Research Article

CHALLENGES AND SOLUTIONS IN COLLABORATIVE INITIATIVES BETWEEN FACULTY MEMBERS AND STUDENT AFFAIRS PERSONNEL: A CASE STUDY OF TANZANIA

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A R T I C L E   I N F O

A B S T R A C T

A pleasant working relationship between faculty members and student affairs personnel has been widely observed to be vital in the successful development of students in the university both intellectually and socially. However, it is argued that this is not always the case in the universities despite that both faculty and student affairs personnel know how crucial a collaborative work relationship is in the development of students. This research, therefore, examined the collaborative initiatives between faculty and student affairs personnel by focusing on the challenges and solutions that exist in their working relationship in Tanzania's higher education. The study employed a qualitative method.The University of Dar-es-Salaam was used in the context to depict, qualitatively, the day-to-day experiences and challenges of faculty members concerning the functions of the student affairs personnel. Interviews were conducted with 8 faculties and 8 student affairs personnel. The interviews were transcribed precisely and coded manually along the thematic dimensions. The findings indicated that the two groups do not necessarily work together because they perceived each group has its roles to play.

The collaboration efforts are further strained by a lack of resources and equipment to develop the student activities. Insufficient training of student affairs is also a challenge to collaborative efforts as there is no formal training of most office occupants. The faculty members feel they are doing the work of Student Affairs Personnel due to inadequate awareness of the roles of Student Affairs Personnel. On the solutions, there should be deliberate efforts to train the Student Affairs Personnel of their roles in the university. The university needs to develop a clear structure with well-defined roles to eliminate conflicts and encourage collaboration between the two groups. These findings may help in redefining the roles of both student and faculty members to enhance their collaboration, offer recommendations, solutions to address those issues and challenges.

INTRODUCTION

Institutions of higher education are complex organizations that contain various subsystems and operational units. In the past few years, several studies have been undertaken on the privilege to work in a variety of roles in higher education which includes library services, and academic affairs administration but not limited to institutional technology. Findings from such studies seem to echo that various administrative collaboration of most colleges and universities campuses tend to operate in silos (Mogolda, 2003; Blimling, 1993; DiGregorio, Passi, & Diamond, 1996; Magolda, 2005; Schuh& Whitt, 1999). That is, the different offices and departments or divisions in the organizational diagram of the colleges or universities often pursue their assigned tasks and departmental mission with great zeal and passion and with an immense ignorance of what is should the various units should do.

Interdepartmental communication and shared vision, however, it must be noticed that the two main units in higher education that played important roles in students learning are academic affairs and student affairs in the context of Tanzania's higher education.

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These two units share responsibility for creating and sustaining the best learning environments for students. However, it must be acknowledged that both student affairs and academic affairs departments have different and diverse responsibilities, which enhance student's learning and graduation in colleges. Interestingly, their roles have a pivotal end of improving the learning outcomes of students. What these practitioners fail to achieve while performing their insatiable roles is the need for collective or working together to bridge the classroom and extra-curricular activities to achieve the institutional goals (Arminio, Roberts &Bonfiglio, 2009). Magolda (2005) argued that higher educational institutions should desist from the traditional approach to in-class experiences, which are the cause of academic affairs units from the co-curriculum and out-of-class experiences and which are also overseen primarily by student affairs units"(p. 17). Kuh and Hinkle (2002) reaffirmed that "out-of-class experiences are all important but ignored by many faculty members and academic administrators when planning and presenting their various programs" (p. 311). Collaboration between academic and student affairs should be view as one important factor for connecting these two domains due to their potential to unify in and out of class learning experiences. (Schroeder, 1999; Schuh& Whitt, 1999).However, it is probably positive that the aims and goals of an institution cannot be realized in isolation

of only administrators or faculty members. "engaging student in co-curricular activities and settings is also a way to form the idea in the area of learners through which students, faculty, and student affairs educators can engage in serious inquiry, learning with and from one another." Kul and Hinkle (2002) similarly observed that out-of-class experiences are all but overlooked by many faculty members and administrators when planning and delivering academic programs. However, there are often opportunities for cooperation and collaboration in the accomplishment of the institutional mission and meeting the developmental goals of both the institution and individual members of the faculty. Engaging students in co-curricular activities with direction are another way to form the idea of a community of learners with students. Faculty and student affairs educators should engage in a serious learning environment with one another. In the existence and revolution of student affairs it has been contends that although no one knows for sure what needed to be achieved only that their needs were presented. However, in the past years, there was a union of three campus roles: dean of men, dean of women, and student personnel workers into a single working unit led by the dean of students. Later, many institutions recognized and accepted this as the unit, and a major part of the campuses was acknowledged, and head under the appointment of a vice president of student affairs. And later, the student development movement during the 1960s accompanied this convergence and rise of student affairs units.

Functionally, student affairs institutions are responsible for student activities which include clubs, multicultural units, and other organizations as well as safety and security. Within these areas, student affairs design programs and services to serve student needs and then engaged in student's personal growth and development, both socially and intellectually. Which of course, in these areas you find student affairs less involving students in Tanzania. Some programs designed at the University of Dar-es-Salaam are students meeting other students from another institution for debates, sports, and student politics. It is important students share ideas with their friends on student politics because it makes students know the awareness of constructive political issues concerning the country. A greater emphasis was on creating and enhancing student learning environments is a unique opportunity and responsibility of student affairs professionals in the 1990s and beyond.

Statement of the Problem

Institutions are paying more attention to classroom activities more than extra curriculum in Tanzania. That is, learning out-of-the-classroom. Faculty members do not give attention to the broader definition of student development that is, social, cognitive, and cultural. Therefore, student affairs personnel often feel misunderstood and unappreciated by faculty members because both faculty members and student affairs personnel are helpful to student development. However, studying this phenomenon in detail will lead to finding the main reasons that brought such challenges on the collaborative initiatives between faculty members and student affairs personnel in Tanzania will be met. Therefore this research seeks to explore challenges and perceived solutions to collaborative initiatives between faculty members and student affairs personnel in Tanzania.Thus, this study presents an opportunity for a qualitative exploration of challenges and solutions in collaborative initiatives between faculty members

and student affairs personnel and how their views can improve collaboration between them within the context of a single institution. An increased understanding of this relationship can then be used to identify ways to develop increasing collegiality on campus and to strengthen opportunities for collaboration that will ultimately benefit student development.

Research Questions

The research aims to answer the following questions:

Main Question

How do faculty members at the University of Dar-es-Salaam perceive student affairs and how do their perceptions affect collaboration between faculty members and student personnel at that university?

Specific Questions

1. How do the faculty members/student affairs personnel perceive each other's roles in the university?
2. Are there any overlapping roles that exist between faculty members and student affairs personnel?
3. What challenges exist between faculty members and student affairs personnel?

LITERATURE REVIEW

Collaboration has been at the center of the student affairs professional almost since the field's inception as expressed through the 1949 student affairs personnel point of view (Roberts, 1998). However, over the past decades, the discussion about collaboration on university campuses has evolved into a common theme in the literature directed at improving undergraduate education (Schuh& Whitt, 1999). Therefore, the review of this literature focuses on collaboration between the two units, written from both the academic affairs and student affairs perspectives with suggestions to develop and improve the relationship between faculty members and student affairs.

Historical Development of Student Affairs

In the early American colleges, there were no student affairs professionals. In other words, these educators provided for the development of their white male students (Brady, 1999). In other words, these professionals provided the development of the whole student through uniting the curriculum and the extra –curriculum. However, by the late 1800s, faculty members were increasingly involved in their teaching and research roles, while non-faculty members began to assume more responsibility for student's character development. These factors resulted in an expanded curriculum that emphasized specialization in the disciplines and includes graduate study, technical, training, and teacher preparation (Brady, 1996). Faculty became more involved in teaching specialized courses and students became more involved with campus clubs and other extracurricular activities, such as athletics and fraternities. In the early 1900s, extracurricular activities were taking over course work, and academic activities were separated from students' personal and social development .Moreover, educational leadership began aware of the need to reintegrate the academic curriculum with the extra- curriculum to provide a holistic learning environment for students.

However, in response to shifting roles of faculties and new student culture, college presidents created the position for Deans of Men and Deans of Women to handled issues related

to behavior, standard, and discipline. The first formal training program in student affairs was initiated at the teacher's College of Columbia University in 1916 and was a program in vocational guidance. In 1998, the American Association for Higher Education (AAHE), the American College Personnel Association (ACPA), and the National Association for Student Personnel Administration (NASPA) formed a joints task force on student learning that produced the report and Powerful Partnerships: A Shared Responsibility for Learning. In their opening statement, the task force members asserted:

"People collaborate when the job they face is too big or huge, and too urgent, or it requires too much knowledge that one individual or group to do alone. Normally, what we know about learning and applying it to the education of our students is just such a job. Therefore academic and student affairs staff--shares the responsibility for student learning, will we be able to make significant progress in improving it (Intro, 1)."

According to the authors, they advocated that student affairs professionals partners in a broader campus curriculum, one that extends beyond the four walls of a classroom, and outlined ways in which these professionals can enhance student learning outcomes, thereby placing student learning and development at the center of the profession. With these advocacies the university faculty focused on the social and personal development of the student resulting in the student affairs professionals materializing; hence, student affairs division in higher education was born. Moreover, university faculty members perceive student affairs professionals for an undertaking of the disciplinary role; they do not see them as educators. Hence, student affairs professionals should be viewed as educators because they are engaged in promoting the growth, development, and learning of students (Blimling&Alschuler, 1996). Many faculty members blamed student affairs for the unrest among students because student affairs were supposed to be responsible for student's issues. Academic and student affairs divisions on campus separated and the impact affected the students.

The Relationship between Academic Affairs and Student Affairs

In the colonial colleges over the past years, the faculties were responsible for the intellectual, social, and spiritual development of the students, and later as faculty found less time to focus on the social and personal development of their students then student affairs decided to join to fulfill that need of the students. Gradually, throughout the history of American higher education, the gap between the roles of faculty members and student affairs is widened. (Bloland *et al*., 1994, 1996). Therefore, not realizing the perceptions and lack of knowledge about each other's jobs and alienating confusion jargon, the increased socialization also cause of financial issue between these two groups has led to misunderstandings between faculty and student affairs professionals (Kuh *et al*., 1994). Moreover, the need for integrations of these roles, and a challenge to change the culture of learning from separatist to seamless has been a recent focus of higher education administrators.

Moreover, there is a need for collaboration between the two units because if the entire academic community works together and focus or place more emphasis on student learning to build a better learning environment between in-and-out- of – classroom experiences for students. In this learning environment, students will have opportunities for learning in the classroom and out –of –the classroom through co-curricular activities. More besides, students will work with each other and get to know faculty and staff while taking courses and participating in fewer classroom activities. Foremost, for this enhanced learningto be a reality there is a need for increased collaboration and cooperation to exist between faculty and staff. So that communication and the organization will be improved. (Bloland *et al*., 1996; Kuh *et al*., 1994; Kuh, 1996).Furthermore, in theliterature two issues related to the relationship between academic affairs and student affairs were revealed: models of partnership or collaboration and the relationship of role identification to collaboration. Moreover, the topic of partnerships between academic and student affairs has received much attention in the past years. In 1998 a Joint Task Force on Student Learning issued a document, Powerful Partnerships: a Shared Responsibility. People collaborate when the job they face is too big, is too urgent, or requires too much knowledge that one unit or group to do alone.

A key factor to collaboration in the model is used for implementation. based on a subset of data from a national student survey that sought to provide a national picture of the change process related to academic and student affairs collaboration. The research goal is to explore the model most likely to yield success in collaboration and solutions to explore the institutional characteristics of success. In response to national calls for change in higher education to meet the needs of future students, the researcher believes that a campus-wide discussion of the meaning of liberal education would contribute significantly to refocusing the institution. Moreover, on its liberal education mission, better align faculty and student expectations, increase academic rigor, student learning, also to increase collaboration between academic and student affairs.

Therefore, the researcher noticed the effectiveness of the use of the intergroup dialogue approach in helping different groups, such as faculty and student affairs staff to understand the perspectives and responsibilities of the other; build a Common understanding of concepts, such as liberal education; and establish consensus and buy-in for initiatives and strategies. One common area for collaboration between academic and student affairs is in the development and administration of orientation programs. the organizational placement of student orientation programs and the perception of the orientation director as to the advantages and disadvantages of its placement is also common.

Another area of possible collaboration between academic and student affairs is in student assessment. Peterson & Augustine (2000) conducted a study to gain empirical evidence regarding the ways that institutions of higher education promote and support the use of student assessment data in the academic decision-making process. In reviewing the literature, they found that "most academic environments have adopted limited approaches to student assessment focusing primarily on cognitive rather than affective or behavioral assessment.

Collaborative practices of faculty and student affairs staff to increase the integration of in-classroom and out-of-classroom learning; faculty and institutional definitions for student learning goals; and institutional barriers to integrating students learning. Authors also found that key stakeholders perceive

the role of student affairs to be more administrative than educational, with a priority on handling crises regarding policy enforcement and counseling efforts. Beodeker (2006) conducted case study research to identify factors that supported or inhibited collaboration between faculty and student affairs staff. The case study is head at a large, university campus, the oldest public institutions and will include two broad groupings of individuals: faculty, and student affairs professionals.

The Roles of Student Affairs and Academic Affairs in Student Learning/Development Outcomes

Student learning is the product of different experiences from in and outside the classroom over an extended period with the collaboration of a group of people in an institution. Indeed "students' social and extracurricular involvements have many implications for what should be learned in college and universities" (Pascaralla&Terenzini 2005). Therefore, Faculty members and student affairs played important roles in student learning and development. Moreover, the success and personal development of students depends not only on the quality of the curriculum and classroom instructions but, also on the collaborative efforts of the division of academic affairs and student affairs in an institution. When the instructional faculty and student affairs interface and collaborate their combinatorial effects are likely to be exerted on student learning and development. Student's improvement professionals have long been aware that the success of a college's student development program is contingent upon collaborative relations between student affairs staff and faculty (American College Personnel Association). Blimling and Alschuler (1996), explained the shared instructive roles of student affairs and academic affairs professionals in student learning. From these authors, the researcher recognized three points to support their claim including (a) student growth has been central to the view of student learning throughout the history of higher education, (b) student affairs programs improve student's learning through promoting principles of human development, (c) empirical research verifies the help of student affairs practice to student learning. These basic points are to student development and learning outcomes with the purpose of faculty members and student affairs not separated from each other.

Another area identified in reviewing the literature is the relationship between academic and student affairs about the roles of each, and the possible collaboration between the two, in the achievement of student development or student learning outcomes. Papish (1999) developed the student learning goals inventory to assess how student affairs personnel and faculty rate specific student learning goals. Other instruments, such as the institutional goals focused on institutional goals rather than student learning goals. Skills needed to establish intimate relationships and to experience a smooth transition from high school to college. Magolda (2003) proposed a framework for making the concept of identity central to learning and suggested that student affairs assume a lead role in this educational transformation. She acknowledged the challenge related to the implementation of such a model, but contended, convincingly, that her longitudinal research supported partnerships and the collaboration of the curricular and co-curricular in the education of a whole student.

Research Design

This study explored the environment of the University of Dar-es-Salaam, to depict, qualitatively, the day-to-day experiences and perceptions of faculty about the roles and functions of the student affairs personnel. This study examined the scope and nature of the relationship between the academic affairs and student affairs units, with a particular focus on issues and challenges to collaboration, to offer recommendations and address those issues and challenges. This study used a case study methodology. (Chakrabarti & Blessing, 2009) A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest of this research is in outcomes rather than a particular variable, and discovery rather than confirmation.

Participants and Sampling Procedure

The interview included sixteen participants, eight student affairs personnel, and eight faculty members. These participants were chosen because they are primarily concerned with the work in student affairs and teaching. Moreover, participants were selected among student affairs personnel and faculty members from the University of Dar-es-Salam to examine their collaborative working relationship with the institution. Also, Purposeful sampling was used in identifying both the case study site and the interview participants at the case study site. According to Creswell (2005) "in purposeful sampling researchers intentionally select individuals and sites or understand the central phenomenon" (p. 204)

Data Collection

This is a qualitative case study that is significant in understanding the phenomenon studied in a holistic way (Creswell J. W., 2008) Creswell &Plano Clark 2011. The study adopted the semi-structured interview technique for collecting data. The researcher designed these interview protocols and did a pilot study with two participants. Then, later the researcher transcribed all collected data personally. According to Yin (2009), a major strength of a case study data collection is the opportunity to use many different sources of evidence. Data were coded and analyzed. The themes were identified and discussed as major findings (Creswell & Creswell 2018, Creswell 2007, Daly 2007).

FINDINGS AND DISCUSSION

Perceptions of Faculty Members and Student Affairs Personnel on their Roles in the University

Corbin (1998) describes teachers' roles which may operationally be defined as specific behaviors expected in a teaching position in an institution of higher education as understood by faculty members. Moreover, Austin (2013) concluded over the decade ago that faculty members play an important link in the development of undergraduate students, and this current study supports this notion. As such, the definition of student development is looked at as the primary root in the classroom curricula in the mission and vision of the University of Dar-es-Salaam. Notably, both faculty members and student affairs personnel mentioned the importance of both units to student development. Both units expressed how the two units played distinct roles. However, both units do matters to student's success/development. Faculty members as part of the research process stated their roles as being on the instructional side but they are all working toward the same

goals the first faculty member mentioned. According to him, they are supposed to teach the students with something called the hidden curriculum which has to do with how the faculty members present themselves apart from teaching. Faculty Member one expressed that:

My role as a faculty member is as an instructor but is intended to serve as a role model besides instructing.

Despite the differing understanding of the roles of faculty members and student affairs personnel another faculty member also concurred on how they were supposed to focus on impacting students and meeting with those academic needs. She mentioned that, apart from being a role model, her role is to see how best students are impacted with the needed knowledge.

Interesting findings from all faculty members on their roles were similar. Another faculty member also mentioned how his role is to make sure that students are taught the actual member explained that, his role is to see how best the university achieves its vision and mission in terms of impacting the needed knowledge. Finally, the last faculty member also described her roles as being on the instructional side apart from teaching. She said they are there to make sure they have their teaching portfolio in order, do research, and give instructions to the student body. However, she said their roles are different from student affairs personnel by distinction. Findings from the first theme seems that role model is the popular role for faculty members that student can see and emulate apart from instructing. Although, Faculty members are expected to be morally upright individuals who displayed good characters but equally so, they are to teach and discipline their students to be respectful of the authority and responsible for completing their lessons yet, these expectations remain unchanged. However, Barr and Tagg (1995) suggested that a paradigm shift to improve the quality of learning of undergraduate education is providing instructions to, producing student's learning that would create learning-centered campuses and minimize student learning. Moreover, these interactions influenced the degree to which students become engaged with faculties and were frequently the best predictor of student persistence (Pascarella & Terenzini). In general, findings from the faculty members shows that faculty members have more positive perceptions about their roles as it relates to their courses being on the instructional side and how it can positively improve their student development. Despite all of the various roles shared by faculty members yet, they faced challenges relating to student affairs personnel, making it difficult for them to work together. Furthermore, faculty members expressed their frustrations over how they are doing most of the work of student affairs.

However, on the other hand, one participant from the student affairs unit interestingly explained their roles as being more concerned with the disciplinary side as it relates to the rules, regulations, and laws. Likewise, the unit of student affairs makes explicit about their roles at the university. The unit of student affairs stated clearly that the university relied on them for providing those various services, programs, and facilities that foster academic success, student development, and the campus community. The first participant from the student affairs expressed how they are to educate students with those rules and regulations that govern the institutions. Students Affairs Personnel one said:

People who worked in student affairs have to do with disciplinary issues. They are more concerned with the students especially as it relates to those laws and regulations in the students' handbook and so their activities are spared out by the nomenclature of student affairs. Student affairs have to do with behavior and student warfare.

Similarly, another member from the student affairs agreed that their (student affairs) roles are slightly different from the faculty members. According to the student affairs personnel, they are looking toward the disciplinary side of what the students must do similarly to the response of the first participant.

On the order hand, one student affair personnel mentioned some key points that faculty members and student affairs are not the same. According to her, they played two distinct roles. She said faculty members and student affairs are two independent bodies working toward together to support one institution. She said they are concerned with the well-being of the students.

Lastly, student affairs personnel agreed by describing their roles as being more concerned with the needs of students. According to him, they are on the disciplinary side in making sure students are guided properly with the various services to enhance their learning.

Findings from most of the faculty members about their roles were essentially the same although; some members expressed the multiple roles they played while noting their primary role was teaching. However, it was clear from the interview that both faculty members and student affairs played two different roles. Faculty members are also generally unaware of activities and initiatives student affairs could bring to involve collaboration between them. Faculty members also conceded that student affairs could do better jobs if the awareness is known.

Overlapping Roles between Faculty Members and Students Affairs Personnel

Speaking boldly to the researcher during the interview, one faculty member related a story about overlapping roles between faculty members and student affairs personnel. According to this faculty member, he certainly desires to ensure that if students are fully aware of the different functions of student affairs there will exist a cordial working relationship between faculty members and student affairs on overlapping roles. Sometimes role uncertainty is associated with unstructured and poorly employee's unawareness about the nature of the job and his position in the organizations (Drafke, 1998). According to the faculty members, if their collaboration with student affairs is not active academically, it going to impact the students, it going to impact the relationship between the faculty members and that of the student affairs. Importantly, Faculty members expressed certainly that sometimes if students failed to follow the procedures within the institution it can create a barrier that negatively impacts the students and the institution as well.

Similarly, other faculty members supported by saying overlapping roles also impact the students greatly because if the linkages are smoothing the institution and the students will benefit. The faculty member was straight to the point by saying that if the two units collaborate in their working relationship and know the procedures that govern the

institution in making sure students receive their punishments then it will be very difficult for overlapping roles to exist between them.

More interestingly Faculty members expressed to be aware of overlapping roles between faculty members and student affairs personnel. According to him faculty members sometimes overlapped the roles of student affairs personnel unknowingly and it goes unnoticed by the students or the institutions. He said it is because of a lack of awareness of the actual roles of student affairs. The last faculty member expressed indeed that there are overlapping roles that exist between them at the University of Dar-es-Salaam. He said sometimes if there is a lack of collaboration between units that is where they realized overlapping roles. He explains clearly by giving an example and he said that the cause of overlapping roles may impact the student negatively. The unit of student affairs additionally supported a similar idea expressed by faculty members on overlapping roles between the two units. According to the first participant from student affairs, he noticed that the faculty members at the University of Dar-es-Salaam are power grieved. He mentioned that it is not that student affairs are dormant in Tanzania but also because faculty members at the university want to supersede all of their functions.Moreover, one Student affairs personnel deeply expressed his frustration about so many challenges faced in working with faculty members. According to him, faculty members and student affairs in Tanzania are faced with lots of challenges. he said if you visit most of the higher institutions of learning in Tanzania the two groups have the little challenges that they faced but the student affairs unit go through huge tasks with people who are in the faculties because they have more influence over the students so sometimes student affairs don't have the opportunity to do their work. According to other Student affairs personnel, they are faced with the similar challenges expressed by the first two participants that are, the overlapping of roles. And she describes it as people sometimes overdo things in the department. Interestingly, all the participants from the student affairs side are saying the same thing on the overlapping of roles that exist between them (student affairs) and faculty members. Finally, the last student affairs personnel expressed his feelings about the issues of overlapping roles between them. Similarly, he explained the same as his colleagues. According to the findings, overlapping roles is one of the great challenges in the working relationship between the two units as expressed by student affairs personnel. Participants from student affairs expressed with deep frustrations that sometimes, faculty members played the roles of student affairs unknowingly all because faculty members feel that they are interacting with the students daily. However, challenges are something that always exists in every institution if they work together intensively for the common goal of an institutions student will develop in positive ways likewise the institution itself. (Bloland *et al*, 1996; Kuh *et al*, 1994; Kuh, 1996). Also,Student affairs personnel expressed about how students on university campuses don't know more about their function all because the awareness is not known. However, the university needs to enhance student developmental level by creating more awareness to eliminate the overlapping roles that are causing barriers between the two units.

Challenges Related to Resources Distribution between Faculty Members and Student Affairs Personnel

Equipment

The study reveals that there are challenges that exist between the two units all because of the lack of some basic teaching equipment however, the issues of pay, benefits, equipment, and poor working conditions proved to be some major challenges affecting both faculty members and student affairs personnel. Therefore, participants expressed dislike about them taking their equipment to enable them to perform their various tasks. According to Gehrke and Kezar (2015) over the past two decades, there has been an increase in information and communication technology which has resulted in new ways for higher education. Moreover it has been stated that through the use of technology institutions can make education more accessible in ways that are personalized to students' learning needs and provide academic support. Thus technologies and other basic equipment should be provided equally to enable both units to achieve the goal of the institution. Participants mentioned that faculty members and student affairs most of the time are faced with transportation problems. They also said students entered the school through a writing assessment not with a behavior test so, for this reason, the institution is faced with so many different kinds of students with different attitudes and behavior. The research revealed an internal management challenge. Students paid for their handbooks but they don't get it. This shows that there is a lack of proper financial management which leads to diversion of funds meant for student affairs for the production of the student's handbooks to be used for other purposes. Also, it may be an indication of a power structure where student affairs personnel do not have the much-needed authority within the university administration structure to influence decisions.

INSTRUCTIONAL MATERIALS

Instructional materials are very important in the University context. The participants expressed their concern in this issue that the budget set for the students' affairs unit is always manipulated. One faculty member said from his point of view, one reason why the student affairs unit is not working along with faculty members is lack of collaboration due to poor distributions of resources on the side of student affairs. He also mentioned how students are not getting the needed materials they paid for because the resources are not enough. However, talking to faculty members about human and financial resources their responses were all the same. One of the faculty members openly said they received more resources than student affairs. He said the reason was simply that they are teaching. He fairly said the instructional materials are not enough so if the institution decided to divide the materials equally the teaching staff wouldn't be able to teach.

More surprisingly one faculty members argue not to be aware of any instructional materials that exist for the two units to work within the institution. He mentioned how he faced some major challenges. According to him, he and the other staffs sometimes provide their teaching materials. Also, he boldly said on the issues of instructional materials student affairs don't need much because students are not living in the dormitory where they will need more attention on other facilities.

Lastly, the last faculty members openly and to the point said the university is making sure that the instructional issues be achieved to improve the learning of students than rather thinking on resource distributions.

On the other hand, the first student affairs personnel expressed how faculty members are getting more support from the university on the instructional aspect than student affairs personnel. Moreover, he expressed his dislike about how the institution is going about the distribution between them. According is him; maybe it is one of the reasons why collaboration does not exist between the two units. He said from all aspects faculty received more of everything. Finding from student affairs seems that they are all aware that fewer instructional materials are given to them by the University. Another participant from the student affairs side said he thinks that faculty members are higher over them. According to him, he feel sometimes frustrated over the fact the oldest higher institutions in Tanzania not distributing their resources and instructional equally for all the two units. More interestingly he said sometimes he feels like leaving the university and doing his job. However, more details were given on the distributions of instructional materials between the two units from the third participant when asked about instructional materials. The participant mentioned that the university priority faculty members because they are instructing the students in the classroom. More interestingly, he said even if the students are not receiving the proper services from student affairs all the university want is for the students to be taught.Lastly, the last student affairs personnel said the distributions of instructional materials are not divided fairly among them. She stated that maybe because student affairs are dealing mainly with the student outside the classroom, the university gave more of the materials to faculty members.

Finding from distributions of resources seems that the university needs to do more work on the issues of resources and instructional materials. One main understanding gathered from the participants was that, whether equal distributions exist between them or not they are all working toward the betterment of the institution as well as the developmental level for the students.

Institutional Structural Problems

A good deal was known about how faculties spend their time, what methods they used, and satisfaction with teaching (Menges, 2000). A little more was known from faculty members on how these variables influenced gains in student learning. Therefore Faculty member's response to the institutional structural problem was there is a structural and the structural is not any problem that may exist between the two units. However, they mentioned that the structure is in place but the functionality of the structure is the problem. Speaking with the first participant from faculty members on structural problems at the university he loudly said where there is more structure there can always be a functional problem. According to him, the University of Dar-es-Salaam is faced with a complex structure in that the functions of that structure are major problems.

Meanwhile, interviewed with another faculty member on the structural problem he said if only they can work in oneness the structure would not be anything avoiding them from working together. Importantly, he said student affairs are not different from faculty members because he thinks that they are all working toward how best the university will develop.On the other hand, another faculty member deeply supported the close working relationship of the two units despite the structure problem. According to him, if they work together they will enhance one another. He even gave an example by saying if the two units work to collaborate actively if some problems are existing with student's management on campus they all put hands together to settle those issues not leaving students alone to solve them. Similarly, another Faculty member agreed that it is because ofa lack of collaboration between the two units that is why the instructional problem exists. He said if the two units are working together they will understand that they are working toward one goal.

Student affairs personnel are all supporting the fact that faculty members are taking all of their functions because they are dormant in Tanzania. Another student affairs personnel expressed that although there is a structural problem faculty members should know their roles openly he said. Surprisingly, one of the student affairs personnel said student affairs don't have a problem with their working relationship with faculty members. Sometimes students bring faculty to complain and they refused to listen to us. The last participant from the student affairs side explained with support to the other staff by say, although there is an instructional structural problem they should not be focusing on the issues of structures because They working for the same institution and the same goal.

The findings indicate that structures are no problem preventing the two units from working together. It has become apparent in recent years that both the academic side and student affairs side on campus must work together. (Bloland *et al*; 1996;Kuh, 1996; *et al*., 1994). Looking historically at colleges and universities functions, it is understood that academic faculty were traditionally held accountable for the scholastic, social, and spiritual development of the student. Simultaneously, faculties could not perform the task alone. Thus the university administrators began to hire student affairs professionals who began to address particular student needs (Komives& Woodard, 1996; Moore *et al*., 1998). Moreover, the research shows a strong link between faculty and student affairs to greater develop students.

Platform in Term of Challenges

After participants were asked about the various challenges both faced in working together, they were also asked about what the university is doing to settle their dispute just in if there were any occurrence. Boldly speaking the two units accepted to know about the platform existing within the university. The first participant from the Faculty members clearly explained a case where both units had a fight on student affairs reporting a case about an instructor playing the roles of student affairs.

Moreover, the faculty members supported by saying there is a platform but this platform can only involve issues when there is a coalition in the department. More importantly, he mentioned that if the university considers some issues like putting the staffs together to express themselves on what they feel is best for the institution and expressing their roles not only when there is a clash definitely according to him, the university will improve the understanding of the entire system.

Meanwhile, one faculty member seems not to be aware of any platform but according to him if there is a platform maybe it is

in theory. He even asked a question? He said what platform? According to him, the university has the various department well organized but such platform he does not know about it. He also mentioned that those platforms are in theory. Also, the last faculty agreed that there is a platform at the university he when there is an issue they can resolve things. He said the platform is only there for issues that units can't settle by themselves than the faculty senate can intervene. On the side of the participants from the student affairs said they are aware of a platform but meanwhile, the first participant said the platform is actually in theory he thinks. He said it is in the book. He further told the researcher that because the practicality of the platform is not working well that is why faculty members are always superior over student affairs. In agreement with the other participants the third student affairs personnel also by saying there exist a platform but how effective is the platform. The participant mentioned that if the platform is working toward improving the working conditions between both units he believed their working relationship is going to be smoothing. Also speaking to the third student affairs participant he mentioned being aware of a platform created at the university to better harmonize things between them. Personal speaking the participant said the two units cannot handle issues among themselves sometimes. So the platform is very important.

Opportunities for Working Together

If these platforms working robustly toward moving better understanding between the two units according to the participants the outcomes for the student could be better for the institution. Faculty members explained how there could be a very good opportunity if the system is put in place. One participant from faculty members said he can ensure anybody that they are going to benefit as one body.The next participant from the faculty members also supported the idea by saying, the possible opportunities could prepare the better student for the society academically and the institution going to put out good graduates. Thirdly, the next participant importantly stated that there could be many opportunities. According to him, the one opportunity is there will be very good outcomes and he said the institution will be lifted high among all other institutions. According to him the prospect of student development will be higher.Lastly, another faculty member expressed by saying the possible opportunity that could arise if the two units work together the student will develop positively. According to him, the university will be looking at it in a very good way. More clearly, student affairs personnel explained how the emotional and psychological well-being of the student is important so it will not be good if there is no cooperation. He mentioned that if the two units emerge to perform their various task more opportunities will arise for the institution. Although participant's responses are all coming out the same, the response from this participant stated that not only the University of Dar-es-Salaam will benefit from the possible opportunities but Tanzania at large.

Suggested Solutions to the Challenges

Some of the participants gave their views on how best they think the University of Dar-es-Salaam can move ahead. When asked the first participant on his suggestion he said, why it is true that there are problems that exist between the two units but still there could derive a positive understanding of their roles and responsibilities for the general goal of the institution.

Generally, faculty members said their working relationship could launch a good image for the institution. Importantly, one participant from the faculty members said he thinks the university should schedule a regular meeting where faculty members can share their views as well as student affairs on how the departments can work on solutions and how to tango the problems. Meanwhile, another participant said that student affairs should create a kind of awareness program frequently to enable students to know more about what they do on campus. More interestingly, another participant suggested that the institution carry out equal distributions of finance because according to him, when money is distributed among people equally whatever functions it is, definitely the job will be done right. One participant said instead of student affairs existing only in theory or in a book because the formality required that higher institutions of learning need student affairs. He suggested that when higher institutions are about to open there must be a seminar or workshop to train the faculty members and student affairs on what they should do. Lastly, the other participant said no matter what there should be a humongous relationship between any distinct units at any point so that people can target toward achieving their goal because every institution has a goal and if there are diverging views or differences, of course, the goal will not be achieved so it is always good to have collaboration.

CONCLUSION AND RECOMMENDATIONS

Faculty members and student affairs are not collaboratively working for the improvement of student learning outcomes. According to the participants, the two units are faced with so many challenges that are hindering students' learning process. They mentioned that although they are working towards the same mission and vision of the institutions some challenges faced by mainly student affairs are causing them not to collaborate well to students learning outcomes. However, findings seem that there is no much collaboration existing between the two units. Faculty members oversee the majority of student affairs functions at the University of Dar-es-Salaam only because student affairs are dormant moreover; the dormancy of student affairs is because of awareness. According to most of the participants from the student affairs, faculty members at the university are doing most of their jobs because student affairs are not known in Tanzania. Therefore, for this backdrop, the research is recommending that institutions in Tanzania create more awareness in the area of student affairs. By creating such awareness students and more institutions in Tanzania will understand more about student affairs and more people will get involved in student affairs activities in Tanzania leaving no space for overlapping functions from other units. The negative effects associated with resource distribution on enhancing students learning indicate the important role of supportive instructional structures at the University of Dar-es-Salaam. Findings from participants at the university seem that there are lots of negative effects associated with the issues of resource distribution that is hindering the support of the institution. Therefore, the university needs to look at the issues of resource distribution properly between both units.

If the university of Dar-es-Salaam focuses on collaborating the two units to enhance student learning, the awareness in student affairs will be increase and the learning outcomes they are producing will increase. When more focus is given by the University of Dar-es-Salaam on the collaboration of the two

main units then students will improve in the learning and get better outcomes because these two units played key roles within an institution of learning also if a high number of academic support exists at the University of Dar-es-Salaam granting the institution to primarily focus on collaboration then the partnerships between the faculty members and student affairs will increase.

The following recommendations for future research were made based on the review of the literature and the findings.

1. Given the blurring of collaboration and function between faculty members and student affairs personnel as evidenced by this research, Higher Education should reconsider their policies in Tanzania's higher educations.
2. Policies should include resources distribution, overlapping roles, institutional structures problem, along with employing expertise for the right jobs within any institutions in Tanzania.
3. Policies should investigate collaborative initiatives effects through monitoring, between instructional structures in Tanzania.

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