cutting edge programmes, responsive to the needs of the individual and the nation in a globalized world under the guidance of Islamic moral values.

2.1.2 MUM Mission

To contribute to the national effort to produce highly educated and well-trained human resources inculcated with the appropriate aptitudes and attitudes for the material, moral and spiritual development of the society by upholding the highest standards of teaching, learning, research, outreach and consultancy in the provision of holistic and well-integrated education and training.

2.2 University's Vision on the Academic Training it Provides

The vision of MUM articulates a clear and ambitious goal for its academic training. It positions itself as a higher education centre of excellence, emphasizing the delivery of cutting-edge programmes. This aspect of MUM vision suggests a strong focus on developing and offering academic courses that are not only of high quality but also incorporate the latest advancements and innovations in various fields of study.

Furthermore, MUM vision highlights its responsiveness to both individual and national needs in a globalized world. This reflects an awareness of the importance of tailoring academic programmes to suit the diverse requirements of students and addressing broader societal challenges, ensuring that the education provided is relevant, practical, and forward-thinking.

A significant aspect of the MUM's vision is the integration of Islamic moral values in its academic training. This integration signifies a commitment to instilling ethical and moral principles in its students, shaping not just their academic prowess but also their personal development and character. By doing so, the university aims to produce graduates who are not only academically competent but also socially responsible and guided by strong ethical values.

Overall, the vision of the Muslim University of Morogoro for its academic training encapsulates a holistic approach to higher education, blending academic excellence, societal relevance, and moral guidance, preparing students to contribute effectively in an increasingly complex and interconnected world.

2.3 University's Vision on its Research Activities

The vision statement of MUM outlines a strategic approach to its research activities, emphasizing the development of cutting-edge programmes. This indicates a commitment to fostering a research environment that is not only advanced in terms of technology and methodology but also innovative in its approach to addressing complex problems. The emphasis on cutting-edge research suggests that the university aspires to contribute significantly to the academic community, pushing the boundaries of current knowledge and understanding. Such a research ethos involves interdisciplinary approaches, incorporating the latest advancements in various fields to create comprehensive solutions.

Furthermore, the vision underscores the importance of responsiveness to the needs of both individuals and the nation in a globalized world. This aspect of the vision indicates that the university's research initiatives are deeply rooted in real-world applications, addressing local, national, and global challenges. By aligning its research focus with the needs of society, the university aims to ensure that its scholarly activities are not only academically rigorous but also socially relevant. This approach may involve collaborations with industries, government bodies, and communities, ensuring that the research conducted has practical implications and contributes to societal development.

Lastly, the guiding principle of Islamic moral values in the university's vision adds a unique dimension to its research activities. This implies that the research undertaken will not only strive for academic excellence and societal relevance but also adhere to ethical standards rooted in Islamic teachings. Such a framework ensures that the research is conducted with integrity and respect for moral and ethical considerations. It also opens avenues for exploring topics that are particularly pertinent to Islamic societies, contributing to a deeper understanding of issues from both a religious and a global perspective. This integration of Islamic moral values with research could position the university as a leader in areas where faith and academia intersect, offering valuable insights into contemporary issues from an Islamic viewpoint.

2.4 University's Vision on its Role in the Society

The vision of MUM, as articulated, positions the institution as a centre of excellence that is deeply committed to serving both the individual and the nation within the context of a globalized world, all under the guidance of Islamic moral values. This vision implies a multifaceted role for the university in society.

Firstly, the emphasis on offering cutting-edge programmes suggests a dedication to providing high-quality education that equips students with the skills and knowledge needed in a rapidly evolving global landscape. This educational approach not only benefits the individual students by enhancing their personal and professional development but also contributes to the broader societal goal of nurturing well-rounded, competent individuals who can contribute effectively to their communities and the nation.

Secondly, the vision's reference to being responsive to the needs of the individual and the nation highlights the university's commitment to societal engagement and relevance. This suggests that the university aims to address the specific challenges and opportunities facing Tanzania and its citizens. By aligning its academic and research programmes with the nation's needs, the university positions itself as a key player in national development, contributing to areas such as social policy, economic growth, and technological advancement.

Lastly, the incorporation of Islamic moral values into the university's vision signifies a commitment to ethical conduct and social responsibility. This aspect of the vision suggests that the university sees its role not just in academic or economic terms but also as a moral and ethical leader. By embedding Islamic values into its operations and outputs, the university aims to contribute positively to the moral and ethical fabric of society, fostering a community that values integrity, justice, and compassion.

2.5 University Profile Compared with other Universities in the Country and Region

According to EduRank, MUM is ranked number 12,478 globally, 766 in Africa, and 26 in Tanzania. According to uniRank, MUM is placed at number 12,113 in the world and 23 within Tanzania; however, uniRank's MUM listing does not provide a specific Africa-wide rank, focusing instead on country rank and world rank.

Chapter Three

The Management

3.1 Policy Plan

MUM has established a comprehensive suite of policies that are in strict alignment with its vision and mission, ensuring the institution operates effectively while adhering to its core values and objectives. These policies cover a wide array of areas, each addressing specific aspects of university life and governance.

1) **Anti-drug and Anti-alcohol Policy**: This policy reflects the university's commitment to maintaining a healthy and safe educational environment, in line with its ethical standards rooted in Islamic moral values.
2) **Anti-sexual Harassment Policy**: Upholding the dignity and respect of all individuals, this policy is crucial for ensuring a respectful and inclusive campus culture.
3) **Communication Policy**: Facilitating clear and effective communication channels within the university aligns with its mission to foster a community of learning and research.
4) **Consultancy and Outreach Policy**: This policy supports the university's strategic objectives of extending its expertise and knowledge beyond the campus, thus enriching society and contributing to national development.
5) **Customer Service Charter**: This charter likely emphasizes the importance of service excellence, resonating with the university's aim to deliver high-quality education and training.
6) **Gender Policy**: Aligning with global standards, this policy ensures equality and inclusivity, which are essential for a progressive educational environment.
7) **ICT Policy**: Reflecting the university's recognition of the importance of technology in modern education, this policy guides the use and management of ICT resources.
8) **Intellectual Property Rights Policy**: This policy fosters innovation and creativity, crucial for research and development, which are key aspects of the university's mission.

9) **Procedure for Handling Grievances and Complaints**: Ensuring fairness and transparency in addressing concerns, this procedure is vital for maintaining trust and integrity within the university community.
10) **Quality Assurance Policy**: Directly linked to the university's commitment to excellence in all its endeavours, this policy guides the continuous improvement of academic and administrative processes.
11) **Research Policy**: This policy underpins the university's objective of being a leader in research and knowledge creation, a core aspect of its mission.
12) **Staff Training and Development Policy**: Recognizing the importance of a skilled and knowledgeable workforce, this policy is in line with the university's aim to foster academic excellence.
13) **Student's Refund Policy and Procedures**: This policy demonstrates the university's commitment to fairness and transparency in its financial dealings with students.

Overall, these policies collectively ensure that MUM operates in a manner that is consistent with its vision of being a centre of excellence in higher education, driven by Islamic moral values, and its mission of contributing to the societal, moral, and spiritual development of the community.

3.2 Governance

MUM boasts a well-organised governance and management system designed to enhance the quality of services provided. Each controlling organ within MUM, such as central management, faculty management, and staff, has clearly defined roles and functions. These roles are meticulously detailed for every individual entrusted with responsibilities. This clarity ensures that there is no ambiguity or contradiction in the daily execution of tasks, contributing to the smooth functioning of the university.

Academic matters, including teaching, research, and community outreach, are typically determined through faculty and department meetings. Academic staff within their respective departments play a pivotal role in reviewing and updating the curriculum, deciding on the content to be included or excluded. Students at MUM also have opportunities to participate in the decision-making process regarding teaching, research, and community

outreach. Students were involved through their participation in various decision-making organs.

An area where student participation is more prominent is in community outreach programs, many of which are initiated and managed by the Faculty of Islamic Studies. This involvement grants students a chance to contribute to decision-making in areas related to community outreach.

The current management structure at MUM is well-suited to its needs. Given the relatively small size of the university community, this streamlined approach to management and command is both practical and effective, allowing for efficient governance and the maintenance of high standards in the university's operations (Appendix VII details the organisation structure of MUM).

3.3 Human Resources Management

The Human Resources Management at MUM is underpinned by a well-defined set of guidelines and regulations, reflecting the institution's commitment to upholding high standards in workforce management and development. These guidelines cover various aspects, including employment, staff performance, and career progression, ensuring alignment with the university's strategic goals and values. Specifically, Human resource management at MUM is guided by three main documents:

- MUM (2005). Regulations Governing the Terms and Conditions of Service of the Academic, Administrative and Supporting Staff
- MUM (2015). Schemes of Service for Administrative Staff
- MUM (2022). Muslim University of Morogoro Quality Assurance Handbook

3.4 Funding and Financial Management

3.4.1 Overview of the Funding Framework

The University's funding and financial management arrangements are underpinned by annual audited financial statements for the year ended 31st December 2024, prepared and presented as part of the governance reporting package and subjected to external audit. The

report notes that financial reporting is prepared in line with applicable reporting requirements, including the Tanzania Financial Reporting Standards (TFRS 1) and International Public Sector Accounting Standards (IPSAS), with the Council assuming overall responsibility for the integrity of financial reporting and stewardship.

3.4.2 Sources of Funds and Funding Mix

The audited statements indicate that the University's operating model is predominantly financed through exchange transactions (principally fee-related income), with non-exchange receipts (donations and other similar inflows) forming a comparatively small component of total funding. In 2024, revenue from exchange transactions increased by 4% to TZS 5.289 billion (2023: TZS 5.093 billion), reflecting modest growth in core income streams. In terms of cash receipts, total funds received during the year were TZS 5,704,956,630 against a budget of TZS 5,718,964,000 (a 0.24% shortfall), with exchange receipts of TZS 5,681,404,830 (0.66% below budget) and non-exchange receipts of TZS 23,551,800 recorded despite not having been budgeted.

Budgeting, Planning, and Expenditure Control

Budget formulation and oversight are reported as part of the Council's governance responsibilities, including review of University plans and budgets and monitoring of performance against approved allocations. Budget-versus-actual analysis shows generally close expenditure control in aggregate: total payments were budgeted at TZS 5,689,221,574 and actual expenditure was TZS 5,688,129,030 (a small overall saving of approximately TZS 16.8 million). However, material variances exist within cost categories: administration and operating costs were below budget (actual TZS 1,535,214,236 versus budget TZS 1,829,076,231), whilst wages, salaries, and employee benefits exceeded budget (actual TZS 4,111,091,307 versus budget TZS 3,860,145,343). The report also flags unbudgeted items (including other administrative costs and fixed-asset purchases) which point to the need to strengthen budget comprehensiveness and in-year budget adjustment controls.

3.4.3 Financial Performance and Cost Structure

From an accrual perspective, the University reported total expenses of TZS 5.969 billion in 2024 compared to TZS 6.133 billion in 2023, indicating a slight reduction in overall expenditure. From a cash-flow perspective, payments data show that staff costs remain the dominant expenditure driver: wages, salaries, and employee benefits increased to TZS 4.111 billion in 2024 from TZS 3.716 billion in 2023. This highlights the importance of payroll and establishment controls, workload planning, and productivity-linked resource allocation as part of longer-term financial sustainability measures.

3.4.4 Liquidity and Cash Management

The audited information shows improvement in operating cash generation during 2024. Net cash flow from operating activities shifted to a surplus of TZS 46,277,570 in 2024 compared to a deficit of TZS 1,128,187,998 in 2023. Cash and cash equivalents increased by TZS 16,827,600 over the year, with year-end cash reported at TZS 712,057,887 (2023: TZS 695,230,287). Investing outflows were contained (TZS 29,449,970 in 2024 versus TZS 32,031,483 in 2023), and no financing inflows were recorded during the year. Collectively, these results demonstrate tighter cash control relative to the prior year, albeit within the context of wider balance-sheet pressures.

3.4.5 Financial Position, Assets, and Liabilities

The audited statements present a balance-sheet position characterised by a relatively modest asset base alongside high liabilities. Total assets in 2024 were reported at TZS 4.512 billion (2023: TZS 4.748 billion), reflecting a 5% decline, driven mainly by reductions in non-current assets. Property and equipment decreased by TZS 177 million (14% decline), while current assets increased slightly to TZS 876 million (2023: TZS 862.9 million). Trade receivables were reported as stable at TZS 42.8 million, and cash holdings increased as noted above. On the liabilities side, non-current liabilities were reported as unchanged at TZS 9.689 billion, whilst current liabilities increased, including other payables rising to TZS 861.3 million and other payables and accrued charges increasing to TZS 1.118 billion (from TZS 936.7 million). Total liabilities were reported at TZS 12.19 billion in 2024 (2023: TZS 11.86

billion), and the report explicitly notes that liabilities exceed total assets by more than double, signalling a structural financial imbalance that requires active management.

3.4.6 Governance, Audit Assurance, Internal Control, and Risk Management

The governance report confirms that the Council is responsible for establishing and monitoring internal controls and risk management, with management accountable for implementing adequate financial and operational controls. Key internal control elements cited include the use of performance and risk indicators, early warning mechanisms, and risk assessment frameworks. The Council further affirms that adequate accounting records were maintained, appropriate accounting policies and estimates were applied consistently, and that external auditors report on whether the annual financial statements are fairly presented. These arrangements provide a foundation for accountability, compliance, and continuous strengthening of financial management practices.

Chapter Four

Core Activities

4.1 Educational Activities

4.1.1 Programmes

The process of curriculum development and review is a comprehensive cycle that adheres to the standards and guidelines set forth in the Handbook for Standards and Guidelines for University Education in Tanzania, 2019. This systematic approach ensures that academic programmes remain relevant and aligned with market demands and the evolving landscape of global development.

The process begins with a needs assessment to evaluate market requirements and the potential employability of graduates. This initial step is crucial for establishing the necessity and relevance of the proposed programme.

Following the assessment, the proposed programme undergoes validation by stakeholders who have an interest or stake in the programme's success and output. This collaborative stage ensures that the programme meets the expectations and needs of its future users.

Subsequently, the programme enters the internal approval process within the university. The first forum for this is the Joint Faculty Board, where members deliberate on the programme's details and provide their recommendations based on a thorough review of its content and structure.

Once the Joint Faculty Board endorses the programme, it advances to the University Senate. Here, the Senate rigorously reviews the programme, considering the recommendations made by the Joint Faculty Board. Upon satisfaction, the Senate grants its approval for the programme to proceed.

With the Senate's approval, the programme is then submitted to TCU for accreditation, which is a mandatory step to ensure the programme meets national higher education standards.

Once a programme has been delivered for its full cycle, typically seven years for a three-year programme, it is due for a review. This review process is initiated with a tracer study that analyses graduates' performance in the labour market. The insights gleaned from this study inform necessary updates to the curriculum, ensuring it continues to meet the needs of both students and employers.

The updated curriculum is then re-submitted for stakeholder validation, a step that reaffirms the programme's continued relevance and alignment with external expectations.

After incorporating stakeholder feedback, the department presents the revised programme to the Joint Faculty Board once again for discussion. The Board then forwards its recommendations to the Senate.

The Senate's role in the review process mirrors its initial task; it receives the reviewed programme, deliberates on its content, and decides on its approval.

Upon receiving the green light from the Senate, the revised programme is sent back to the TCU for re-accreditation, ensuring that the programme maintains its recognized status and adherence to educational standards.

The curriculum development and review process at MUM is inherently cyclical, a reflection of the university's commitment to continuous improvement and adaptation to the dynamic changes in the global educational and professional landscapes. This vigilant process is integral to maintaining the quality and relevance of the university's offerings, thereby fulfilling its mission to provide market-ready and competent graduates. The following figures and table summarise MUM programmes.

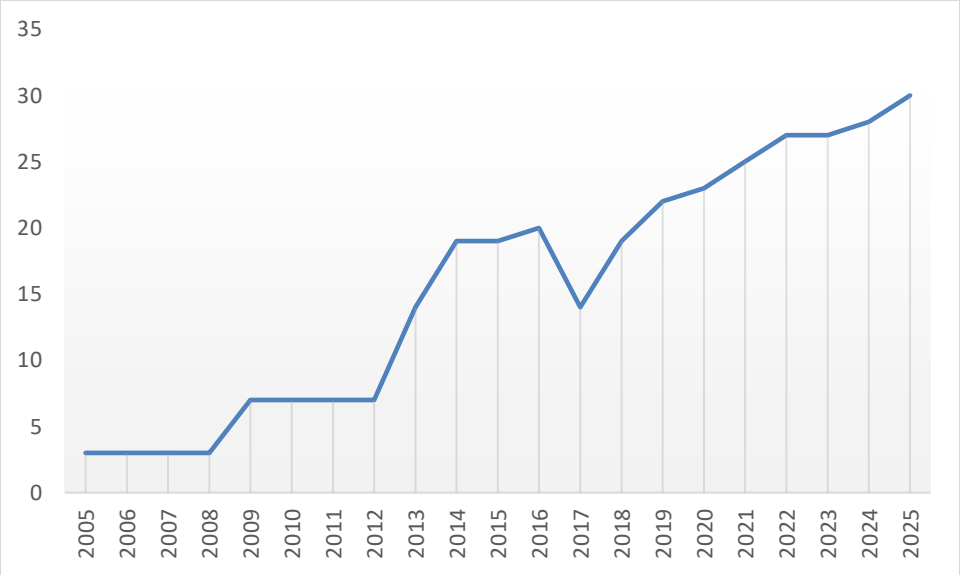

Figure 4.1: *Number of Programmes offered by MUM from 2005-2025*

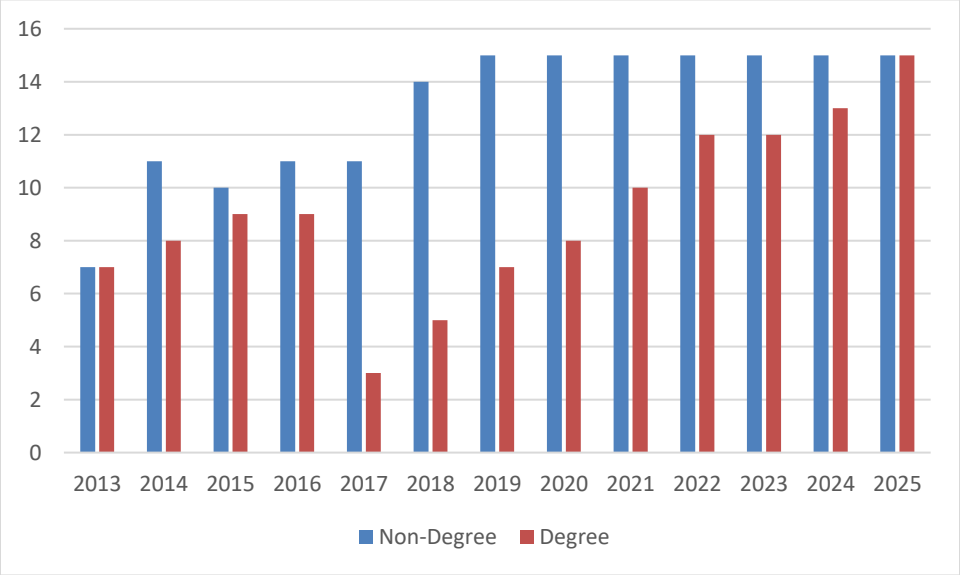

Figure 4.2: *Number of Degree and Non-Degree Programmes from 2013-2025*

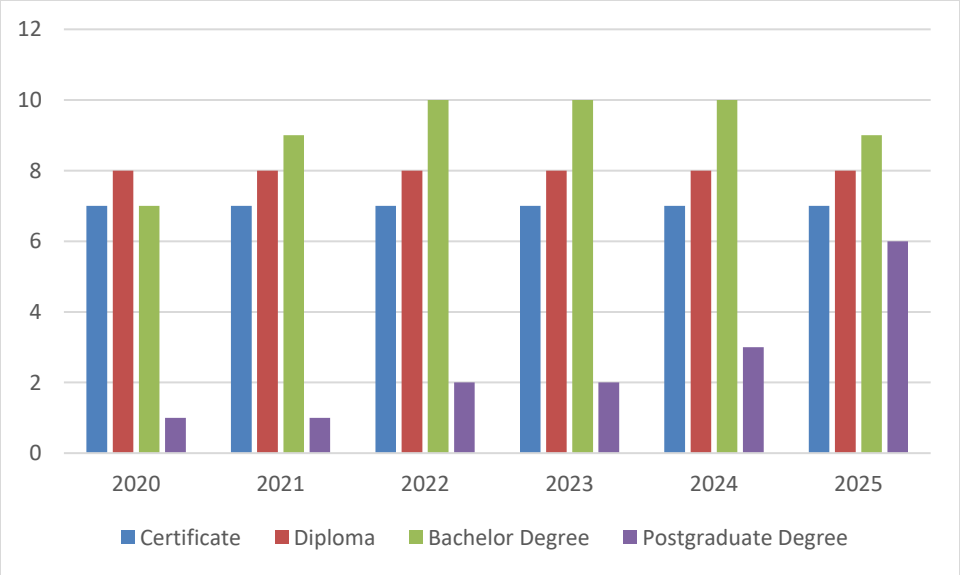

Figure 4.3: *Number of Programmes by Level of Programmes*

Table 4.1: *Current Programmes offered at Muslim University of Morogoro*

Sn	Programme	Level
1	Bachelor of Arts in Geography and Population Studies	Bachelor
2	Bachelor of Arts in Kiswahili	Bachelor
3	Bachelor of Arts in Literature and Language Studies	Bachelor
4	Bachelor of Arts in Mass Communication	Bachelor
5	Bachelor of Arts with Education	Bachelor
6	Bachelor of Business Administration	Bachelor
7	Bachelor of Islamic Studies with Education	Bachelor
8	Bachelor of Law with Shariah	Bachelor
9	Bachelor of Science with Education	Bachelor
10	Basic Technician Certificate in Journalism	Certificate
11	Basic Technician Certificate in Science and Laboratory Technology	Certificate
12	Certificate in Accountancy	Certificate
13	Certificate in Business Administration	Certificate
14	Certificate in Islamic Banking and Finance	Certificate
15	Certificate in Law and Shariah	Certificate
16	Certificate in Procurement and Logistics Management	Certificate
17	Diploma in Accountancy	Diploma
18	Diploma in Business Administration	Diploma
19	Diploma in Islamic Banking and Finance	Diploma
20	Diploma in Law and Shariah	Diploma
21	Diploma in Procurement and Logistics Management	Diploma
22	Ordinary Diploma in Journalism	Diploma
23	Ordinary Diploma in Medical Laboratory Sciences	Diploma
24	Ordinary Diploma in Science and Laboratory Technology	Diploma
25	Master of Arts in Geography and Population Studies	Masters
26	Master of Arts in Kiswahili	Masters

Sn	Programme	Level
27	Master of Arts in Kiswahili (Thesis)	Masters
28	Master of Arts with Education	Masters
29	Master of Arts in Linguistics (Thesis)	Masters
30	PhD (Kiswahili)	PhD

Planned Programmes

MUM submitted to TCU a total of 19 new programmes to TCU to be considered for accreditation. The following is the list of submitted programmes:

1. Bachelor of Arts in Geography and Environmental Studies
2. Bachelor of Arts in Kiswahili Literature and Theatre Arts
3. Bachelor of Arts in Literature and English Language Studies
4. Bachelor of Arts in Literature
5. Bachelor of Islamic Studies
6. Bachelor of Procurement and Logistics Management
7. Bachelor of Science in Economics
8. Bachelor of Science in Economics and Finance
9. Bachelor of Science and Laboratory Technology
10. Doctor of Philosophy in Education
11. Doctor of Philosophy in Geography
12. Doctor of Philosophy in Literature
13. Master of Arts in Geography and Population Studies
14. Master of Arts in Literature (Thesis)
15. Master of Arts in Media Studies and Strategic Communication
16. Master of Arts in Media Studies in Media Studies and Strategic Communication (Thesis)
17. Master of Business Administration
18. Postgraduate Diploma in Education
19. Shahada ya Umahiri wa Sanaa katika Fasihi ya Kiswahili

4.1.2 Student assessment

Student assessment at MUM is a structured process, meticulously governed by various regulatory documents including The General University Admission and Examination Regulations of 2010, Regulations on External and Internal Examination Processes of 2017, and General Regulations and Guidelines for Postgraduate Programmes of 2023. Each programme document delineates specific assessment procedures tailored to its courses, ensuring clarity and consistency across the university's academic offerings.

For the majority of courses, assessment typically comprises two main components: course work and final examinations. Course work accounts for 60 percent of the total marks, while final examinations contribute to the remaining 40 percent. However, practical courses—such as fieldwork and final year projects that require students to undertake independent studies—deviate from this general rule, reflecting the hands-on nature of their learning objectives.

The exact format of the examinations is specified within each programme document and varies depending on the department offering the course. Coursework assessment encompasses a variety of activities, including tests, seminar presentations, and assignments, all designed to holistically evaluate a student's grasp of the subject matter.

The process for final examinations is multilayered, starting with the moderation of the examination by the department to ensure its appropriateness and rigour. Following the moderation, students sit for their final examinations, which are initially marked by internal examiners. To guarantee the validity of the assessment, an Independent Internal Examiner then re-evaluates the examinations.

MUM also incorporates the expertise of External Examiners in its assessment process. Certain programmes, particularly the Certificate and Diploma in Journalism and the Certificate and Diploma in Medical Laboratory Sciences, engage external examiners at the end of each semester. Conversely, other programmes opt for external examination once every three years. External Examiners are additionally called upon to assess Master's dissertations, providing an additional layer of scrutiny and quality assurance.

Upon completion of the marking by Internal and Independent Internal Examiners, the results are presented to the Joint Faculty Board for deliberation. The Joint Faculty Board, in turn, forwards its recommendations to the Senate. In the case of postgraduate programmes, the Board of Postgraduate Studies performs a similar function, reviewing results and making recommendations to the Senate.

The Senate is the final authority in the approval process of examination results, ensuring the integrity and fairness of student assessments. In instances where students are dissatisfied with their results, MUM has a provision for appeals, allowing for a re-evaluation of their performance.

Managing and disseminating student results is facilitated by MUM's StaR system, an online platform through which students can access their results. This system streamlines the results management process, providing students with timely and secure access to their academic performance. The comprehensive assessment framework at MUM reflects the institution's commitment to maintaining high academic standards and ensuring that student evaluations are fair, transparent, and aligned with educational best practices.

4.1.3 Quality of the staff

Let's start looking the quality of members of staff by examining distribution of faculty and staff members in different faculties, directorate, and units. See the following figures and tables:

Table 4.2: *Distribution of Members of Staff by Role and Gender*

Role	**Male**	**Female**	**Total**
Academic staff	83	24	**107**
Administrative staff	45	14	**59**
Total	**128**	**38**	**166**

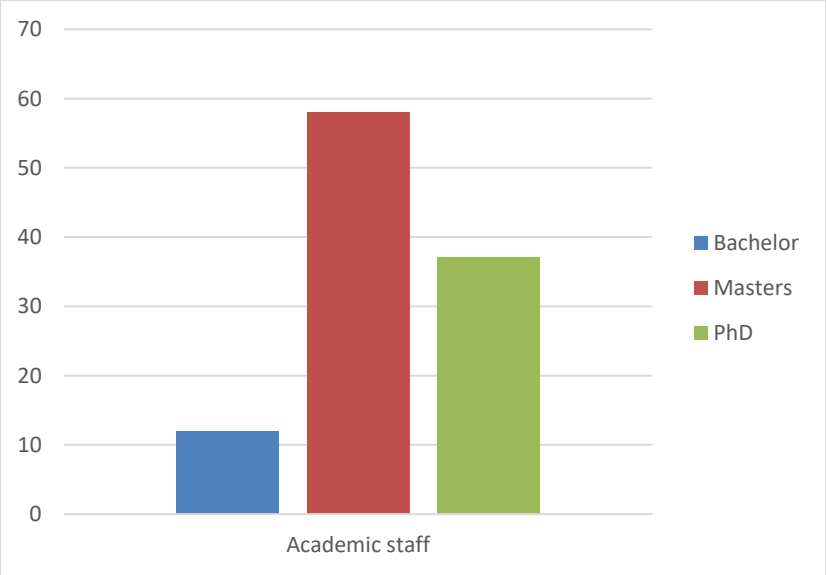

Figure 4.4: *Distribution of Members of Academic Staff by Highest Qualification*

Table 4.3: *Distribution of Academic Staff by Specialisation*

Specialisation	**Number of Staff**
Education	10
Mass Communication	9
Law	8
Geography	7
Isimu ya Kiswahili	6
Linguistics	6
Biology	5
History	5
Islamic studies	5
Literature	5
Fasihi ya Kiswahili	5
Chemistry	4
Economics	4

Specialisation	Number of Staff
Physics	4
Procurement and Logistics Management	4
Accounting	3
Arabic	3
Mathematics	3
Shariah	3
Finance	2
Business Administration	1
Information Studies	1
Marketing	1
Performing Arts	1
Sociology and Anthropology	1
Translation	1
Total	107

4.1.4 Students admission

This section presents admission and enrolment data. Admission figures refer exclusively to first-year students admitted into the respective programmes, while enrolment figures represent the total number of students registered in each programme, from first year through to the final year. The figures below summarise admission and enrolment data for MUM.

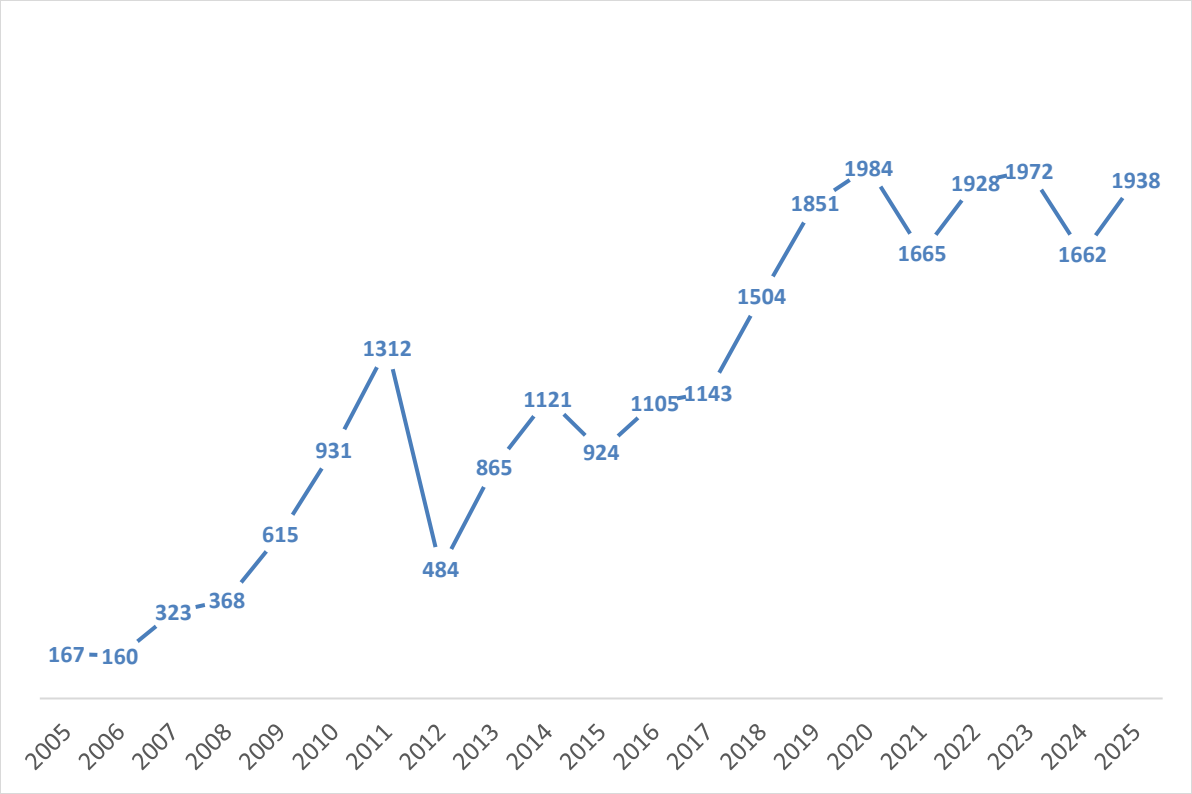

Figure 4.5: *Admission Trend from 2005 to 2025*

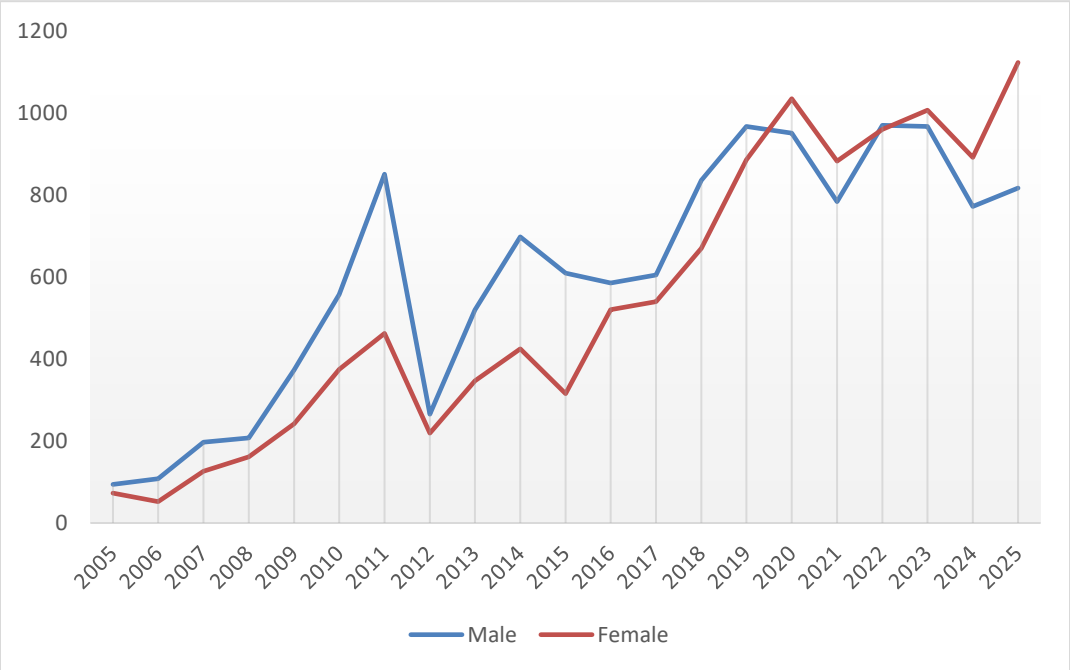

Figure 4.6: *Admission Trend by Gender from 2005 to 2025*

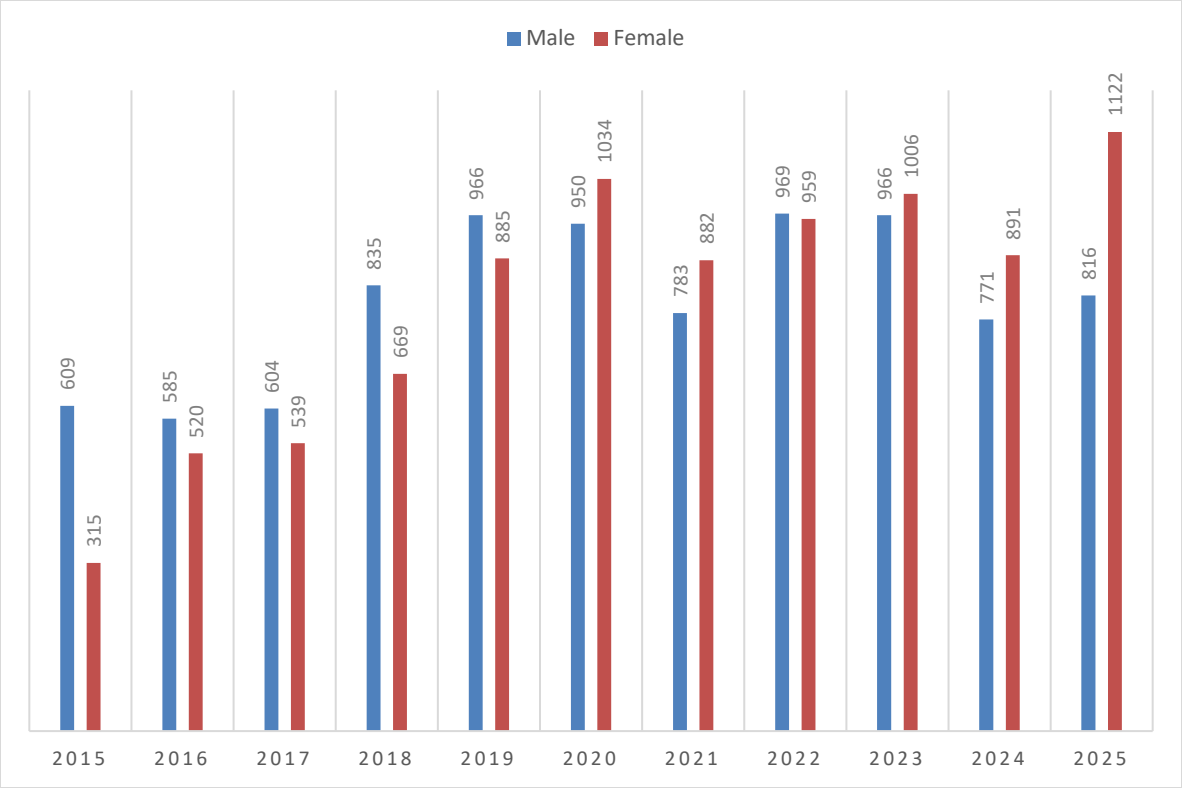

Figure 4.7: *Admission Trend by Gender in the Past Ten Years (2015 to 2025)*

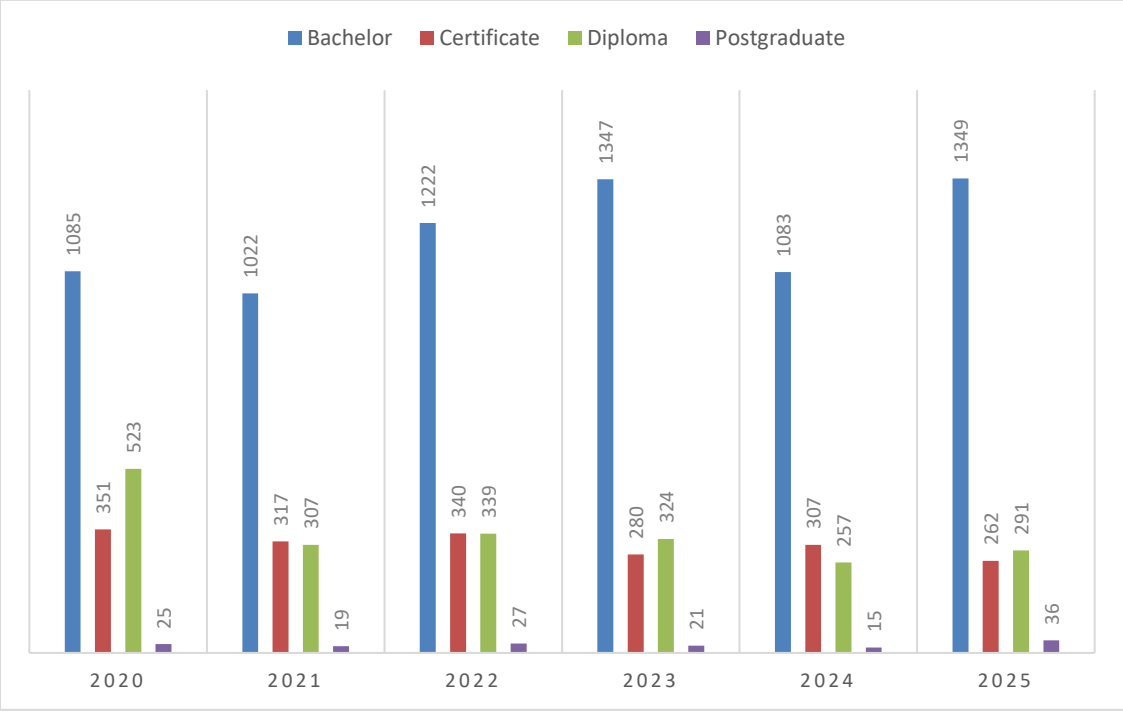

Figure 4.8: *Admission Trend by Level of Education in the Past Five Years (2020 to 2025)*

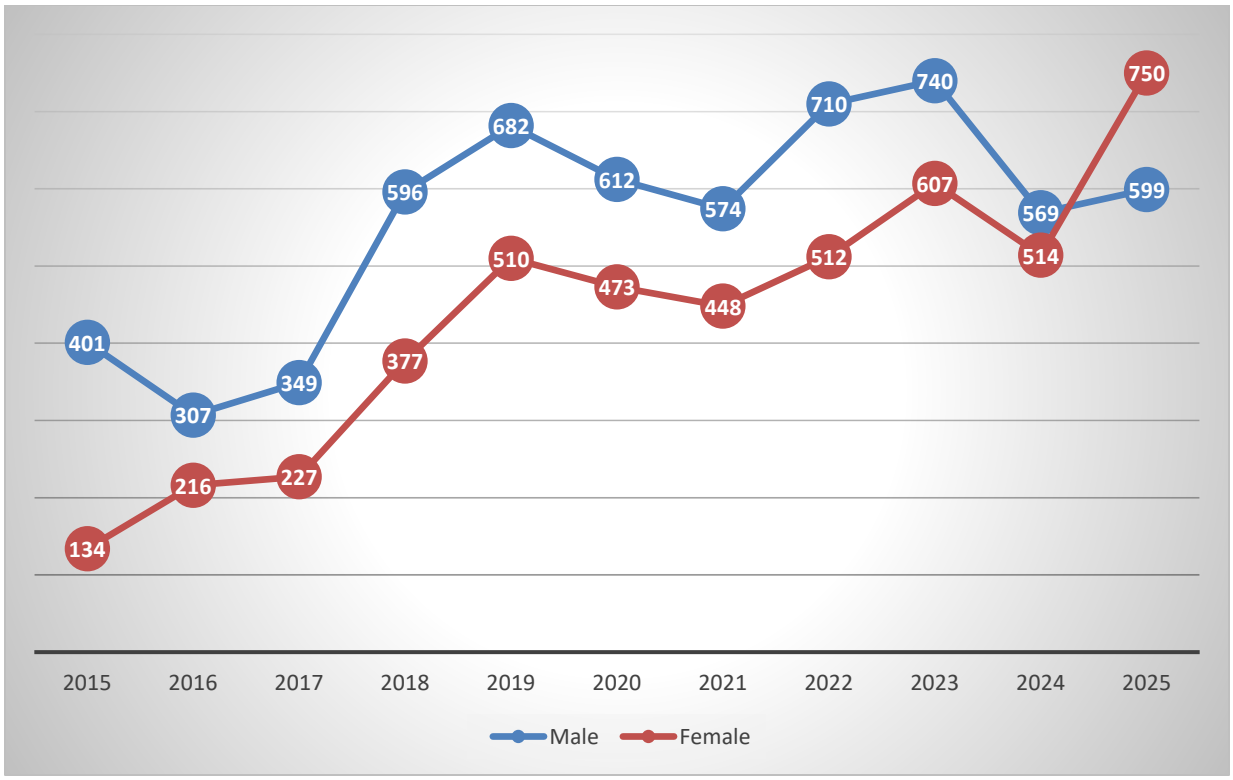

Figure 4.9: *Bachelor's degree Admission by Gender in the Past Ten Years (2015 to 2025)*

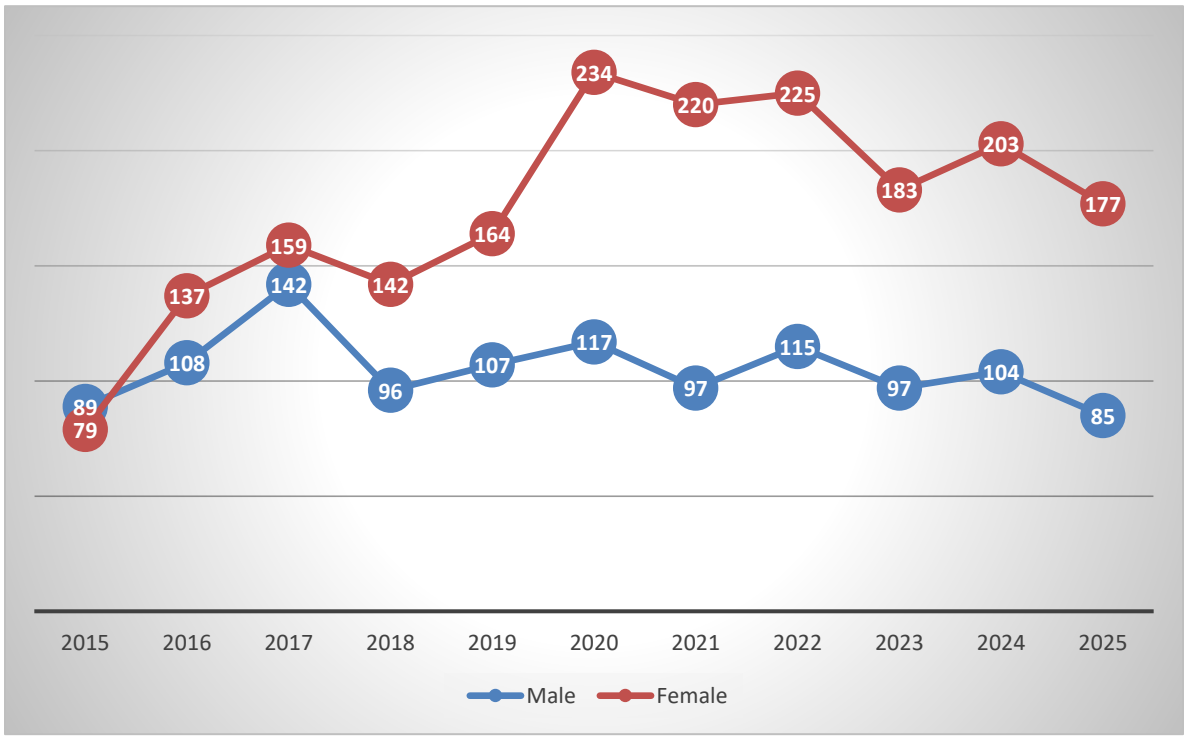

Figure 4.10: *Certificate Admission by Gender in the Past Ten Years (2015 to 2025)*

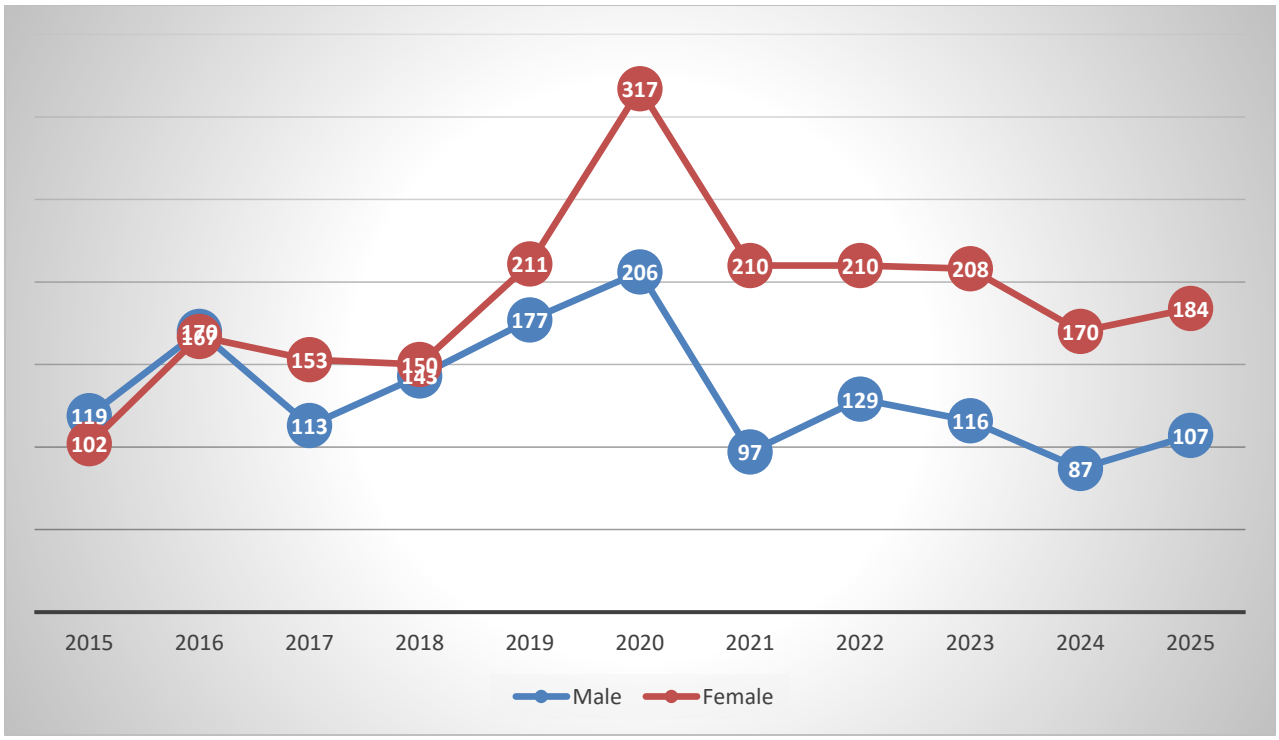

Figure 4.11: *Diploma Admission by Gender in the Past Ten Years (2015 to 2025)*

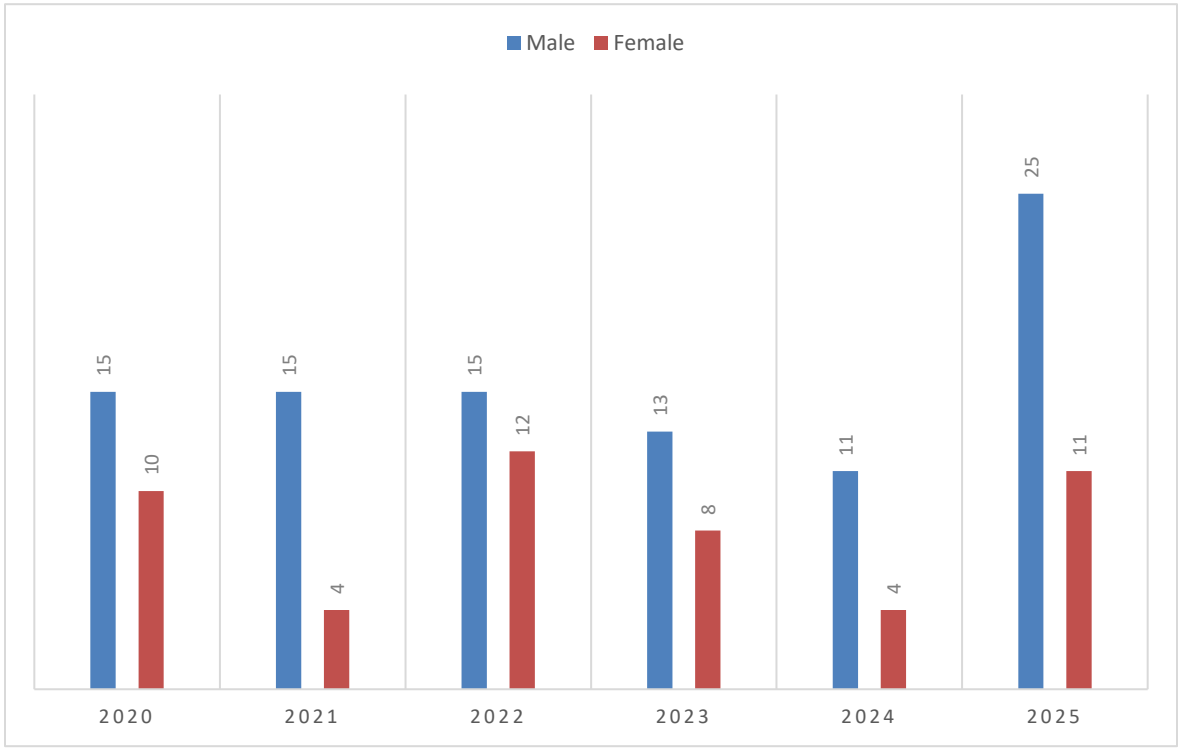

Figure 4.12: *Postgraduate Admission by Gender in the Past Five Years (2020 to 2025)*

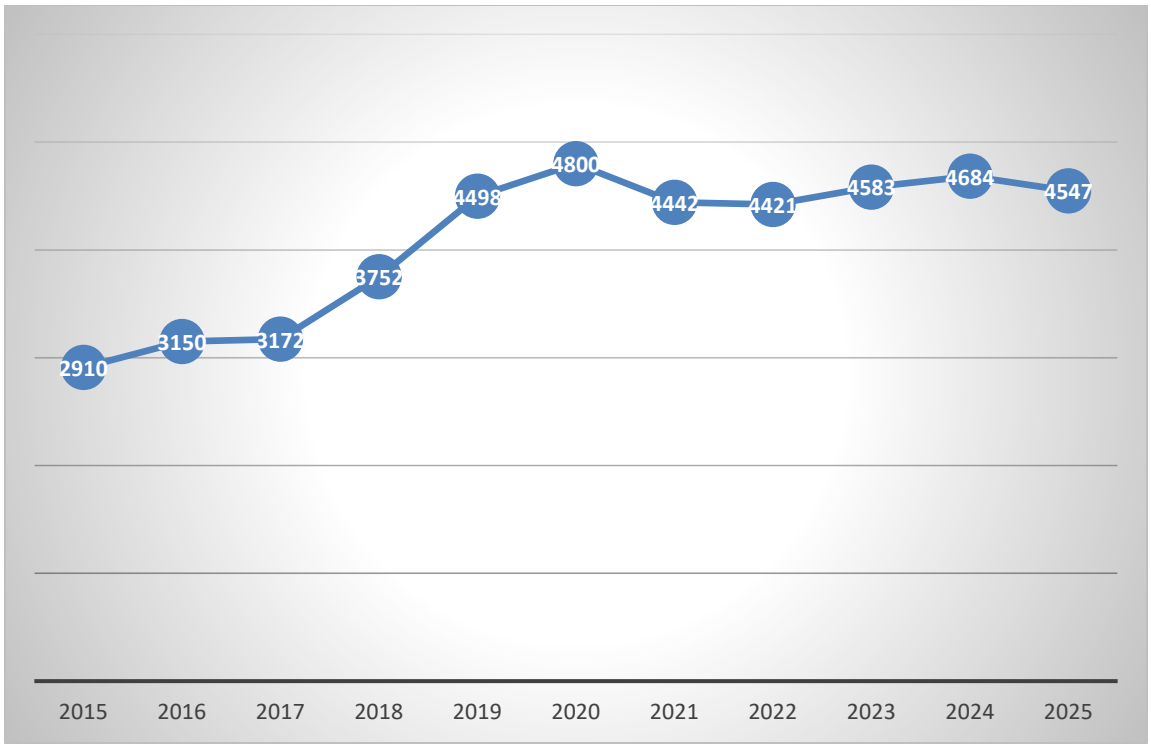

Figure 4.13: *Total Enrolment in the Past Ten Years (2015 to 2025)*

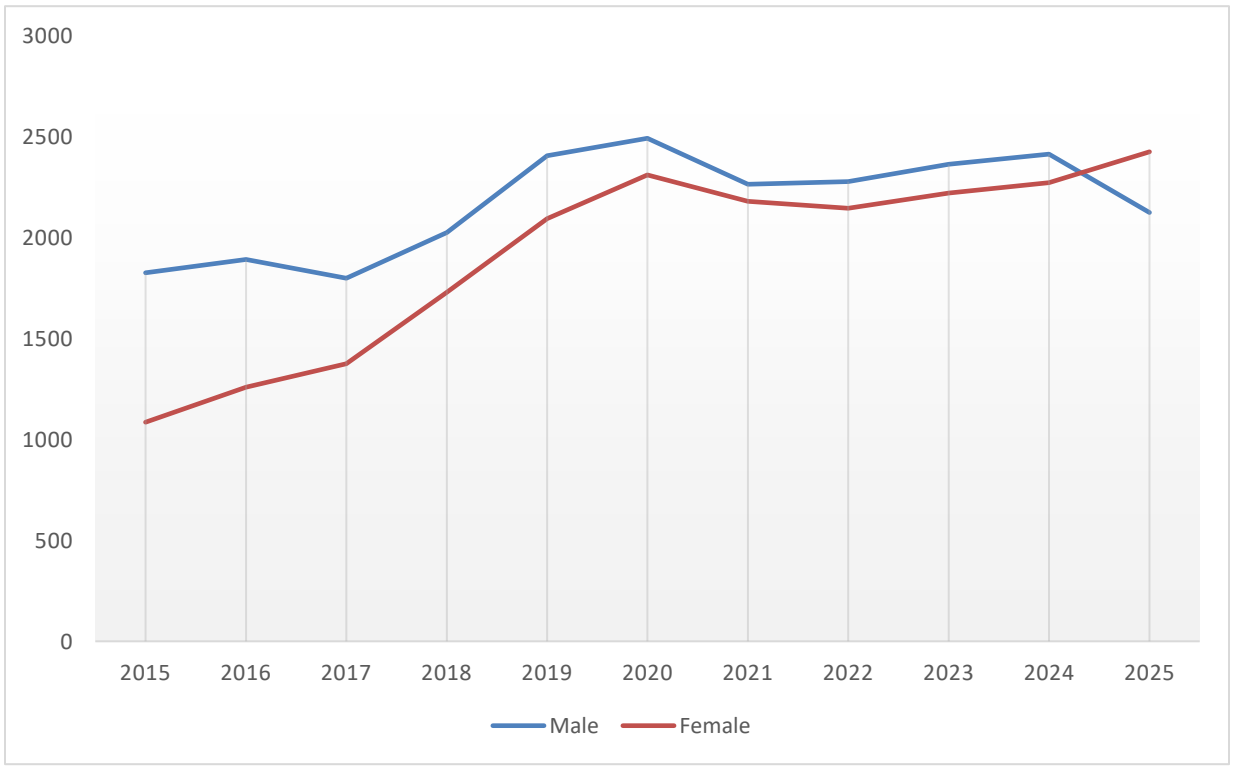

Figure 4.14: *Total Enrolment by Gender in the Past Ten Years (2015 to 2025)*

Table 4.4: *Distribution of Admitted Students by Source Region*

Sn	Region	Number of Students	Percent
1	Morogoro Region	301	15.51
2	Dar es Salaam Region	275	14.17
3	Tanga Region	215	11.08
4	Mtwara Region	174	8.96
5	Lindi Region	105	5.41
6	Pwani Region	97	5.00
7	Singida Region	93	4.79
8	Kigoma Region	79	4.07
9	Dodoma Region	78	4.02
10	Kagera Region	66	3.40
11	Ruvuma Region	59	3.04
12	Tabora Region	49	2.52
13	Kilimanjaro Region	44	2.27
14	Manyara Region	42	2.16
15	Mwanza Region	40	2.06
16	Arusha Region	33	1.70
17	Mjini Magharibi Region of Zanzibar	26	1.34
18	Kaskazini Pemba Region of Zanzibar	24	1.24
19	Mbeya Region	24	1.24
20	Geita Region	21	1.08
21	Shinyanga Region	18	0.93
22	Kusini Pemba Region of Zanzibar	13	0.67
23	Mara Region	13	0.67
24	Iringa Region	12	0.62
25	Kaskazini Unguja Region of Zanzibar	8	0.41
26	Kusini Unguja Region of Zanzibar	8	0.41
27	Katavi Region	6	0.31

Sn	Region	Number of Students	Percent
28	Rukwa Region	5	0.26
29	Simiyu Region	5	0.26
30	Njombe Region	3	0.15

Table 4.5: *Distribution of Admitted Students by Source District*

Sn	Districts	Number of Students	Percent
1	Morogoro Municipal Council	181	9.33
2	Temeke Municipal Council	107	5.51
3	Ilala Municipal Council	103	5.31
4	Tanga City Council	71	3.66
5	Kinondoni Municipal Council	65	3.35
6	Newala District Council	49	2.52
7	Morogoro District Council	45	2.32
8	Lushoto District Council	39	2.01
9	Tandahimba District Council	38	1.96
10	Kigoma-Ujiji Municipal Council	32	1.65
11	Handeni District Council	31	1.60
12	Singida Municipal Council	29	1.49
13	Dodoma Municipal Council	28	1.44
14	Tunduru District Council	28	1.44
15	Arusha City Council	25	1.29
16	Kilosa District Council	25	1.29
17	Kondoa District Council	25	1.29
18	Mtwara District Council	24	1.24
19	Ikungi District Council	23	1.18
20	Singida District Council	23	1.18
21	Mtwara Municipal Council	22	1.13
22	Muleba District Council	22	1.13
23	Lindi District Council	21	1.08
24	Bagamoyo District Council	20	1.03
25	Kilwa District Council	20	1.03
26	Lindi Municipal Council	20	1.03
27	Masasi District Council	20	1.03

Sn	Districts	Number of Students	Percent
28	Magharibi District	19	0.98
29	Nachingwea District Council	19	0.98
30	Nyamagana Municipal Council	19	0.98
31	Kibaha Town Council	18	0.93
32	Kigoma District Council	18	0.93
33	Kilombero District Council	18	0.93
34	Handeni Town Council	17	0.88
35	Ilemela Municipal Council	15	0.77
36	Mvomero District Council	15	0.77
37	Rufiji District Council	15	0.77
38	Songea Municipal Council	15	0.77
39	Ulanga District Council	15	0.77
40	Chemba District Council	14	0.72
41	Mkinga District Council	14	0.72
42	Mkuranga District Council	14	0.72
43	Wete District	14	0.72
44	Kiteto District Council	13	0.67
45	Korogwe District Council	13	0.67
46	Liwale District Council	13	0.67
47	Masasi Town Council	13	0.67
48	Bukoba Municipal Council	12	0.62
49	Kibaha District Council	12	0.62
50	Kilindi District Council	12	0.62
51	Mafia District Council	12	0.62
52	Ruangwa District Council	12	0.62
53	Tabora Municipal Council	12	0.62
54	Mkoani District	11	0.57
55	Namtumbo District Council	11	0.57

Sn	Districts	Number of Students	Percent
56	Mbeya City Council	10	0.52
57	Micheweni District	10	0.52
58	Muheza District Council	10	0.52
59	Urambo District Council	10	0.52
60	Uvinza District Council	10	0.52
61	Babati District Council	9	0.46
62	Hai District Council	9	0.46
63	Moshi District Council	9	0.46
64	Mwanga District Council	9	0.46
65	Sikonge District Council	9	0.46
66	Hanang District Council	8	0.41
67	Nanyumbu District Council	8	0.41
68	Babati Town Council	7	0.36
69	Bukoba District Council	7	0.36
70	Bukombe District Council	7	0.36
71	Igunga District Council	7	0.36
72	Karagwe District Council	7	0.36
73	Kyerwa District Council	7	0.36
74	Mjini District	7	0.36
75	Mkalama District Council	7	0.36
76	Same District Council	7	0.36
77	Geita Town Council & Geita District Council	6	0.31
78	Kaskazini A District	6	0.31
79	Kisarawe District Council	6	0.31
80	Korogwe Town Council	6	0.31
81	Manyoni District Council	6	0.31
82	Mbongwe District Council	6	0.31
83	Moshi Municipal Council	6	0.31

Sn	Districts	Number of Students	Percent
84	Buhigwe District Council	5	0.26
85	Iramba District Council	5	0.26
86	Kahama Town Council	5	0.26
87	Kongwa District Council	5	0.26
89	Shinyanga Municipal Council	5	0.26
90	Biharamulo District Council	4	0.21
91	Chamwino District Council	4	0.21
92	Kahama District Council	4	0.21
93	Kaliua District Council	4	0.21
94	Kasulu District Council	4	0.21
95	Kasulu Town Council	4	0.21
96	Kati District	4	0.21
97	Kibondo District Council	4	0.21
98	Kilolo District Council	4	0.21
99	Kusini District	4	0.21
100	Kyela District Council	4	0.21
101	Mbeya District Council	4	0.21
102	Mbulu District Council	4	0.21
103	Misungwi District Council	4	0.21
104	Ngara District Council	4	0.21
105	Rorya District Council	4	0.21
106	Uyui District Council	4	0.21
107	Arusha District Council	3	0.15
108	Mbinga District Council	3	0.15
109	Missenyi District Council	3	0.15
110	Mpanda Town Council	3	0.15
111	Mufindi District Council	3	0.15
112	Nzega District Council	3	0.15

Sn	Districts	Number of Students	Percent
113	Rungwe District Council	3	0.15
114	Serengeti District Council	3	0.15
115	Bariadi District Council	2	0.10
116	Bunda District Council	2	0.10
117	Chake Chake District	2	0.10
118	Gairo District Council	2	0.10
119	Iringa Municipal Council	2	0.10
120	Kakonko District Council	2	0.10
121	Kaskazini B District	2	0.10
122	Kishapu District Council	2	0.10
123	Mafinga Town Council	2	0.10
124	Mbarali District Council	2	0.10
125	Mlele District Council	2	0.10
126	Monduli District Council	2	0.10
127	Musoma District Council	2	0.10
128	Nkasi District Council	2	0.10
129	Pangani District Council	2	0.10
130	Rombo District Council	2	0.10
131	Shinyanga District Council	2	0.10
132	Siha District Council	2	0.10
133	Sumbawanga Municipal Council	2	0.10
134	Tarime District Council	2	0.10
135	Wanging'ombe District Council	2	0.10
136	Bahi District Council	1	0.05
137	Busega District Council	1	0.05
138	Chato District Council	1	0.05
139	Iringa District Council	1	0.05
140	Kalambo District Council	1	0.05

Sn	Districts	Number of Students	Percent
141	Karatu District Council	1	0.05
142	Kwimba District Council	1	0.05
143	Longido District Council	1	0.05
144	Makambako Town Council	1	0.05
145	Maswa District Council	1	0.05
146	Mbozi District Council	1	0.05
147	Meatu District Council	1	0.05
148	Mpanda District Council	1	0.05
149	Mpwapwa District Council	1	0.05
150	Ngorongoro District Council	1	0.05
151	Nyang'hwale District Council	1	0.05
152	Nyasa District Council	1	0.05
153	Sengerema District Council	1	0.05
154	Simanjiro District Council	1	0.05
155	Songea District Council	1	0.05

4.2 Research

MUM has policies to guide research that aligns with its mission statement to foster a culture of excellence in research. It upholds the principles of academic freedom, ensuring that researchers have the autonomy to pursue their inquiries while adhering to the highest standards of objectivity and ethical conduct. These policies outline the governance structure for research activities, ensuring accountability and integrity across all disciplines.

At the heart of these policies is the research approval process, designed to ensure that all research projects align with the university's strategic goals and comply with ethical standards. This includes rigorous scrutiny of the methodologies, potential impacts, and the sustainability of each project. The university is committed to the ethical conduct of research, emphasizing the importance of integrity in all aspects of the research process.

The policies also address the challenges and opportunities presented by sponsored projects and research services. It outlines clear guidelines to manage conflicts of interest and commitment, ensuring that the research objectives are not compromised by external influences. This extends to the policy on consultancy, which is designed to enable faculty to engage with industry and other external partners in a manner that enriches their research while maintaining transparency and avoiding conflicts of interest.

Furthermore, the policies recognise the importance of nurturing the next generation of researchers. It includes specific guidelines for graduate research, ensuring that students are provided with the necessary support and supervision. The university prioritizes research supervision and risk compliance to safeguard both the quality of research and the well-being of its researchers.

Finally, the policies underscore the importance of research quality and assessment. They establish criteria and procedures for evaluating the impact and significance of research outputs, ensuring that the university's research activities contribute meaningfully to the advancement of knowledge and societal well-being.

4.3 Community Outreach

The university plays a pivotal role in shaping and contributing to the local, national, and international community. This role is manifested through a range of activities that extend beyond teaching and research. These activities are integral to the university's broader mission of contributing to the national effort to produce highly educated and well-trained human resources inculcated with the appropriate aptitudes and attitudes for the material, moral and spiritual development of the society by upholding the highest standards of teaching, learning, research, outreach and consultancy in the provision of holistic and well-integrated education and training.

Key activities that the university undertakes in community outreach include:

- Local Community Engagement: Initiatives like evaluation of Islamic schools by department of education, and training about religious aspects to members of the community by faculty of Islamic studies. These activities are crucial in fostering a

bond with the local community, addressing regional needs, and providing practical learning opportunities for students.

- National Contributions: The university plays a role in shaping national policies, contributing to economic development, and participating in national-level research projects. These activities often involve collaborations with governmental bodies and NGOs, reflecting the university's commitment to national progress. Example of community outreach in the national level is participation of members of academic staff in writing secondary schools text books organised by Tanzania Institute of Education (TIE).
- International Outreach: This includes international collaboration in research, student and faculty exchange programs, and global development projects. The university's international engagement not only enriches the educational experience but also positions the university as a global player in addressing international challenges. Example of international outreach programme is participation of MUM in Direct Aid Sponsored University Consortium (DASUC), collaboration with Confucius Institute in teaching Chinese Language, Teaching English Language to foreigners under Cutting Edge programme.

Generally, the university's community outreach efforts are integral to its identity and mission. Through diverse activities and responsible consultancy practices, the university not only enhances its academic and research endeavours but also significantly contributes to societal well-being at local, national, and international levels.

Chapter Five

Achievements

5.1 Graduate Profile

The graduates' profile of MUM from 2008 to 2025 shows a generally increasing trend in the number of graduates over the years, with some fluctuations (See the following figures and Appendix IV).

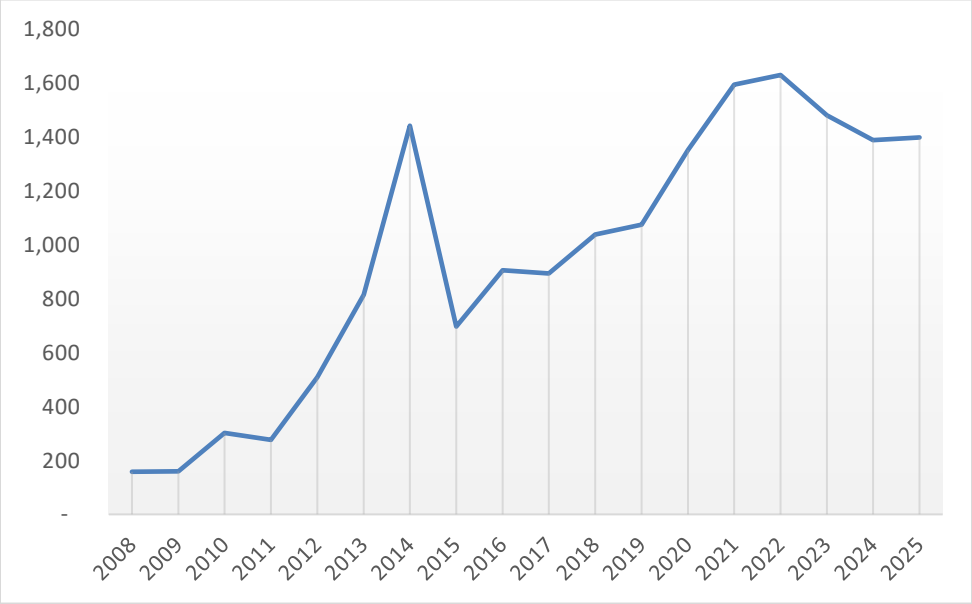

Figure 5.1: *MUM Graduates from 2008 to 2025*

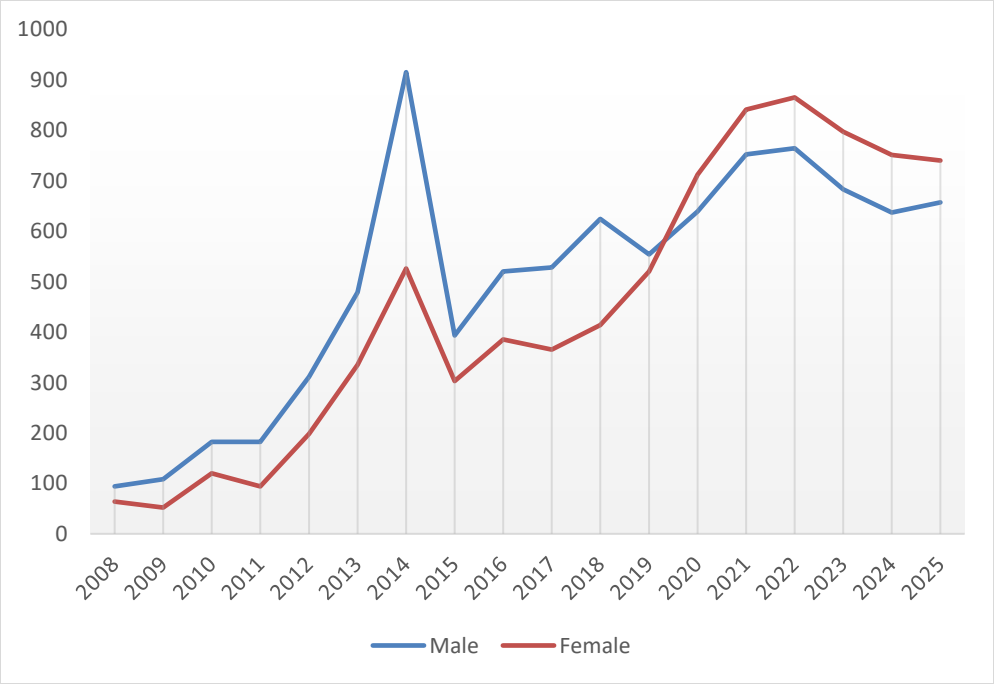

Figure 5.2: *MUM Graduates by Gender from 2008 to 2025*

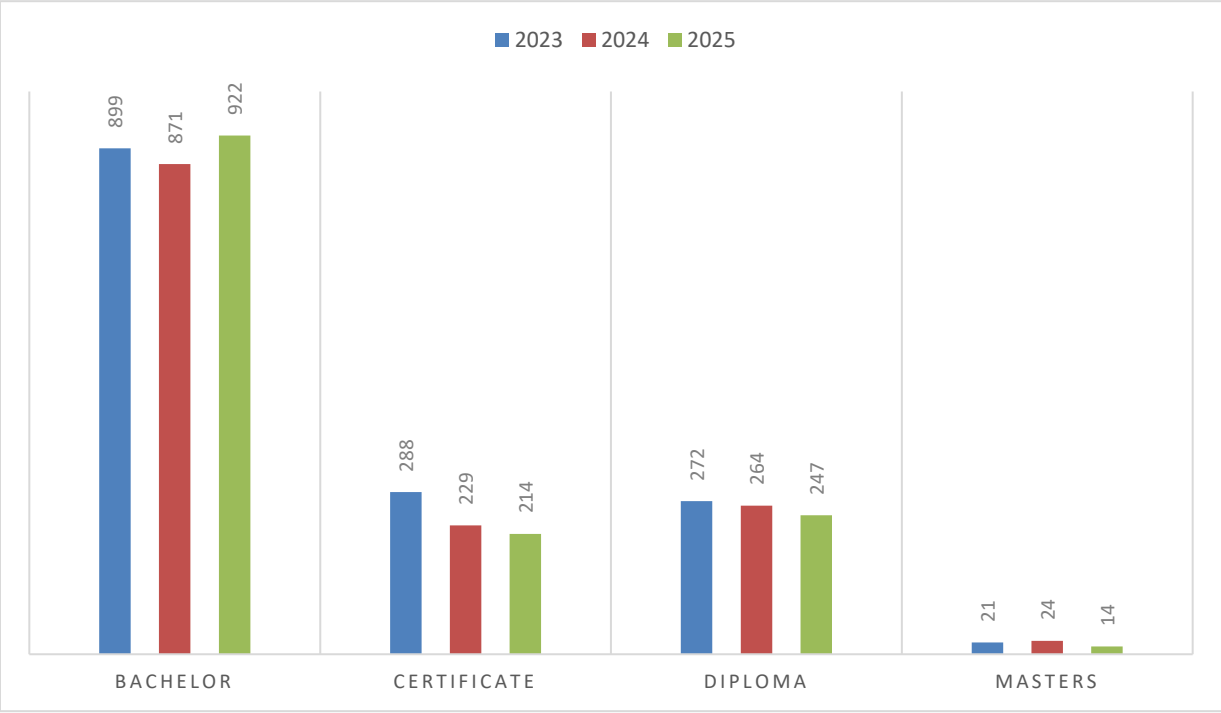

Figure 5.3: *MUM Graduates by Level of Education from 2023 to 2025*

5.2 Research Output

Since 2018, members of academic staff at MUM have shown a clear and sustained improvement in publication performance, based on Google Scholar search results. Output rose from a modest baseline in 2018 (2 publications) and 2019 (4 publications) to stronger annual productivity from 2020 (8 publications) through 2022 (10 publications per year), before accelerating sharply in 2023 (29 publications). High productivity was maintained in 2024 (26 publications) and reached its strongest level in 2025 (31 publications), indicating a maturing research culture with increasing consistency and volume of scholarly work over time, and suggesting improved engagement in research dissemination across disciplines.

Table 5.1: Publications by Members of Academic Staff since 2018

Year	**Number of Publications**
2018	2
2019	4
2020	8
2021	10
2022	10
2023	29
2024	26
2025	31

5.3 Community Outreach

MUM has actively engaged in various community outreach programmes, underscoring its commitment to societal development and knowledge sharing. These initiatives reflect the institution's dedication to fostering collaborations, enhancing educational standards, and contributing to community welfare. Key outreach activities include:

1) Collaboration with University of KwaZulu Natal: MUM partnered with the Centre in Indigenous Knowledge Systems at the University of KwaZulu Natal to develop a project

focused on teaching Kiswahili using the Arabic language. This innovative approach not only promotes linguistic diversity but also enhances cross-cultural understanding.

2) Book Writing Projects with IIIT: In collaboration with IIIT, MUM has been instrumental in book writing projects about the Integration of Knowledge. This project involves various Islamic universities across East Africa, highlighting MUM's role in fostering intellectual and academic collaboration in the region.
3) Involvement in Educational Textbook Writing: Scholars from MUM contribute significantly to the Tanzania Institute of Education (TIE) by participating in textbook writing projects for primary and secondary schools. This involvement demonstrates MUM's commitment to enhancing the national educational curriculum.
4) Role in National Examination Council of Tanzania (NECTA): MUM scholars serve as external examiners for NECTA, playing a crucial role in upholding the academic standards and integrity of national examinations.
5) Faculty of Islamic Studies Outreach: The Faculty of Islamic Studies at MUM conducts several outreach programmes, including marriage counselling and teaching Islam through various media channels like MUM FM, Imani Radio and TV, and MUM Online TV. These initiatives significantly contribute to community education and support.
6) Educational Audits by Department of Education: The Department of Education at MUM is utilised by Islamic schools for conducting educational audits. This service underscores MUM's expertise in educational quality assurance and its contribution to the betterment of educational institutions.

These outreach programmes not only reinforce MUM's role as a key player in community engagement and educational improvement but also underline its commitment to societal development. By participating in these diverse initiatives, MUM is not only enhancing its academic reputation but also making a tangible difference in the lives of individuals and communities. Looking forward, MUM aims to expand its outreach activities, fostering more collaborations and initiating new projects that align with its mission of service and academic excellence.

Chapter Six

Stakeholder Satisfaction

6.1 Students Satisfaction

This section presents findings from a student satisfaction survey administered online using Microsoft Forms. A total of 734 responses were received. Responses were exported to Excel and analysed using descriptive statistics.

6.1.1 Respondent Profile

Table 6.1: *Respondent profile (n and %)*

Variable	Category	n	%
Sex	Male	366	49.9
	Female	353	48.1
	Not stated	15	2.0
Year of study	First	492	67.0
	Second	52	7.1
	Third	177	24.1
	Not stated	13	1.8
Residence	Rent a room	287	39.1
	Off-campus hostel	206	28.1
	University hostel	197	26.8
	Home	24	3.3
	Not stated	13	1.8
	Other/invalid	7	1.0

Table 6.2: *Programme distribution (top 8 plus 'Other programmes')*

Programme (e.g., BAED, BSED, etc.)	**n**	**%**
BAED	427	58.2
BSED	72	9.8
BBA	43	5.9
Not stated	42	5.7
BAMC	27	3.7
LLB	20	2.7
BAGPS	16	2.2
BLLS	12	1.6
Other programmes	75	10.2

6.1.2 Overall satisfaction

Overall, 91.9% of respondents reported being satisfied with the University ('Somewhat satisfied' or 'Very satisfied'), 4.6% were neutral, and 3.5% were dissatisfied. The mean overall satisfaction score was 4.44 out of 5.

Table 6.3: *Overall satisfaction distribution*

Response	**n**	**%**
Very dissatisfied	7	1.0
Somewhat dissatisfied	18	2.5
Neither satisfied nor dissatisfied	33	4.6
Somewhat satisfied	255	35.7
Very satisfied	402	56.2

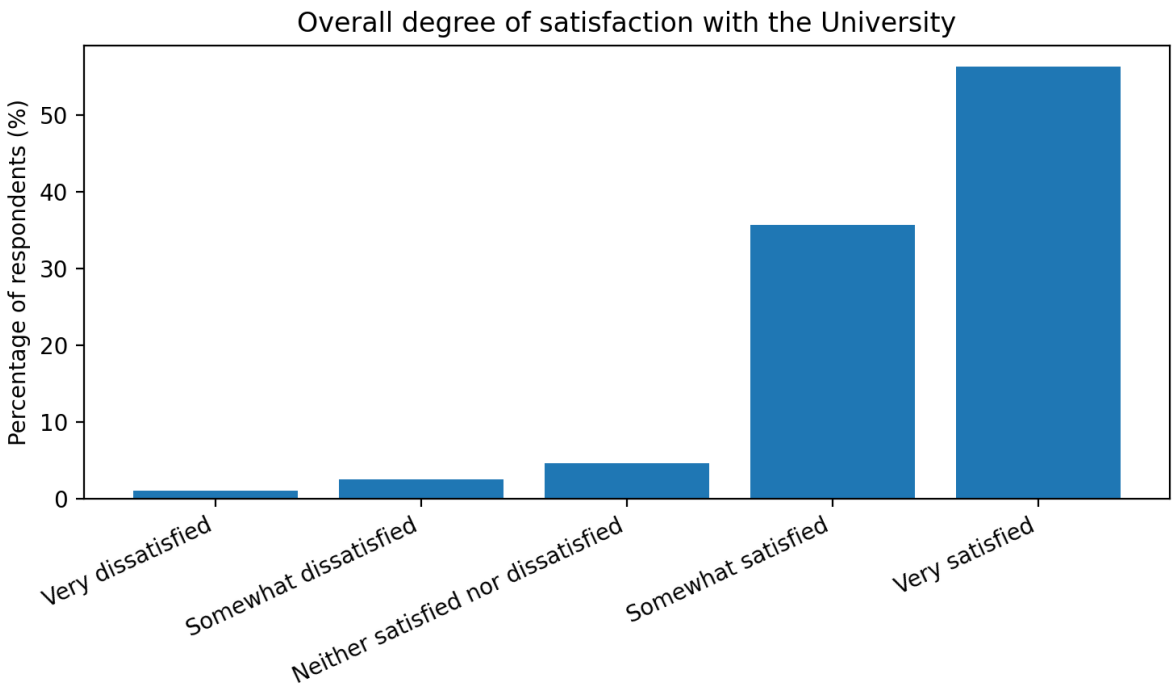

Figure 6.1: *Overall satisfaction distribution*

6.1.3 Satisfaction by Key Indicators and Domains

Table 6.4: *Satisfaction by domain (mean scores)*

Domain	N	Mean (1–5)	% respondents with mean ≥4	% respondents with mean <3
Academic experience	717	4.39	81.6	3.4
Student services & campus life	715	4.12	68.4	7.9
Facilities & learning environment	716	3.91	58.2	15.7

Key strengths (highest mean scores):

Table 6.5: *Top 5 indicators*

Indicator	Mean (1–5)	Satisfied (Top-2 %)	Dissatisfied (Bottom-2 %)
Courses offered	4.62	94.5	2.0
Quality of teaching	4.54	93.2	3.5
Coursework assessment	4.45	91.6	4.0
Labour-market relevance	4.39	90.9	3.2
Lighting adequacy	4.37	89.0	5.3

Improvement priorities (lowest mean scores):

Table 6.6: *Bottom 5 indicators*

Indicator	**Mean (1–5)**	**Satisfied (Top-2 %)**	**Dissatisfied (Bottom-2 %)**
Adequacy of chairs	3.45	61.9	27.7
Quality of chairs	3.51	63.4	25.7
Wi-Fi access	3.62	66.4	22.6
Whiteboard condition	3.79	72.9	16.9
Availability of course books	3.91	75.8	14.3

Table 6.7: *Satisfaction by indicator (all items)*

Indicator	**N**	**Mean (1–5)**	**Satisfied (Top-2 %)**	**Neutral (%)**	**Dissatisfied (Bottom-2 %)**
Courses offered	703	4.62	94.5	3.6	2.0
Coursework assessment	704	4.45	91.6	4.4	4.0
Quality of teaching	708	4.54	93.2	3.2	3.5
Extra-curricular activities	709	4.23	83.9	8.2	7.9
Infrastructure	706	3.93	77.9	7.8	14.3
Cafeteria quality	703	4.13	81.4	10.5	8.1

Campus safety	704	4.35	87.5	5.3	7.2
Hostels	669	4.07	78.6	12.4	8.9
Library services	698	4.36	88.1	6.0	5.8
Wi-Fi access	708	3.62	66.4	11.0	22.6
Campus cleanliness	706	4.06	79.9	7.6	12.5
Lecture-room space	704	4.11	81.0	8.2	10.7
Lecture-room quality	706	4.08	80.4	7.8	11.7
Adequacy of chairs	703	3.45	61.9	10.4	27.7
Quality of chairs	703	3.51	63.4	10.8	25.7
Whiteboard condition	705	3.79	72.9	10.2	16.9
Lighting adequacy	698	4.37	89.0	5.7	5.3
Availability of course books	703	3.91	75.8	9.8	14.3
Labour-market relevance	704	4.39	90.9	6.0	3.2
Overall satisfaction	715	4.44	91.9	4.6	3.5

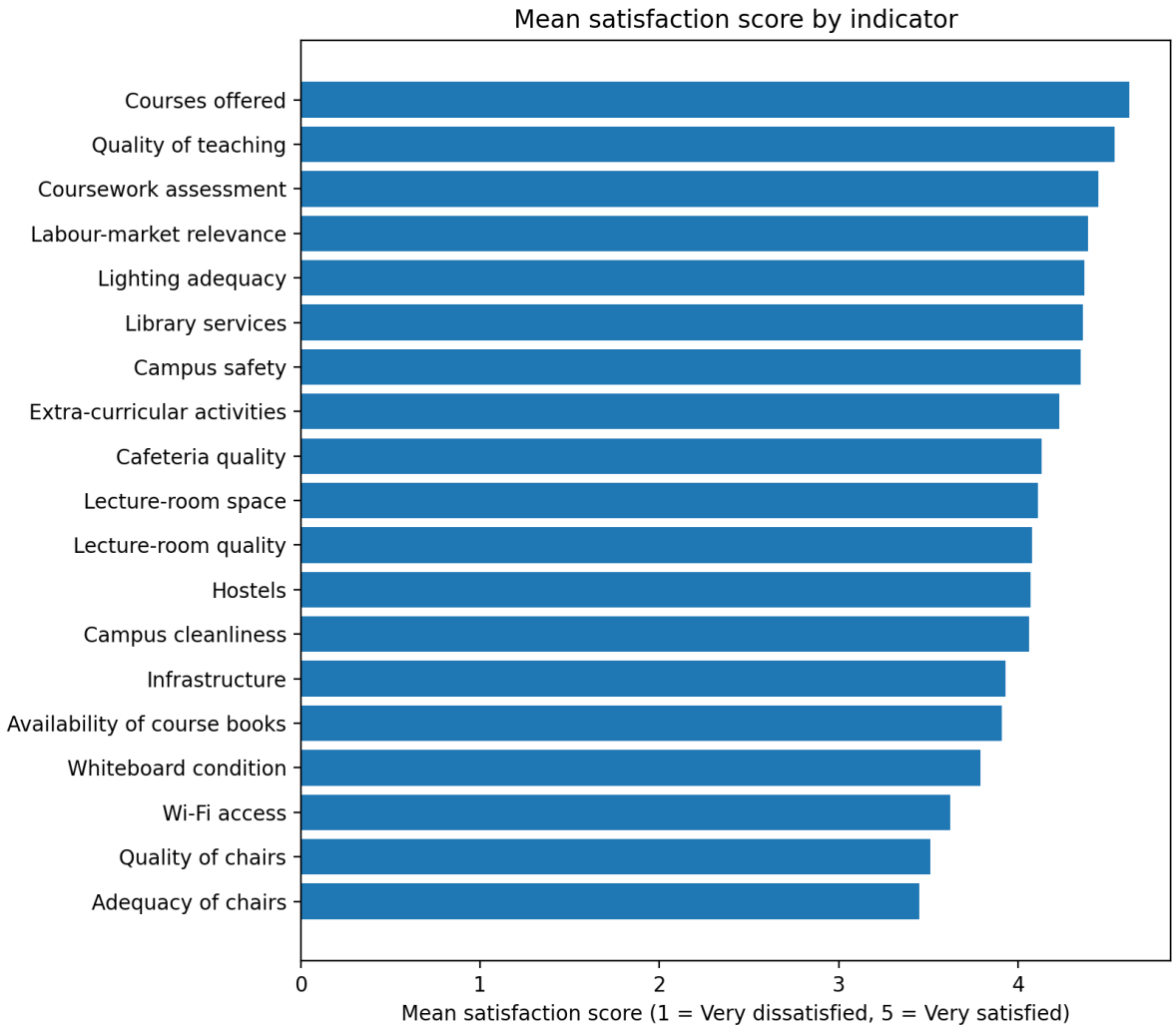

Figure 6.2: *Mean satisfaction score by indicator*

Overall satisfaction by selected characteristics

Table 6.8: *Overall satisfaction by sex*

Sex	**n**	**Mean score (1–5)**	**Satisfied (Top-2 %)**
Male	360	4.45	90.4
Female	349	4.41	90.7

Table 6.9: *Overall satisfaction by year of study*

Year of study	n	Mean score (1–5)	Satisfied (Top-2 %)
First	485	4.61	94.5
Third	176	4.02	80.8
Second	50	4.26	88.5

6.1.4 Interpretation and implications for quality improvement

The results indicate strong satisfaction with academic delivery (courses offered, teaching quality and coursework assessment) and the perceived relevance of programmes to the labour market. The main sources of dissatisfaction are concentrated in the learning environment – particularly the adequacy and quality of chairs in lecture rooms, Wi-Fi access, the condition of whiteboards, and the availability of course-related books. These areas should be prioritised in the University's quality improvement plan, alongside routine maintenance and continued monitoring of teaching and assessment quality.

6.2 Faculty Job Satisfaction Survey

6.2.1 Data Source and Analysis Approach

Faculty job satisfaction was assessed using an internal staff survey (n = 53). Responses were captured on 5-point Likert scales (satisfaction: "Very dissatisfied" to "Very satisfied"; agreement: "Strongly disagree" to "Strongly agree"). For reporting, items were summarised using (i) mean score (1–5), (ii) "top-2 box" (percentage selecting the two most positive categories), and (iii) "bottom-2 box" (percentage selecting the two most negative categories). Across the 26 satisfaction/engagement items, the overall composite mean was 3.62/5, indicating generally positive but mixed perceptions.

6.2.2 Respondent Profile

Table 6.10: *Respondent characteristics (n = 53)*

Variable	Category	Sample Size (n)	Percent
Faculty	Arts & Humanities	33	62.3
	Science	11	20.8
	Law & Shariah	4	7.5
	Business Administration	3	5.7
	Islamic Studies	2	3.8
Sex	Male	42	79.2
	Female	11	20.8
Length of Service	More than 5 years	29	54.7
	1 – 5 years	22	41.5
	Less than a year	2	3.8
Academic Rank	Assistant lecturer	18	34.0
	Lecturer	13	24.5
	Senior Lecturer	10	18.9
	Tutorial Assistant	10	18.9

Variable	Category	Sample Size (n)	Percent
	Associate Professor	2	3.8
Administrative position	Yes	23	43.4
	No	30	56.6

6.2.3 Overall Satisfaction and Engagement

Staff reported strong overall satisfaction with both their department and the institution as places of work (See Figure 6.3 and 6.4). The top-2 satisfaction ratings were 83.0% for department satisfaction and 84.9% for institutional satisfaction. In addition, 77.4% of respondents agreed (top-2 box) that they are satisfied with their professional life at MUM, and 71.7% agreed they would accept their current position again if given the choice.

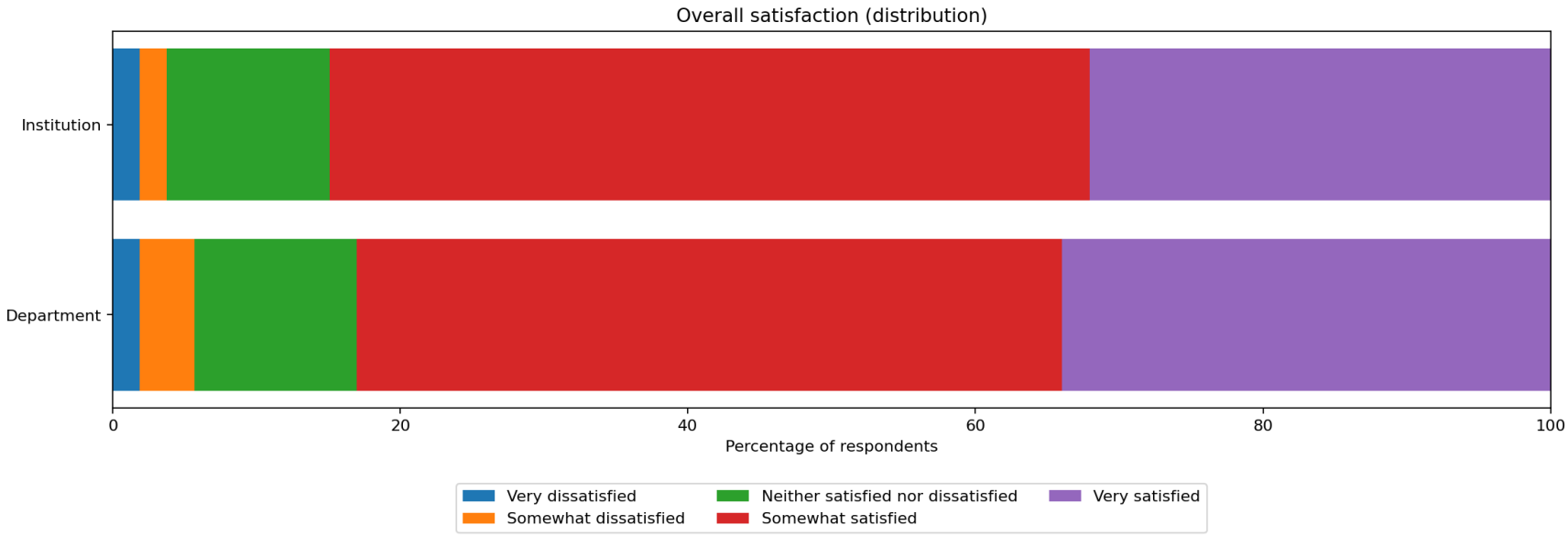

Figure 6.3: *Overall satisfaction with department and institution (distribution, %)*

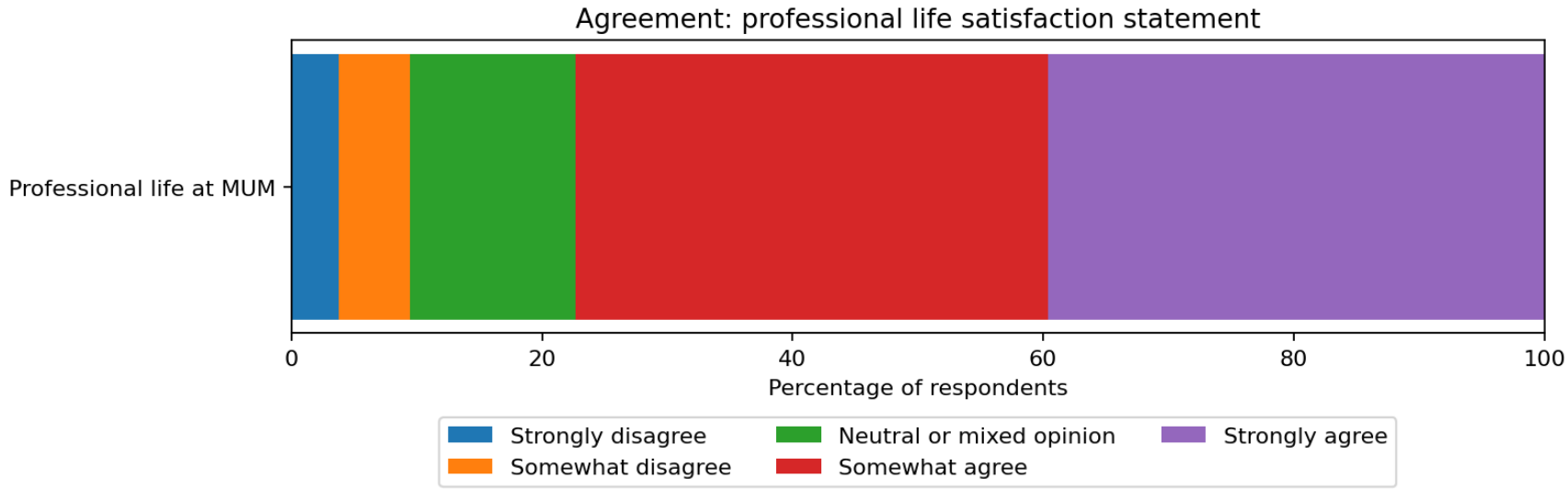

Figure 6.4: *Agreement with the statement "Overall, I am very satisfied with my professional life at MUM" (distribution, %)*

6.2.4 Key Strengths and Areas for Improvement

Table 6.11 highlights the highest- and lowest-rated items. Results show particularly positive perceptions of promotion clarity and fairness, department/faculty management, and teaching load/course allocation. The most critical concerns relate to the availability/quality of office space, classroom facilities, and departmental teaching/scholarly resources, alongside institutional support for research.

Table 6.11: *Selected highest- and lowest-rated items (means and top/bottom boxes)*

Category	Item	Mean (1-5)	Top-2 box % (4–5)	Bottom-2 box % (1–2)	Sample Size
Strengths	The promotion process is fair and clearly documented	4.36	86.8	0.0	53
	I am satisfied with the management of my department	4.30	88.7	5.7	53
	What's expected in order to earn promotion is clear to me as an instructor	4.20	82.4	2.0	51
	I am satisfied with the management of my faculty	4.15	86.5	7.7	52
	The number of courses you teach/teaching load	4.11	81.1	13.2	53
	How satisfied are you with your institution as a place to work?	4.11	84.9	3.8	53

Category	Item	Mean (1-5)	Top-2 box % (4–5)	Bottom-2 box % (1–2)	Sample Size
Areas for improvement	The availability and quality of office space	2.13	20.8	67.9	53
	The availability and quality of classroom facilities	2.30	24.5	64.2	53
	Departmental resources are adequate for teaching and scholarly activities	2.34	22.6	60.4	53
	University support in research and other scholarly activities	2.77	37.7	39.6	53
	The student academic counselling process is adequate	3.10	42.3	30.8	52
	The availability of books and other teaching resources	3.23	49.1	30.2	53

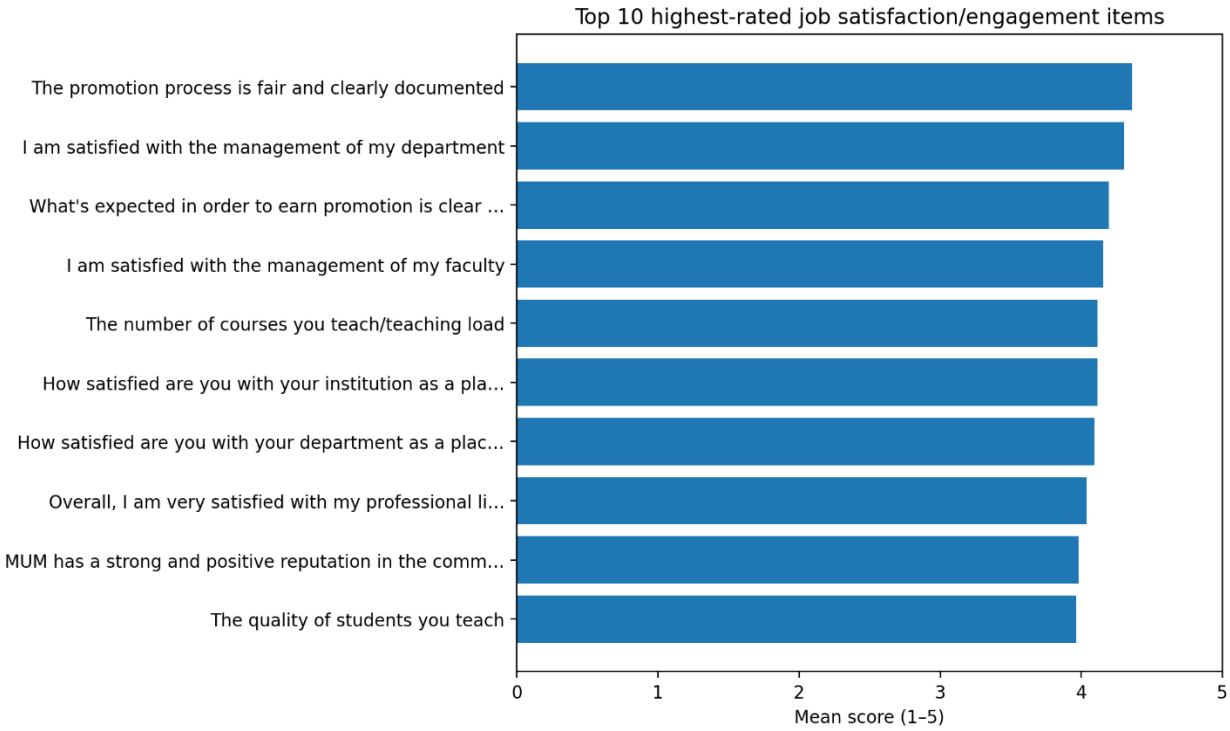

Figure 6.5: *Top 10 highest-rated job satisfaction/engagement items (mean score)*

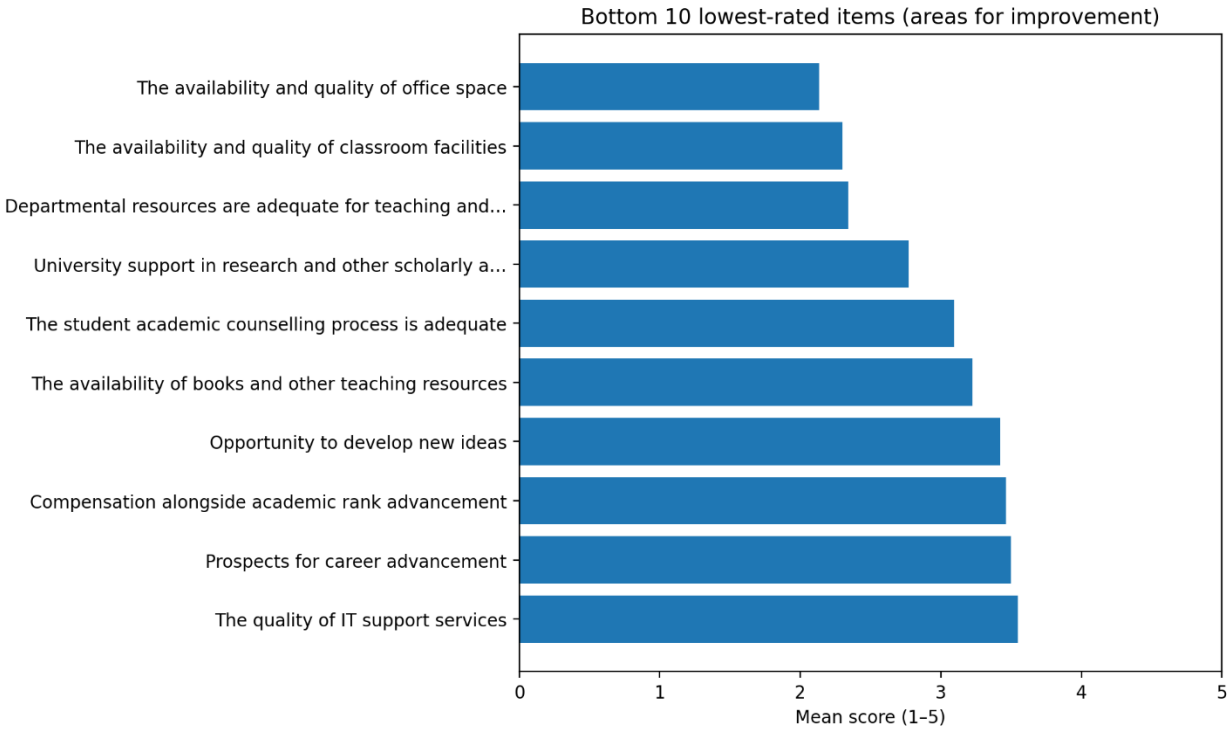

Figure 6.6: *Bottom 10 lowest-rated items (mean score; priority improvement areas)*

6.2.5 Implications for Quality Improvement

Overall morale appears positive, anchored by confidence in leadership at department/faculty level and clarity around promotion expectations. However, the lowest-rated items point to structural and resourcing constraints that may directly affect teaching quality, staff productivity, and research output. The particularly high dissatisfaction with office space (67.9% bottom-2 box) and classroom facilities (64.2% bottom-2 box) suggests an urgent need for targeted infrastructure and workspace interventions. Similarly, the results on departmental resources and research support indicate that staff may experience constraints in delivering high-quality teaching and undertaking scholarship.

Chapter Seven

Strength-Weakness Analysis

7.0 Introduction

This chapter synthesises evidence presented across the Self-Assessment Report to provide a consolidated analysis of institutional strengths and weaknesses, and to translate these findings into a practical quality plan for the coming years. The analysis draws on (i) the narrative assessment of governance, academic systems, and financial management, and (ii) stakeholder feedback (notably the student satisfaction survey and staff job satisfaction survey).

7.1 Summary of Strengths

i. Regulatory compliance and stakeholder alignment
   - Strong compliance culture with national regulatory expectations (especially TCU and relevant ministry requirements), with explicit emphasis on aligning academic offerings to socio-economic needs and national development priorities.
   - Structured stakeholder involvement in curriculum development and review, including validation with relevant external stakeholders to strengthen relevance and responsiveness.

ii. Governance, participation, and institutional policy framework
   - Clear, well-organised governance arrangements with defined roles across management levels, supporting efficient decision-making—particularly suitable for the current institutional size.
   - Meaningful student participation in institutional organs and decisions, including visible involvement in community outreach.
   - Strong policy architecture covering key operational areas (e.g., ICT, research, quality assurance, grievance handling, staff development), providing a foundation for consistent practice and continuous improvement.

iii. Curriculum and assessment systems

- Comprehensive curriculum lifecycle: needs assessment → stakeholder validation → internal approval (Joint Faculty Board and Senate) → TCU accreditation; followed by review and re-accreditation after a full programme cycle.
- Planned academic growth and diversification, demonstrated by submission of 19 new programmes to TCU for accreditation consideration, including undergraduate, postgraduate, and doctoral offerings.
- Robust student assessment framework governed by institutional regulations, with multi-layered moderation and the use of internal, independent internal, and external examiners (including dissertation examination for Master's programmes), supporting integrity and standards assurance.

iv. Stakeholder satisfaction signals

- High overall student satisfaction (mean 4.44/5; 91.9% satisfied), with particularly strong ratings for courses offered, teaching quality, coursework assessment, and perceived labour-market relevance.
- Positive staff morale on core institutional processes, including perceived fairness and clarity of promotion processes and satisfaction with department management (high mean scores and top-2 box results).

v. Financial governance and improving cash discipline (with caveats)

- Externally audited reporting and governance oversight provide a platform for accountability and improvement, including internal control and risk management responsibilities at Council level.
- Improved operating cash position in 2024 compared to 2023 (shift to a positive net operating cash flow), indicating tighter cash control relative to the prior year.

7.2 Summary of Weakness

i. Physical learning environment and teaching facilities
Student feedback indicates that dissatisfaction clusters around tangible learning-environment factors, particularly:
- Chairs (adequacy and quality): lowest mean scores (e.g., adequacy 3.45/5; quality 3.51/5), with notable bottom-2 dissatisfaction proportions.
- Wi-Fi access, whiteboard condition, and availability of course books, which are repeatedly highlighted as improvement priorities.

ii. Staff working environment, teaching resources, and research support
Staff survey results highlight structural constraints that can directly affect teaching quality, staff productivity, and research output, particularly:
- Availability/quality of office space (mean 2.13/5, bottom-2 dissatisfaction 67.9%) and classroom facilities (mean 2.30/5, bottom-2 dissatisfaction 64.2%).
- Adequacy of departmental teaching/scholarly resources and institutional research support, both rated low relative to other items.
- The report explicitly notes the need for targeted infrastructure/workspace interventions, given the magnitude of dissatisfaction.

iii. Financial sustainability and balance-sheet pressure
- The audited statements show a structural financial imbalance, with the report explicitly noting that liabilities exceed total assets by more than double, requiring active management.
- The funding model is predominantly fee-based (exchange transactions), with non-exchange receipts forming a small share—raising vulnerability risks where enrolment or fee collection fluctuates.
- Budget management shows strengths in aggregate control but flags material variances, including staff costs exceeding budget and the presence of unbudgeted items, indicating the need to strengthen budget comprehensiveness and in-year adjustment controls.

iv. Graduate tracking and labour market feedback loops (system-strengthening gap)

- The curriculum review model is designed to begin with a tracer study after a full programme cycle to assess graduate performance in the labour market and feed results into curriculum updates.
- However, the report would benefit from stronger institutionalisation of routine tracer-study outputs and employer/labour market feedback as an embedded annual evidence stream (beyond being a procedural requirement), to strengthen data-driven programme improvement and strategic planning.

7.3 Quality plan for the coming years

Strategic Focus

The quality plan prioritises interventions that (i) protect and strengthen core academic quality, (ii) address the most consistently cited facility/resource constraints, and (iii) improve financial sustainability and evidence-based planning.

Priority Areas and Actions (2026–2029)

Priority area	**Key actions**	**Lead responsibility**	**Key indicators (examples)**
Teaching and learning environment	Replace/repair lecture-room chairs; phased refurbishment of classrooms; routine maintenance for whiteboards and lighting; strengthen cleaning and preventative maintenance schedules	Estate Manager	Improved student satisfaction on chairs and classroom conditions (baseline: chairs are lowest-rated items)

Priority area	Key actions	Lead responsibility	Key indicators (examples)
ICT and digital learning support	Upgrade campus Wi-Fi capacity and coverage; improve reliability monitoring; align ICT support with peak teaching/assessment periods	ICT Directorate	Increased satisfaction with Wi-Fi (baseline mean 3.62/5)
Library and teaching resources	Targeted acquisition of course-related books aligned to high-enrolment programmes; digitise essential reading lists; strengthen access policies for core texts	Library; Faculties	Improved student and staff ratings for availability of course books/resources
Staff working conditions and academic productivity	Develop a phased office-space improvement plan (repurposing, shared offices, basic refurbishments); ensure minimum workspace standards by faculty/department	Estate Manager	Improved staff satisfaction on office space (baseline mean 2.13/5)

Priority area	Key actions	Lead responsibility	Key indicators (examples)
Research and scholarship support	Create/strengthen an internal research support mechanism (proposal support, dissemination support, research mentoring); align workload planning to research expectations where feasible	Director of Postgraduate; Deans	Improved staff perceptions of research support (baseline mean 2.77/5)
Quality assurance and assessment integrity	Implement QA Handbook processes consistently; strengthen moderation schedules; expand routine analysis of assessment/appeals trends; maintain external examining coverage	QA Unit; Deans	Reduced assessment-related complaints; timely moderation and external examiner reporting
Graduate tracer and employer feedback	Institutionalise tracer studies and employer consultations on a fixed cycle; integrate findings into	QA Unit; Deans	Documented tracer/employer reports feeding into programme improvements

Priority area	Key actions	Lead responsibility	Key indicators (examples)
	programme review, Senate discussions, and annual planning		
Financial sustainability and risk management	Implement a liabilities management strategy; diversify income streams beyond fees; strengthen budget comprehensiveness and in-year adjustments; tighten payroll controls and establishment planning	Council; Finance; Management	Liabilities-to-assets trend improves; reduced unbudgeted items; improved budget variance control

Implementation and Monitoring

- Phasing: prioritise quick, visible facility interventions (chairs, classroom basics, Wi-Fi reliability) in Year 1–2 because they are repeatedly identified as the main dissatisfaction drivers among students and staff.
- Governance and reporting: the QA Unit should coordinate an annual quality report covering (i) satisfaction trends, (ii) teaching and assessment quality indicators, (iii) progress on the quality plan, and (iv) risks requiring management attention—leveraging existing governance commitments to risk and internal control.

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Appendix I: Students Satisfaction Survey

Instructions

Dear student, the aim of this questionnaire is to measure the degree of student satisfaction with some of the academic and social aspects of the university and services it provides. The information you provide will be used to improve teaching and learning environment and that will drive the university to a high level of global competitiveness. Given the importance of what information this questionnaire provides, the university sincerely invites you to participate in this survey by answering all questions accurately and objectively. The information will be treated in strict confidential and will be used for improvement purpose only. The questionnaire may take about five minutes to complete the survey. Thank you for your cooperation.

Put a tick in appropriate box.

A. Sex
    1) Male [ ]
    2) Female [ ]

B. Residence
    1) University hostel [ ]
    2) Off-campus hostel [ ]
    3) Rent a room [ ]
    4) Other (Specify)_____

C. Programme: _____ (e.g., BAED, BSED etc)

D. Year of study
    1) First year [ ]
    2) Second year [ ]
    3) Third year [ ]
    4) Fourth year [ ]

How satisfied are you with the following aspects?	**Very satisfied (5)**	**Somewhat satisfied (4)**	**Neutral or mixed opinion (3)**	**Somewhat dissatisfied (2)**	**Very dissatisfied (1)**
E. Course offered					
F. Coursework assessment					
G. Quality of teaching					
H. Extracurricular activities (e.g., sports, public lectures etc.)					
I. Infrastructure					
J. Quality of cafeteria					
K. Campus safety					
L. Hostels					
M. Library					
N. Access to WiFi					
O. Cleanliness on campus					
P. Adequacy of space in lecture rooms					
Q. Quality of lecture rooms					
R. Adequacy of chairs in lecture rooms					
S. Quality of chairs in lecture rooms					
T. Physical conditions of white boards in the lecture rooms					
U. Adequacy of lighting in the lecture rooms					
V. Availability of books related to the courses					
W. Relevance of MUM programmes to the labour market					
X. Overall assessment of degree of satisfaction with the university					

Appendix II: Faculty Job Satisfaction Survey

Instructions

The QA office is pleased to invite you to participate in this survey which aims at assessing degree of job satisfaction among others. Given the importance of what the information this questionnaire seeks to collect, you are kindly requested to answer all questions accurately and objectively. The data collected in this survey will remain confidential and will be used solely for the purpose of this survey only. The survey may take only six minutes to complete. I greatly appreciate your cooperation.

Thank you.

Faculty: _____

A. Background information (Put a tick where appropriate)			
1. Sex	1. Male	2. Female	
2. What is the highest degree you have earned?	1. Bachelor's	2. Master's	3. Doctorate
3. How long have you worked at MUM	1) Less than a year 2) 1 – 5 years 3) More than 5 years		
4. What is your current academic rank?	1. Tutorial assistant	2. Assistant lecturer	3. Lecturer
	4. Senior lecturer	5. Associate professor	6. Professor
5. Are you currently serving in an administrative position (e.g., Coordinator, Head of Department, Dean etc.)?	1. Yes	2. No	

B. Day-to-day faculty activities (Put a tick where appropriate)					
How satisfied are you with the following aspects of your day-to-day faculty activities?	**Very satisfied**	**Somewhat satisfied**	**Neutral or mixed opinion**	**Somewhat dissatisfied**	**Very dissatisfied**
6. Number of students you teach					
7. The quality of students you teach					
8. The number of courses you teach/teaching load					

9. University support in research and other scholarly activities					
10. The quality of IT support services					
11. The quality of Library services					
12. The availability of books and other teaching resources					
13. The availability and quality of classroom facilities					
14. The availability and quality of office space					

To what extent would you agree with the following statements?	**Strongly agree**	**Somewhat agree**	**Neutral or mixed opinion**	**Somewhat disagree**	**Strongly disagree**
15. The student academic counselling process is adequate					
16. It is easy for students to see members of academic staff outside of regular office hours					
17. The teaching load is determined fairly					
18. Departmental resources are adequate for teaching and scholarly activities					
19. I am pleased with academic culture at MUM					

C. Promotion, tenure and advancement (Put a tick where appropriate)					
To what extent would you agree with the following statements?	**Strongly agree**	**Somewhat agree**	**Neutral or mixed opinion**	**Somewhat disagree**	**Strongly disagree**
20. What's expected in order to earn promotion is clear to me as an instructor					
21. The promotion process is fair and clearly documented					

How satisfied are you with the following aspects of career advancement at MUM?	**Very satisfied**	**Somewhat satisfied**	**Neutral or mixed opinion**	**Somewhat dissatisfied**	**Very dissatisfied**
22. Opportunity for advancement in academic rank					
23. Compensation alongside academic rank advancement					
24. Opportunity to develop new ideas					
25. Prospects for career advancement					

D. Overall satisfaction (Put a tick where appropriate)					
How satisfied are you with the following overall aspects of work at MUM?	**Very satisfied**	**Somewhat satisfied**	**Neutral or mixed opinion**	**Somewhat dissatisfied**	**Very dissatisfied**
26. How satisfied are you with your department as a place of work?					
27. How satisfied are you with your institution as a place to work?					

To what extent would you agree with the following statements?	**Strongly agree**	**Somewhat agree**	**Neutral or mixed opinion**	**Somewhat disagree**	**Strongly disagree**
28. I am satisfied with the management of my department					
29. I am satisfied with the management of my faculty					
30. MUM has a strong and positive reputation in the community					
31. Overall, I am very satisfied with my professional life at MUM					
32. If I had to do it over again, I would accept my current position					

Appendix III: Enrolment (2005 – 2025)

Sn	Programme	Level	Male	Female	Total	Year
1	Bachelor of Arts (Education)	Bachelor	47	57	104	2005
2	Bachelor of Arts (Mass Communication)	Bachelor	37	15	52	2005
3	Bachelor of Islamic Studies with Education	Bachelor	10	1	11	2005
4	Bachelor of Arts (Education)	Bachelor	85	44	129	2006
5	Bachelor of Arts (Mass Communication)	Bachelor	11	6	17	2006
6	Bachelor of Islamic Studies with Education	Bachelor	12	2	14	2006
7	Bachelor of Arts (Education)	Bachelor	173	104	277	2007
8	Bachelor of Arts (Mass Communication)	Bachelor	16	13	29	2007
9	Bachelor of Islamic Studies with Education	Bachelor	8	9	17	2007
10	Bachelor of Arts (Education)	Bachelor	172	140	312	2008
11	Bachelor of Arts (Mass Communication)	Bachelor	19	12	31	2008
12	Bachelor of Islamic Studies with Education	Bachelor	16	9	25	2008
13	Bachelor of Arts (Education)	Bachelor	224	149	373	2009
14	Bachelor of Arts (Mass Communication)	Bachelor	15	11	26	2009
15	Bachelor of Islamic Studies with Education	Bachelor	38	29	67	2009
16	Bachelor of Science (Education)	Bachelor	64	36	100	2009
17	Bachelor of Language and Interpretation	Bachelor	8	3	11	2009
18	Bachelor of Business Studies	Bachelor	9	6	15	2009
19	Bachelor of Law with Shariah	Bachelor	15	8	23	2009
20	Bachelor of Arts (Education)	Bachelor	407	283	690	2010

Sn	Programme	Level	Male	Female	Total	Year
21	Bachelor of Arts (Mass Communication)	Bachelor	11	10	21	2010
22	Bachelor of Islamic Studies with Education	Bachelor	20	40	60	2010
23	Bachelor of Science (Education)	Bachelor	82	25	107	2010
24	Bachelor of Language and Interpretation	Bachelor	5	3	8	2010
25	Bachelor of Business Studies	Bachelor	8	4	12	2010
26	Bachelor of Law with Shariah	Bachelor	24	9	33	2010
27	Bachelor of Arts (Education)	Bachelor	638	391	1,029	2011
28	Bachelor of Arts (Mass Communication)	Bachelor	22	8	30	2011
29	Bachelor of Islamic Studies with Education	Bachelor	53	26	79	2011
30	Bachelor of Science (Education)	Bachelor	82	17	99	2011
31	Bachelor of Language and Interpretation	Bachelor	6	2	8	2011
32	Bachelor of Business Studies	Bachelor	28	10	38	2011
33	Bachelor of Law with Shariah	Bachelor	21	8	29	2011
34	Bachelor of Arts (Education)	Bachelor	197	165	362	2012
35	Bachelor of Arts (Mass Communication)	Bachelor	8	8	16	2012
36	Bachelor of Islamic Studies with Education	Bachelor	7	15	22	2012
37	Bachelor of Science (Education)	Bachelor	33	17	50	2012
38	Bachelor of Language and Interpretation	Bachelor	4	0	4	2012
39	Bachelor of Business Studies	Bachelor	7	4	11	2012
40	Bachelor of Law with Shariah	Bachelor	9	10	19	2012
41	Bachelor of Arts (Education)	Bachelor	231	150	381	2013
42	Bachelor of Arts (Mass Communication)	Bachelor	8	10	18	2013

Sn	Programme	Level	Male	Female	Total	Year
43	Bachelor of Islamic Studies with Education	Bachelor	11	11	22	2013
44	Bachelor of Science (Education)	Bachelor	69	39	108	2013
45	Bachelor of Language and Interpretation	Bachelor	7	1	8	2013
46	Bachelor of Business Studies	Bachelor	8	8	16	2013
47	Bachelor of Law with Shariah	Bachelor	4	3	7	2013
48	Certificate in Science and Laboratory Technology	Certificate	99	49	148	2013
49	Certificate in Procurement and Logistics Management	Certificate	24	16	40	2013
50	Certificate in Journalism	Certificate	13	17	30	2013
51	Certificate in Islamic Banking and Finance	Certificate	17	16	33	2013
52	Certificate in Law and Shariah	Certificate	13	12	25	2013
53	Diploma in Procurement and Logistics Management	Diploma	12	7	19	2013
54	Diploma in Islamic Banking and Finance	Diploma	3	7	10	2013
55	Bachelor of Arts (Education)	Bachelor	188	113	301	2014
56	Bachelor of Arts (Mass Communication)	Bachelor	17	7	24	2014
57	Bachelor of Islamic Studies with Education	Bachelor	5	0	5	2014
58	Bachelor of Science (Education)	Bachelor	130	37	167	2014
59	Bachelor of Language and Interpretation	Bachelor	2	1	3	2014
60	Bachelor of Business Studies	Bachelor	8	4	12	2014
61	Bachelor of Law with Shariah	Bachelor	11	5	16	2014
62	Certificate in Science and Laboratory Technology	Certificate	87	56	143	2014
63	Certificate in Procurement and Logistics Management	Certificate	23	23	46	2014
64	Certificate in Journalism	Certificate	6	5	11	2014

Sn	Programme	Level	Male	Female	Total	Year
65	Certificate in Islamic Banking and Finance	Certificate	13	17	30	2014
66	Certificate in Law and Shariah	Certificate	16	13	29	2014
67	Diploma in Science and Laboratory Technology	Diploma	53	25	78	2014
68	Diploma in Procurement and Logistics Management	Diploma	16	13	29	2014
69	Diploma in Journalism	Diploma	8	6	14	2014
70	Diploma in Islamic Banking and Finance	Diploma	13	16	29	2014
71	Diploma in Law and Shariah	Diploma	11	10	21	2014
72	Ordinary Diploma in Primary Education	Diploma	53	59	112	2014
73	Diploma in Medical Laboratory Sciences	Diploma	37	14	51	2014
74	Bachelor of Arts (Education)	Bachelor	197	79	276	2015
75	Bachelor of Arts (Mass Communication)	Bachelor	6	2	8	2015
76	Bachelor of Islamic Studies with Education	Bachelor	5	5	10	2015
77	Bachelor of Science (Education)	Bachelor	183	39	222	2015
78	Bachelor of Language and Interpretation	Bachelor	2	1	3	2015
79	Bachelor of Business Studies	Bachelor	6	7	13	2015
80	Bachelor of Law with Shariah	Bachelor	2	1	3	2015
81	Certificate in Science and Laboratory Technology	Certificate	49	16	65	2015
82	Certificate in Procurement and Logistics Management	Certificate	12	16	28	2015
83	Certificate in Journalism	Certificate	7	6	13	2015
84	Certificate in Islamic Banking and Finance	Certificate	8	26	34	2015
85	Certificate in Law and Shariah	Certificate	13	15	28	2015
86	Diploma in Science and Laboratory Technology	Diploma	47	28	75	2015

Sn	Programme	Level	Male	Female	Total	Year
87	Diploma in Procurement and Logistics Management	Diploma	10	10	20	2015
88	Diploma in Islamic Banking and Finance	Diploma	8	10	18	2015
89	Diploma in Law and Shariah	Diploma	12	6	18	2015
90	Ordinary Diploma in Primary Education	Diploma	35	41	76	2015
91	Diploma in Medical Laboratory Sciences	Diploma	3	3	6	2015
92	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	4	4	8	2015
93	Bachelor of Arts (Education)	Bachelor	205	147	352	2016
94	Bachelor of Arts (Mass Communication)	Bachelor	16	8	24	2016
95	Bachelor of Islamic Studies with Education	Bachelor	10	21	31	2016
96	Bachelor of Science (Education)	Bachelor	37	13	50	2016
97	Bachelor of Language and Interpretation	Bachelor	5	1	6	2016
98	Bachelor of Business Studies	Bachelor	14	15	29	2016
99	Bachelor of Law with Shariah	Bachelor	20	11	31	2016
100	Certificate in Science and Laboratory Technology	Certificate	44	42	86	2016
101	Certificate in Procurement and Logistics Management	Certificate	17	26	43	2016
102	Certificate in Journalism	Certificate	15	20	35	2016
103	Certificate in Islamic Banking and Finance	Certificate	13	20	33	2016
104	Certificate in Law and Shariah	Certificate	19	29	48	2016
105	Diploma in Science and Laboratory Technology	Diploma	49	18	67	2016
106	Diploma in Procurement and Logistics Management	Diploma	16	20	36	2016
107	Diploma in Journalism	Diploma	9	4	13	2016
108	Diploma in Islamic Banking and Finance	Diploma	10	22	32	2016

Sn	Programme	Level	Male	Female	Total	Year
109	Diploma in Law and Shariah	Diploma	10	18	28	2016
110	Ordinary Diploma in Primary Education	Diploma	53	62	115	2016
111	Diploma in Medical Laboratory Sciences	Diploma	11	15	26	2016
112	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	12	8	20	2016
113	Bachelor of Arts (Education)	Bachelor	324	200	524	2017
114	Bachelor of Law with Shariah	Bachelor	25	27	52	2017
115	Certificate in Science and Laboratory Technology	Certificate	67	35	102	2017
116	Certificate in Procurement and Logistics Management	Certificate	21	52	73	2017
117	Certificate in Journalism	Certificate	11	10	21	2017
118	Certificate in Islamic Banking and Finance	Certificate	6	20	26	2017
119	Certificate in Law and Shariah	Certificate	37	42	79	2017
120	Diploma in Science and Laboratory Technology	Diploma	37	36	73	2017
121	Diploma in Procurement and Logistics Management	Diploma	11	28	39	2017
122	Diploma in Journalism	Diploma	13	20	33	2017
123	Diploma in Islamic Banking and Finance	Diploma	14	25	39	2017
124	Diploma in Law and Shariah	Diploma	19	23	42	2017
125	Diploma in Medical Laboratory Sciences	Diploma	9	9	18	2017
126	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	10	12	22	2017
127	Bachelor of Arts (Education)	Bachelor	495	301	796	2018
128	Bachelor of Islamic Studies with Education	Bachelor	4	15	19	2018
129	Bachelor of Business Studies	Bachelor	37	23	60	2018
130	Bachelor of Law with Shariah	Bachelor	60	38	98	2018

Sn	Programme	Level	Male	Female	Total	Year
131	Certificate in Science and Laboratory Technology	Certificate	49	60	109	2018
132	Certificate in Procurement and Logistics Management	Certificate	10	14	24	2018
133	Certificate in Journalism	Certificate	8	8	16	2018
134	Certificate in Islamic Banking and Finance	Certificate	9	27	36	2018
135	Certificate in Law and Shariah	Certificate	11	24	35	2018
136	Certificate in Accountancy	Certificate	2	2	4	2018
137	Certificate in Business Administration	Certificate	7	7	14	2018
138	Diploma in Science and Laboratory Technology	Diploma	49	33	82	2018
139	Diploma in Procurement and Logistics Management	Diploma	12	27	39	2018
140	Diploma in Journalism	Diploma	10	11	21	2018
141	Diploma in Islamic Banking and Finance	Diploma	8	14	22	2018
142	Diploma in Law and Shariah	Diploma	16	17	33	2018
143	Diploma in Business Administration	Diploma	5	10	15	2018
144	Diploma in Medical Laboratory Sciences	Diploma	37	33	70	2018
145	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	6	5	11	2018
146	Bachelor of Arts (Education)	Bachelor	443	356	799	2019
147	Bachelor of Arts (Mass Communication)	Bachelor	70	28	98	2019
148	Bachelor of Islamic Studies with Education	Bachelor	6	2	8	2019
149	Bachelor of Science (Education)	Bachelor	69	29	98	2019
150	Bachelor of Business Studies	Bachelor	37	35	72	2019
151	Bachelor of Law with Shariah	Bachelor	57	60	117	2019
152	Certificate in Science and Laboratory Technology	Certificate	45	37	82	2019

Sn	Programme	Level	Male	Female	Total	Year
153	Certificate in Procurement and Logistics Management	Certificate	12	33	45	2019
154	Certificate in Journalism	Certificate	11	15	26	2019
155	Certificate in Islamic Banking and Finance	Certificate	12	23	35	2019
156	Certificate in Law and Shariah	Certificate	14	26	40	2019
157	Certificate in Accountancy	Certificate	6	12	18	2019
158	Certificate in Business Administration	Certificate	7	18	25	2019
159	Diploma in Science and Laboratory Technology	Diploma	67	74	141	2019
160	Diploma in Procurement and Logistics Management	Diploma	12	20	32	2019
161	Diploma in Journalism	Diploma	15	17	32	2019
162	Diploma in Islamic Banking and Finance	Diploma	10	27	37	2019
163	Diploma in Law and Shariah	Diploma	19	25	44	2019
164	Diploma in Accountancy	Diploma	7	3	10	2019
165	Diploma in Business Administration	Diploma	6	11	17	2019
166	Diploma in Medical Laboratory Sciences	Diploma	25	27	52	2019
167	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	16	7	23	2019
168	Masters of Arts with Education	Masters	15	10	25	2020
169	Bachelor of Arts (Education)	Bachelor	380	288	668	2020
170	Bachelor of Arts (Mass Communication)	Bachelor	60	35	95	2020
171	Bachelor of Islamic Studies with Education	Bachelor	6	5	11	2020
172	Bachelor of Science (Education)	Bachelor	50	31	81	2020
173	Bachelor of Business Studies	Bachelor	36	33	69	2020
174	Bachelor of Law with Shariah	Bachelor	80	81	161	2020

Sn	Programme	Level	Male	Female	Total	Year
175	Certificate in Science and Laboratory Technology	Certificate	22	62	84	2020
176	Certificate in Procurement and Logistics Management	Certificate	19	50	69	2020
177	Certificate in Journalism	Certificate	18	17	35	2020
178	Certificate in Islamic Banking and Finance	Certificate	9	29	38	2020
179	Certificate in Law and Shariah	Certificate	28	35	63	2020
180	Certificate in Accountancy	Certificate	5	9	14	2020
181	Certificate in Business Administration	Certificate	16	32	48	2020
182	Diploma in Science and Laboratory Technology	Diploma	56	69	125	2020
183	Diploma in Procurement and Logistics Management	Diploma	28	52	80	2020
184	Diploma in Journalism	Diploma	15	33	48	2020
185	Diploma in Islamic Banking and Finance	Diploma	30	43	73	2020
186	Diploma in Law and Shariah	Diploma	34	53	87	2020
187	Diploma in Accountancy	Diploma	11	13	24	2020
188	Diploma in Business Administration	Diploma	8	22	30	2020
189	Diploma in Medical Laboratory Sciences	Diploma	14	20	34	2020
190	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	10	12	22	2020
191	Masters of Arts with Education	Masters	15	4	19	2021
192	Bachelor of Arts (Education)	Bachelor	256	199	455	2021
193	Bachelor of Arts (Mass Communication)	Bachelor	77	36	113	2021
194	Bachelor of Islamic Studies with Education	Bachelor	0	6	6	2021
195	Bachelor of Science (Education)	Bachelor	108	85	193	2021
196	Bachelor of Business Studies	Bachelor	28	43	71	2021

Sn	Programme	Level	Male	Female	Total	Year
197	Bachelor of Law with Shariah	Bachelor	96	63	159	2021
198	Bachelor of Arts in Kiswahili	Bachelor	4	5	9	2021
199	Bachelor of Arts in Geography and Population Studies	Bachelor	5	11	16	2021
200	Certificate in Science and Laboratory Technology	Certificate	33	45	78	2021
201	Certificate in Procurement and Logistics Management	Certificate	9	37	46	2021
202	Certificate in Journalism	Certificate	12	26	38	2021
203	Certificate in Islamic Banking and Finance	Certificate	6	23	29	2021
204	Certificate in Law and Shariah	Certificate	20	44	64	2021
205	Certificate in Accountancy	Certificate	4	10	14	2021
206	Certificate in Business Administration	Certificate	13	35	48	2021
207	Diploma in Science and Laboratory Technology	Diploma	21	50	71	2021
208	Diploma in Procurement and Logistics Management	Diploma	13	42	55	2021
209	Diploma in Journalism	Diploma	16	19	35	2021
210	Diploma in Islamic Banking and Finance	Diploma	7	25	32	2021
211	Diploma in Law and Shariah	Diploma	14	21	35	2021
212	Diploma in Accountancy	Diploma	6	11	17	2021
213	Diploma in Business Administration	Diploma	8	28	36	2021
214	Diploma in Medical Laboratory Sciences	Diploma	8	11	19	2021
215	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	4	3	7	2021
216	Masters of Arts with Education	Masters	2	1	3	2022
217	Masters of Arts in Kiswahili	Masters	13	11	24	2022
218	Bachelor of Arts (Education)	Bachelor	292	237	529	2022

Sn	Programme	Level	Male	Female	Total	Year
219	Bachelor of Arts (Mass Communication)	Bachelor	99	41	140	2022
220	Bachelor of Islamic Studies with Education	Bachelor	2	2	4	2022
221	Bachelor of Science (Education)	Bachelor	108	83	191	2022
222	Bachelor of Business Studies	Bachelor	20	22	42	2022
223	Bachelor of Business Administration	Bachelor	8	8	16	2022
224	Bachelor of Law with Shariah	Bachelor	81	58	139	2022
225	Bachelor of Arts in Kiswahili	Bachelor	83	53	136	2022
226	Bachelor of Arts in Geography and Population Studies	Bachelor	17	8	25	2022
227	Certificate in Science and Laboratory Technology	Certificate	18	40	58	2022
228	Certificate in Procurement and Logistics Management	Certificate	20	36	56	2022
229	Certificate in Journalism	Certificate	25	38	63	2022
230	Certificate in Islamic Banking and Finance	Certificate	10	19	29	2022
231	Certificate in Law and Shariah	Certificate	23	48	71	2022
232	Certificate in Accountancy	Certificate	1	3	4	2022
233	Certificate in Business Administration	Certificate	18	41	59	2022
234	Diploma in Science and Laboratory Technology	Diploma	32	38	70	2022
235	Diploma in Procurement and Logistics Management	Diploma	14	32	46	2022
236	Diploma in Journalism	Diploma	12	25	37	2022
237	Diploma in Islamic Banking and Finance	Diploma	8	18	26	2022
238	Diploma in Law and Shariah	Diploma	18	35	53	2022
239	Diploma in Accountancy	Diploma	5	15	20	2022
240	Diploma in Business Administration	Diploma	16	32	48	2022

Sn	Programme	Level	Male	Female	Total	Year
241	Diploma in Medical Laboratory Sciences	Diploma	18	8	26	2022
242	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	6	7	13	2022
243	Masters of Arts with Education	Masters	13	4	17	2023
244	Masters of Arts in Kiswahili	Masters	-	4	4	2023
245	Bachelor of Arts (Education)	Bachelor	344	270	614	2023
246	Bachelor of Arts (Mass Communication)	Bachelor	108	69	177	2023
247	Bachelor of Islamic Studies with Education	Bachelor	8	6	14	2023
248	Bachelor of Science (Education)	Bachelor	118	80	198	2023
249	Bachelor of Business Administration	Bachelor	48	73	121	2023
250	Bachelor of Law with Shariah	Bachelor	56	57	113	2023
251	Bachelor of Arts in Kiswahili	Bachelor	32	27	59	2023
252	Bachelor of Arts in Geography and Population Studies	Bachelor	20	15	35	2023
253	Bachelor of Arts in Literature and Language Studies	Bachelor	6	10	16	2023
254	Certificate in Science and Laboratory Technology	Certificate	18	19	37	2023
255	Certificate in Procurement and Logistics Management	Certificate	16	39	55	2023
256	Certificate in Journalism	Certificate	10	30	40	2023
257	Certificate in Islamic Banking and Finance	Certificate	7	27	34	2023
258	Certificate in Law and Shariah	Certificate	25	33	58	2023
259	Certificate in Accountancy	Certificate	6	6	12	2023
260	Certificate in Business Administration	Certificate	15	29	44	2023
261	Diploma in Science and Laboratory Technology	Diploma	20	35	55	2023
262	Diploma in Procurement and Logistics Management	Diploma	18	31	49	2023
263	Diploma in Journalism	Diploma	16	27	43	2023
264	Diploma in Islamic Banking and Finance	Diploma	11	16	27	2023
265	Diploma in Law and Shariah	Diploma	20	39	59	2023
266	Diploma in Accountancy	Diploma	2	7	9	2023

Sn	Programme	Level	Male	Female	Total	Year
267	Diploma in Business Administration	Diploma	16	36	52	2023
268	Diploma in Medical Laboratory Sciences	Diploma	11	17	28	2023
269	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	2	-	2	2023
270	Masters of Arts with Education	Masters	9		9	2024
271	Masters of Arts in Kiswahili (Thesis)	Masters	1	4	5	2024
272	Master of Arts in Geography and Population Studies	Masters	1		1	2024
273	Bachelor of Arts (Education)	Bachelor	232	237	469	2024
274	Bachelor of Arts (Mass Communication)	Bachelor	83	40	123	2024
275	Bachelor of Islamic Studies with Education	Bachelor	14	9	23	2024
276	Bachelor of Science (Education)	Bachelor	114	95	209	2024
277	Bachelor of Business Administration	Bachelor	29	38	67	2024
278	Bachelor of Law with Shariah	Bachelor	56	60	116	2024
279	Bachelor of Arts in Kiswahili	Bachelor	18	24	42	2024
280	Bachelor of Arts in Geography and Population Studies	Bachelor	20	8	28	2024
281	Bachelor of Arts in Literature and Language Studies	Bachelor	3	3	6	2024
282	Certificate in Science and Laboratory Technology	Certificate	18	20	38	2024
283	Certificate in Procurement and Logistics Management	Certificate	17	47	64	2024
284	Certificate in Journalism	Certificate	16	21	37	2024
285	Certificate in Islamic Banking and Finance	Certificate	9	20	29	2024
286	Certificate in Law and Shariah	Certificate	13	30	43	2024
287	Certificate in Accountancy	Certificate	7	7	14	2024
288	Certificate in Business Administration	Certificate	13	36	49	2024
289	Diploma in Science and Laboratory Technology	Diploma	12	25	37	2024
290	Diploma in Procurement and Logistics Management	Diploma	18	36	54	2024

Sn	Programme	Level	Male	Female	Total	Year
291	Diploma in Journalism	Diploma	12	27	39	2024
292	Diploma in Islamic Banking and Finance	Diploma	6	15	21	2024
293	Diploma in Law and Shariah	Diploma	20	34	54	2024
294	Diploma in Accountancy	Diploma	5	3	8	2024
295	Diploma in Business Administration	Diploma	10	30	40	2024
296	Diploma in Medical Laboratory Sciences	Diploma	2		2	2024
297	Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	2		2	2024
298	Technician Certificate in Medical Laboratory Sciences	Certificate	11	22	33	2024
299	Bachelor of Arts in Geography and Population Studies	Bachelor	25	21	46	2025
300	Bachelor of Arts in Kiswahili	Bachelor	11	30	41	2025
301	Bachelor of Arts in Literature and Language Studies	Bachelor	8	8	16	2025
302	Bachelor of Arts in Mass Communication	Bachelor	88	82	170	2025
303	Bachelor of Arts with Education	Bachelor	249	354	603	2025
304	Bachelor of Business Administration	Bachelor	42	72	114	2025
305	Bachelor of Islamic Studies with Education	Bachelor	9	7	16	2025
306	Bachelor of Law with Shariah	Bachelor	80	78	158	2025
307	Bachelor of Science with Education	Bachelor	87	98	185	2025
308	Master of Arts in Geography and Population Studies	Masters	1	0	1	2025
309	Master of Arts in Kiswahili	Masters	7	2	9	2025
310	Master of Arts in Kiswahili (Thesis)	Masters	1	0	1	2025
311	Master of Arts with Education	Masters	11	4	15	2025
312	Master of Arts in Linguistics (Thesis)	Masters	0	1	1	2025
313	PhD (Kiswahili)	PhD	5	4	9	2025
314	Basic Technician Certificate in Journalism	Certificate	14	26	40	2025
315	Basic Technician Certificate in Science and Laboratory Technology	Certificate	14	18	32	2025

Sn	Programme	Level	Male	Female	Total	Year
316	Certificate in Accountancy	Certificate	4	7	11	2025
317	Certificate in Business Administration	Certificate	23	46	69	2025
318	Certificate in Islamic Banking and Finance	Certificate	4	22	26	2025
319	Certificate in Law and Shariah	Certificate	15	23	38	2025
320	Certificate in Procurement and Logistics Management	Certificate	11	35	46	2025
321	Diploma in Accountancy	Diploma	2	7	9	2025
322	Diploma in Business Administration	Diploma	13	26	39	2025
323	Diploma in Islamic Banking and Finance	Diploma	5	20	25	2025
324	Diploma in Law and Shariah	Diploma	9	22	31	2025
325	Diploma in Procurement and Logistics Management	Diploma	19	33	52	2025
326	Ordinary Diploma in Journalism	Diploma	12	16	28	2025
327	Ordinary Diploma in Medical Laboratory Sciences	Diploma	25	38	63	2025
328	Ordinary Diploma in Medical Laboratory Sciences (Upgrading)	Diploma	0	2	2	2025
329	Ordinary Diploma in Science and Laboratory Technology	Diploma	22	20	42	2025

Appendix IV: Graduates (2008 – 2025)

Sn	Programme	Level	Male	Female	Total	Year
1	Bachelor of Arts (Education)	Bachelor	47	50	97	2008
2	Bachelor of Arts (Mass Communication)	Bachelor	37	13	50	2008
3	Bachelor of Islamic Studies with Education	Bachelor	10	1	11	2008
4	Bachelor of Arts (Education)	Bachelor	85	44	129	2009
5	Bachelor of Arts (Mass Communication)	Bachelor	11	6	17	2009
6	Bachelor of Islamic Studies with Education	Bachelor	12	2	14	2009
7	Bachelor of Arts (Education)	Bachelor	161	98	259	2010
8	Bachelor of Arts (Mass Communication)	Bachelor	13	13	26	2010
9	Bachelor of Islamic Studies with Education	Bachelor	8	9	17	2010
10	Bachelor of Arts (Education)	Bachelor	151	81	232	2011
11	Bachelor of Arts (Mass Communication)	Bachelor	17	6	23	2011
12	Bachelor of Islamic Studies with Education	Bachelor	14	7	21	2011
13	Bachelor of Arts (Education)	Bachelor	193	133	326	2012
14	Bachelor of Arts (Mass Communication)	Bachelor	12	8	20	2012
15	Bachelor of Islamic Studies with Education	Bachelor	30	28	58	2012
16	Bachelor of Science (Education)	Bachelor	64	25	89	2012
17	Bachelor of Language and Interpretation	Bachelor	7	2	9	2012
18	Bachelor of Business Studies	Bachelor	5	2	7	2012
19	Bachelor of Arts (Education)	Bachelor	346	253	599	2013
20	Bachelor of Arts (Mass Communication)	Bachelor	10	10	20	2013

Sn	Programme	Level	Male	Female	Total	Year
21	Bachelor of Islamic Studies with Education	Bachelor	25	36	61	2013
22	Bachelor of Science (Education)	Bachelor	76	23	99	2013
23	Bachelor of Language and Interpretation	Bachelor	4	2	6	2013
24	Bachelor of Business Studies	Bachelor	7	6	13	2013
25	Bachelor of Law with Shariah	Bachelor	11	5	16	2013
26	Bachelor of Arts (Education)	Bachelor	580	368	948	2014
27	Bachelor of Arts (Mass Communication)	Bachelor	19	9	28	2014
28	Bachelor of Islamic Studies with Education	Bachelor	46	25	71	2014
29	Bachelor of Science (Education)	Bachelor	67	15	82	2014
30	Bachelor of Language and Interpretation	Bachelor	6	1	7	2014
31	Bachelor of Business Studies	Bachelor	24	9	33	2014
32	Bachelor of Law with Shariah	Bachelor	18	9	27	2014
33	Certificate in Science and Laboratory Technology	Certificate	92	40	132	2014
34	Certificate in Procurement and Logistics Management	Certificate	21	13	34	2014
35	Certificate in Journalism	Certificate	14	12	26	2014
36	Certificate in Islamic Banking and Finance	Certificate	15	15	30	2014
37	Certificate in Law and Shariah	Certificate	13	10	23	2014
38	Bachelor of Arts (Education)	Bachelor	173	146	319	2015
39	Bachelor of Arts (Mass Communication)	Bachelor	9	6	15	2015
40	Bachelor of Islamic Studies with Education	Bachelor	10	9	19	2015
41	Bachelor of Science (Education)	Bachelor	28	15	43	2015
42	Bachelor of Language and Interpretation	Bachelor	3	1	4	2015

Sn	Programme	Level	Male	Female	Total	Year
43	Bachelor of Business Studies	Bachelor	5	4	9	2015
44	Bachelor of Law with Shariah	Bachelor	15	7	22	2015
45	Certificate in Science and Laboratory Technology	Certificate	81	53	134	2015
46	Certificate in Procurement and Logistics Management	Certificate	20	20	40	2015
47	Certificate in Journalism	Certificate	5	5	10	2015
48	Certificate in Islamic Banking and Finance	Certificate	13	15	28	2015
49	Certificate in Law and Shariah	Certificate	14	13	27	2015
50	Diploma in Islamic Banking and Finance	Diploma	3	6	9	2015
51	Diploma in Procurement and Logistics Management	Diploma	14	3	17	2015
52	Bachelor of Arts (Education)	Bachelor	223	140	363	2016
53	Bachelor of Arts (Mass Communication)	Bachelor	7	12	19	2016
54	Bachelor of Islamic Studies with Education	Bachelor	8	12	20	2016
55	Bachelor of Science (Education)	Bachelor	55	33	88	2016
56	Bachelor of Language and Interpretation	Bachelor	4	0	4	2016
57	Bachelor of Business Studies	Bachelor	6	6	12	2016
58	Bachelor of Law with Shariah	Bachelor	8	8	16	2016
59	Certificate in Science and Laboratory Technology	Certificate	45	15	60	2016
60	Certificate in Procurement and Logistics Management	Certificate	12	14	26	2016
61	Certificate in Journalism	Certificate	7	5	12	2016
62	Certificate in Islamic Banking and Finance	Certificate	6	22	28	2016
63	Certificate in Law and Shariah	Certificate	9	13	22	2016
64	Diploma in Science and Laboratory Technology	Diploma	48	22	70	2016

Sn	Programme	Level	Male	Female	Total	Year
65	Diploma in Procurement and Logistics Management	Diploma	13	12	25	2016
66	Diploma in Journalism	Diploma	9	5	14	2016
67	Diploma in Islamic Banking and Finance	Diploma	12	15	27	2016
68	Diploma in Law and Shariah	Diploma	12	9	21	2016
69	Ordinary Diploma in Primary Education	Diploma	36	42	78	2016
70	Bachelor of Arts (Education)	Bachelor	153	101	254	2017
71	Bachelor of Arts (Mass Communication)	Bachelor	13	5	18	2017
72	Bachelor of Islamic Studies with Education	Bachelor	7	6	13	2017
73	Bachelor of Science (Education)	Bachelor	112	35	147	2017
74	Bachelor of Language and Interpretation	Bachelor	2	1	3	2017
75	Bachelor of Business Studies	Bachelor	7	5	12	2017
76	Bachelor of Law with Shariah	Bachelor	4	3	7	2017
77	Certificate in Science and Laboratory Technology	Certificate	32	27	59	2017
78	Certificate in Procurement and Logistics Management	Certificate	15	23	38	2017
79	Certificate in Journalism	Certificate	15	20	35	2017
80	Certificate in Islamic Banking and Finance	Certificate	12	19	31	2017
81	Certificate in Law and Shariah	Certificate	17	25	42	2017
82	Technician Certificate in Medical Laboratory Technology	Certificate	22	6	28	2017
83	Diploma in Science and Laboratory Technology	Diploma	43	28	71	2017
84	Diploma in Procurement and Logistics Management	Diploma	9	8	17	2017
85	Diploma in Islamic Banking and Finance	Diploma	8	9	17	2017
86	Diploma in Law and Shariah	Diploma	12	7	19	2017

Sn	Programme	Level	Male	Female	Total	Year
87	Ordinary Diploma in Primary Education	Diploma	45	37	82	2017
88	Bachelor of Arts (Education)	Bachelor	176	87	263	2018
89	Bachelor of Arts (Mass Communication)	Bachelor	7	2	9	2018
90	Bachelor of Islamic Studies with Education	Bachelor	5	5	10	2018
91	Bachelor of Science (Education)	Bachelor	160	39	199	2018
92	Bachelor of Language and Interpretation	Bachelor	1	0	1	2018
93	Bachelor of Business Studies	Bachelor	5	6	11	2018
94	Bachelor of Law with Shariah	Bachelor	7	5	12	2018
95	Certificate in Science and Laboratory Technology	Certificate	58	28	86	2018
96	Certificate in Procurement and Logistics Management	Certificate	17	43	60	2018
97	Certificate in Journalism	Certificate	11	8	19	2018
98	Certificate in Islamic Banking and Finance	Certificate	7	15	22	2018
99	Certificate in Law and Shariah	Certificate	30	33	63	2018
100	Technician Certificate in Medical Laboratory Technology	Certificate	12	11	23	2018
101	Diploma in Science and Laboratory Technology	Diploma	47	17	64	2018
102	Diploma in Procurement and Logistics Management	Diploma	16	20	36	2018
103	Diploma in Journalism	Diploma	9	4	13	2018
104	Diploma in Islamic Banking and Finance	Diploma	9	21	30	2018
105	Diploma in Law and Shariah	Diploma	9	15	24	2018
106	Ordinary Diploma in Primary Education	Diploma	38	55	93	2018
107	Bachelor of Arts (Education)	Bachelor	181	129	310	2019
108	Bachelor of Arts (Mass Communication)	Bachelor	13	7	20	2019

Sn	Programme	Level	Male	Female	Total	Year
109	Bachelor of Islamic Studies with Education	Bachelor	9	20	29	2019
110	Bachelor of Science (Education)	Bachelor	29	13	42	2019
111	Bachelor of Language and Interpretation	Bachelor	3	1	4	2019
112	Bachelor of Business Studies	Bachelor	14	13	27	2019
113	Bachelor of Law with Shariah	Bachelor	15	18	33	2019
114	Certificate in Science and Laboratory Technology	Certificate	56	64	120	2019
115	Certificate in Procurement and Logistics Management	Certificate	21	31	52	2019
116	Certificate in Journalism	Certificate	14	13	27	2019
117	Certificate in Islamic Banking and Finance	Certificate	59	17	76	2019
118	Certificate in Law and Shariah	Certificate	27	46	73	2019
119	Certificate in Accountancy	Certificate	2	2	4	2019
120	Certificate in Business Administration	Certificate	5	6	11	2019
121	Technician Certificate in Medical Laboratory Technology	Certificate	11	4	15	2019
122	Diploma in Science and Laboratory Technology	Diploma	28	30	58	2019
123	Diploma in Procurement and Logistics Management	Diploma	11	23	34	2019
124	Diploma in Journalism	Diploma	11	27	38	2019
125	Diploma in Islamic Banking and Finance	Diploma	13	19	32	2019
126	Diploma in Law and Shariah	Diploma	15	18	33	2019
127	Ordinary Diploma in Primary Education	Diploma	17	19	36	2019
128	Bachelor of Arts (Education)	Bachelor	288	188	476	2020
129	Bachelor of Science (Education)	Bachelor	1	0	1	2020
130	Bachelor of Language and Interpretation	Bachelor	1	1	2	2020

Sn	Programme	Level	Male	Female	Total	Year
131	Bachelor of Law with Shariah	Bachelor	20	10	30	2020
132	Certificate in Science and Laboratory Technology	Certificate	60	82	142	2020
133	Certificate in Procurement and Logistics Management	Certificate	26	47	73	2020
134	Certificate in Journalism	Certificate	23	33	56	2020
135	Certificate in Islamic Banking and Finance	Certificate	25	44	69	2020
136	Certificate in Law and Shariah	Certificate	38	48	86	2020
137	Certificate in Accountancy	Certificate	11	16	27	2020
138	Certificate in Business Administration	Certificate	8	20	28	2020
139	Technician Certificate in Medical Laboratory Technology	Certificate	11	32	43	2020
140	Diploma in Science and Laboratory Technology	Diploma	40	61	101	2020
141	Diploma in Procurement and Logistics Management	Diploma	17	44	61	2020
142	Diploma in Journalism	Diploma	14	12	26	2020
143	Diploma in Islamic Banking and Finance	Diploma	12	23	35	2020
144	Diploma in Law and Shariah	Diploma	28	37	65	2020
145	Diploma in Business Administration	Diploma	3	8	11	2020
146	Ordinary Diploma in Medical Laboratory Technology	Diploma	13	6	19	2020
147	Bachelor of Arts (Education)	Bachelor	417	283	700	2021
148	Bachelor of Science (Education)	Bachelor	3	0	3	2021
149	Bachelor of Islamic Studies with Education	Bachelor	5	15	20	2021
150	Bachelor of Business Studies	Bachelor	25	23	48	2021
151	Bachelor of Law with Shariah	Bachelor	23	25	48	2021
152	Certificate in Science and Laboratory Technology	Certificate	14	49	63	2021

Sn	Programme	Level	Male	Female	Total	Year
153	Certificate in Procurement and Logistics Management	Certificate	12	48	60	2021
154	Certificate in Journalism	Certificate	14	14	28	2021
155	Certificate in Islamic Banking and Finance	Certificate	6	22	28	2021
156	Certificate in Law and Shariah	Certificate	11	15	26	2021
157	Certificate in Accountancy	Certificate	4	6	10	2021
158	Certificate in Business Administration	Certificate	8	25	33	2021
159	Technician Certificate in Medical Laboratory Technology	Certificate	35	32	67	2021
160	Diploma in Science and Laboratory Technology	Diploma	58	73	131	2021
161	Diploma in Procurement and Logistics Management	Diploma	22	41	63	2021
162	Diploma in Journalism	Diploma	9	15	24	2021
163	Diploma in Islamic Banking and Finance	Diploma	12	66	78	2021
164	Diploma in Law and Shariah	Diploma	31	44	75	2021
165	Diploma in Accountancy	Diploma	5	2	7	2021
166	Diploma in Business Administration	Diploma	3	10	13	2021
167	Ordinary Diploma in Medical Laboratory Technology	Diploma	35	33	68	2021
168	Bachelor of Arts (Education)	Bachelor	360	312	672	2022
169	Bachelor of Science (Education)	Bachelor	58	27	85	2022
170	Bachelor of Islamic Studies with Education	Bachelor	6	2	8	2022
171	Bachelor of Business Studies	Bachelor	27	27	54	2022
172	Bachelor of Law with Shariah	Bachelor	44	34	78	2022
173	Bachelor of Arts (Mass Communication)	Bachelor	53	24	77	2022
174	Certificate in Science and Laboratory Technology	Certificate	28	27	55	2022

Sn	Programme	Level	Male	Female	Total	Year
175	Certificate in Procurement and Logistics Management	Certificate	7	36	43	2022
176	Certificate in Journalism	Certificate	7	21	28	2022
177	Certificate in Islamic Banking and Finance	Certificate	4	18	22	2022
178	Certificate in Law and Shariah	Certificate	14	34	48	2022
179	Certificate in Accountancy	Certificate	4	8	12	2022
180	Certificate in Business Administration	Certificate	13	32	45	2022
181	Diploma in Science and Laboratory Technology	Diploma	44	69	113	2022
182	Diploma in Procurement and Logistics Management	Diploma	19	40	59	2022
183	Diploma in Journalism	Diploma	11	30	41	2022
184	Diploma in Islamic Banking and Finance	Diploma	20	31	51	2022
185	Diploma in Law and Shariah	Diploma	25	40	65	2022
186	Diploma in Accountancy	Diploma	5	13	18	2022
187	Diploma in Business Administration	Diploma	8	20	28	2022
188	Ordinary Diploma in Medical Laboratory Technology	Diploma	7	20	27	2022
189	Master of Arts with Education	Masters	11	10	21	2023
190	Bachelor of Arts (Education)	Bachelor	300	271	571	2023
191	Bachelor of Science (Education)	Bachelor	47	28	75	2023
192	Bachelor of Islamic Studies with Education	Bachelor	5	5	10	2023
193	Bachelor of Business Administration	Bachelor	2	2	4	2023
194	Bachelor of Business Studies	Bachelor	30	27	57	2023
195	Bachelor of Law with Shariah	Bachelor	49	53	102	2023
196	Bachelor of Arts (Mass Communication)	Bachelor	50	30	80	2023

Sn	Programme	Level	Male	Female	Total	Year
197	Certificate in Science and Laboratory Technology	Certificate	26	43	69	2023
198	Certificate in Procurement and Logistics Management	Certificate	15	26	41	2023
199	Certificate in Journalism	Certificate	18	31	49	2023
200	Certificate in Islamic Banking and Finance	Certificate	10	13	23	2023
201	Certificate in Law and Shariah	Certificate	17	34	51	2023
202	Certificate in Accountancy	Certificate		3	3	2023
203	Certificate in Business Administration	Certificate	14	36	50	2023
204	Diploma in Science and Laboratory Technology	Diploma	21	52	73	2023
205	Diploma in Procurement and Logistics Management	Diploma	10	38	48	2023
206	Diploma in Journalism	Diploma	6	13	19	2023
207	Diploma in Islamic Banking and Finance	Diploma	4	19	23	2023
208	Diploma in Law and Shariah	Diploma	11	17	28	2023
209	Diploma in Accountancy	Diploma	5	8	13	2023
210	Diploma in Business Administration	Diploma	8	21	29	2023
211	Ordinary Diploma in Medical Laboratory Technology	Diploma	22	17	39	2023
212	Technician Certificate in Medical Laboratory Sciences	Certificate	2		2	2023
213	Master of Arts with Education	Masters	17	5	22	2024
214	Master of Arts in Kiswahili	Masters		2	2	2024
215	Bachelor of Arts (Education)	Bachelor	204	169	373	2024
216	Bachelor of Science (Education)	Bachelor	82	81	163	2024
217	Bachelor of Islamic Studies with Education	Bachelor	1	6	7	2024
218	Bachelor of Business Studies	Bachelor	18	42	60	2024

Sn	Programme	Level	Male	Female	Total	Year
219	Bachelor of Law with Shariah	Bachelor	71	74	145	2024
220	Bachelor of Arts (Mass Communication)	Bachelor	67	31	98	2024
221	Bachelor of Arts in Geography and Population Studies	Bachelor	5	11	16	2024
222	Bachelor of Arts in Kiswahili	Bachelor	3	6	9	2024
223	Certificate in Science and Laboratory Technology	Certificate	8	13	21	2024
224	Certificate in Procurement and Logistics Management	Certificate	15	33	48	2024
225	Certificate in Journalism	Certificate	11	25	36	2024
226	Certificate in Islamic Banking and Finance	Certificate	5	19	24	2024
227	Certificate in Law and Shariah	Certificate	18	31	49	2024
228	Certificate in Accountancy	Certificate	4	4	8	2024
229	Certificate in Business Administration	Certificate	10	29	39	2024
230	Diploma in Science and Laboratory Technology	Diploma	24	25	49	2024
231	Diploma in Procurement and Logistics Management	Diploma	12	24	36	2024
232	Diploma in Journalism	Diploma	11	19	30	2024
233	Diploma in Islamic Banking and Finance	Diploma	2	17	19	2024
234	Diploma in Law and Shariah	Diploma	12	28	40	2024
235	Diploma in Accountancy	Diploma	5	6	11	2024
236	Diploma in Business Administration	Diploma	11	26	37	2024
237	Ordinary Diploma in Medical Laboratory Technology	Diploma	20	22	42	2024
238	Technician Certificate in Medical Laboratory Sciences	Certificate	1	3	4	2024
239	Master of Arts with Education	Masters	9	4	13	2025
240	Master of Arts in Kiswahili	Masters		1	1	2025

Sn	Programme	Level	Male	Female	Total	Year
241	Bachelor of Arts (Education)	Bachelor	192	187	379	2025
242	Bachelor of Science (Education)	Bachelor	86	77	163	2025
243	Bachelor of Islamic Studies with Education	Bachelor	2		2	2025
244	Bachelor of Business Studies	Bachelor	24	25	49	2025
245	Bachelor of Law with Shariah	Bachelor	63	57	120	2025
246	Bachelor of Arts (Mass Communication)	Bachelor	64	34	98	2025
247	Bachelor of Arts in Geography and Population Studies	Bachelor	14	8	22	2025
248	Bachelor of Arts in Kiswahili	Bachelor	51	38	89	2025
249	Certificate in Science and Laboratory Technology	Certificate	18	23	41	2025
250	Certificate in Procurement and Logistics Management	Certificate	15	32	47	2025
251	Certificate in Journalism	Certificate	12	15	27	2025
252	Certificate in Islamic Banking and Finance	Certificate	4	14	18	2025
253	Certificate in Law and Shariah	Certificate	9	22	31	2025
254	Certificate in Accountancy	Certificate	3	6	9	2025
255	Certificate in Business Administration	Certificate	9	32	41	2025
256	Diploma in Science and Laboratory Technology	Diploma	9	29	38	2025
257	Diploma in Procurement and Logistics Management	Diploma	10	24	34	2025
258	Diploma in Journalism	Diploma	14	24	38	2025
259	Diploma in Islamic Banking and Finance	Diploma	8	12	20	2025
260	Diploma in Law and Shariah	Diploma	14	34	48	2025
261	Diploma in Accountancy	Diploma	2	8	10	2025
262	Diploma in Business Administration	Diploma	17	31	48	2025

Sn	Programme	Level	Male	Female	Total	Year
263	Ordinary Diploma in Medical Laboratory Technology	Diploma	8	3	11	2025

Appendix V: Publication of MUM Academic Members of Staff from 2018 to 2025

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