

# Enhancing Educational Quality and Institutional Development: Perspectives from Malcolm Moffat College of Education Stakeholders

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## ABSTRACT

This study explored stakeholder perspectives on educational quality and institutional development at Malcolm Moffat College of Education (MMCE). The study was guided by the following objectives: to evaluate the academic quality of the programmes at MMCE, analyse how well MMCE prepares students for the job market, and identify key areas for institutional improvement. The study was purely qualitative and employed a case study design to allow for a holistic and detailed exploration of the phenomenon within its real-life context. Data was collected through semi-structured interviews and focus group discussions. The sample size was twenty-five stakeholders, including educators, administrators, students, policymakers, unions, business representatives, NGOs, traditional leaders, and religious institutions. Data was analyzed thematically, with charts and graphs used to visually present recurring patterns and stakeholder perspectives, thereby enhancing clarity and accessibility of findings. Findings indicated that teacher training diplomas had the highest recognition, while bachelor's degree programmes were less familiar. On the overall quality of the College's programmes, stakeholders expressed high satisfaction, with 85% rating the academic programmes as good and 15% as excellent, recognising MMCE's commitment to competence and professional preparation. However, some respondents emphasized the need for greater holistic student development, particularly in social engagement and interdisciplinary learning. Furthermore, perceptions regarding the curriculum's ability to foster research and critical thinking varied, with 31% affirming its effectiveness and 69% indicating uncertainty, highlighting the need for curriculum refinement. The study recommends strengthening research components, enhancing programme awareness, integrating learner-centered teaching methodologies, and balancing academic rigor with holistic student development. These insights support efforts to accredit degree programmes in Primary Education and Educational Leadership and Management, ensuring their alignment with national educational priorities and workforce demands.

**Keywords:** Enhancing, Educational Quality, Institutional Development, Perspectives, Stakeholders

## INTRODUCTION

### Background of the study

Education is widely recognised as a fundamental pillar of national development, shaping the human capital needed for economic growth and social progress. In Zambia, various policies, including the Eighth National Development Plan (8NDP) (2022), emphasise the importance of education in strengthening governance and improving service delivery. The 8NDP is designed to drive socio-economic transformation through four strategic development areas: Economic Transformation and Job Creation, Human and Social Development, Environmental Sustainability, and Good Governance Environment. A key focus of the 8NDP is Human and Social Development, which prioritises education, skills development, and workforce readiness to address Zambia's human resource capacity gap. The plan acknowledges that low education outcomes, coupled with inadequate access to social services, remain a challenge in achieving sustainable development. To bridge this gap, institutions like Malcolm Moffat College of Education (MMCE) play a critical role in equipping students with industry-relevant skills that align with national priorities.

Furthermore, Zambia's commitment to the United Nations Sustainable Development Goals (SDGs) reinforces the need for quality education (SDG 4) as well as decent work and economic growth (SDG 8). The 8NDP integrates these global objectives by promoting inclusive and equitable education, ensuring that graduates are well-prepared for employment and capable of contributing to national development.

This study, titled "Enhancing Educational Quality and Institutional Development: Perspectives from MMCE Stakeholders," sought to bridge the gap by evaluating the effectiveness of MMCE's academic programmes, the adequacy of its facilities, and the employability of its graduates, providing insights to support meaningful institutional reforms.

### **Statement of the Problem**

Although Zambia has positioned education as a cornerstone of national development, emphasised in the Eighth National Development Plan (8NDP) and reinforced by global commitments such as Sustainable Development Goal 4, teacher education institutions continue to face persistent challenges that hinder their ability to deliver high-quality training. The 8NDP highlights the need for strengthened human and social development, improved service delivery, and enhanced workforce readiness. As institutions mandated to equip future teachers with relevant skills, Colleges of Education such as Malcolm Moffat College of Education (MMCE), are expected to play a transformative role in bridging Zambia's human resource capacity gap.

Fullan (2007) emphasises that educational reforms are most effective when informed by the experiences and insights of key stakeholders, yet in many institutions, stakeholder perspectives are not systematically captured or integrated into decision-making processes. When this happens, the college risks implementing fragmented, reactive, or poorly aligned strategies that fail to address underlying institutional challenges. Without a clear understanding of how stakeholders perceive these challenges and opportunities, efforts to strengthen the institution may remain inconsistent, unsustainable, or insufficiently grounded in evidence. This study, therefore, seeks to explore stakeholder perspectives on educational quality and institutional development at MMCE, generating insights that can inform strategic, context-responsive, and sustainable reforms aligned with national and global development priorities.

### **Study Objectives**

The study was guided by the following objectives;

1. To evaluate the academic quality of the programmes at MMCE.
2. To analyse how well MMCE prepares students for the job market.
3. To identify key areas for institutional improvement.

### **Significance of the study**

For the MMCE administration and faculty, the study serves as a tool for assessing the strengths and weaknesses of academic programmes and teaching methodologies. It enables the institution to refine curricula, ensuring that courses remain aligned with contemporary educational and workforce demands. By identifying areas for improvement, faculty members can enhance instructional strategies, strengthen student support services, and create a more effective learning environment that prepares graduates for real-world challenges.

For students and graduates, the findings provide a roadmap to career readiness, offering valuable insights into employability trends and workforce expectations. By addressing gaps in critical thinking, professional development, and industry relevance, the study fosters an educational experience that equips students with practical skills. Additionally, recommendations on internships, mentorship programmes, and career guidance will ensure that graduates transition smoothly into the workforce, increasing their prospects for employment and professional growth.

For the Ministry of Education and policymakers, the study offers evidence-based insights into teacher-training effectiveness, contributing to national education policies. As Zambia strives to meet the objectives of the Eighth National Development Plan (8NDP) and the Sustainable Development Goals (SDGs), this research provides data-driven recommendations that support educational reforms, workforce development strategies, and institutional capacity-building efforts. The findings can be utilised to strengthen teacher certification standards, refine education policies, and enhance investments in professional development initiatives.

For employers and industry stakeholders, the study highlights the competencies and readiness of MMCE graduates, enabling industries to tailor their recruitment processes and collaborate with academic institutions. By examining skills gaps, the research encourages stronger partnerships between MMCE and key sectors, fostering internship programmes, research collaborations, and professional training initiatives. Employers will benefit from insights that ensure graduates possess the analytical, technical, and pedagogical skills required to excel in their respective fields.

For local and international education development agencies, the study presents an opportunity to support educational interventions and capacity-building initiatives. Organisations such as UNESCO, UNICEF, and the World Bank can use the findings to develop targeted programmes that enhance teacher training, digital literacy, and inclusive education. By contributing to global efforts in quality education and workforce preparedness, the research aligns with international strategies aimed at strengthening educational accessibility and effectiveness.

Overall, the study serves as a foundational tool for institutional growth, guiding MMCE in its efforts to enhance academic quality, improve graduate employability, and align its programmes with national and global educational priorities. Through the collective engagement of stakeholders, the institution can implement sustainable improvements that foster excellence in teaching and learning.

## **THEORETICAL FRAMEWORK**

This study was anchored in the Stakeholder Theory, developed by Freeman (1984), which emphasises that organisations must consider the interests of all stakeholders to achieve sustainable success. In the context of this study, the theory was directly applicable because Malcolm Moffat College of Education (MMCE) operates within a complex environment where administrators, lecturers, students, support staff, and community partners all hold legitimate interests in the institution's performance and development. By applying Stakeholder Theory, the study demonstrated that educational quality cannot be assessed solely from the perspective of institutional leadership or academic staff; rather, it must integrate the voices of all groups who are affected by the College's operations. Thus, Stakeholder Theory provided a framework for interpreting the study's results, showing that institutional development at MMCE requires a participatory approach where stakeholder feedback informs decision-making.

## **METHODOLOGY**

### **Research Design**

The study was purely qualitative, and a case study design was adopted. This design was chosen because it enabled a holistic, detailed exploration of the phenomenon in its real-life context. Merriam (2009) defined case studies as "intensive, holistic descriptions and analyses of a single unit or bounded system," which justified the choice of design.

The qualitative case study approach was particularly suitable because it provided an opportunity to analyse multiple perspectives from different key stakeholders linked to Malcolm Moffat College of Education. Yin (2014) emphasised that case studies are appropriate when researchers seek to answer "how" and "why" questions in contexts where the boundaries between the phenomenon and its environment are not clear. This made the design relevant for exploring institutional processes and stakeholder experiences.

## Population and Sample size

The target population consisted of MMCE stakeholders, including educators, administrators, students, policymakers, unions, business representatives, NGOs, traditional leaders, and religious institutions. To ensure broad representation, a stratified sampling technique was employed, which is recommended for studies involving diverse respondent groups (Bryman, 2012). The sample size consisted of twenty-five (25) respondents from various institutions.

## Data Collection Methods

Data was collected through semi-structured interviews and focus group discussions. Semi-structured interviews provided flexibility while maintaining focus on key themes. Kvale and Brinkmann (2015) described interviews as “an interchange of views between two persons conversing about a theme of mutual interest,” which aligned with the study’s objectives of eliciting stakeholder perspectives. Focus group discussions encouraged collective reflection and dialogue, allowing participants to build on each other’s ideas. Morgan (1997) noted that FGDs are effective for exploring not only what people think but also how and why they think in particular ways.

## Data Analysis

Data was analysed using thematic analysis. Braun and Clarke (2006) defined thematic analysis as “a method for identifying, analysing, and reporting patterns (themes) within data. Thematic analysis was applied to categorise recurring themes related to institutional reputation, curriculum strengths, student preparedness, and stakeholder engagement. Coding techniques were used to systematically analyse responses, ensuring themes were derived objectively (Corbin & Strauss, 2015). In addition to thematic coding, charts and graphs were used to visually represent patterns and frequencies of responses. These visual tools helped to highlight recurring themes across different stakeholder groups. As Miles, et al., (2014) observed, the use of visual displays in qualitative research “sharpens the researcher’s ability to see what is happening and to draw more valid conclusions”. Graphical representation of coded data provided clarity and made it easier to communicate findings to both academic and non-academic audiences.

## Trustworthiness of the study

The study was made trustworthy by focusing on four things: credibility, transferability, dependability, and confirmability. To check that the findings were correct, participants were asked to review and confirm the researcher’s interpretations. Credibility was improved by using information from both interviews and focus group discussions, so the results were based on several sources rather than just one.

Dependability was supported by keeping clear records of every step, including how participants were chosen, how interviews were conducted, how transcripts were prepared, and how the data were coded. This follows Shenton’s (2004) idea that dependability needs a process that is easy to follow and well-documented.

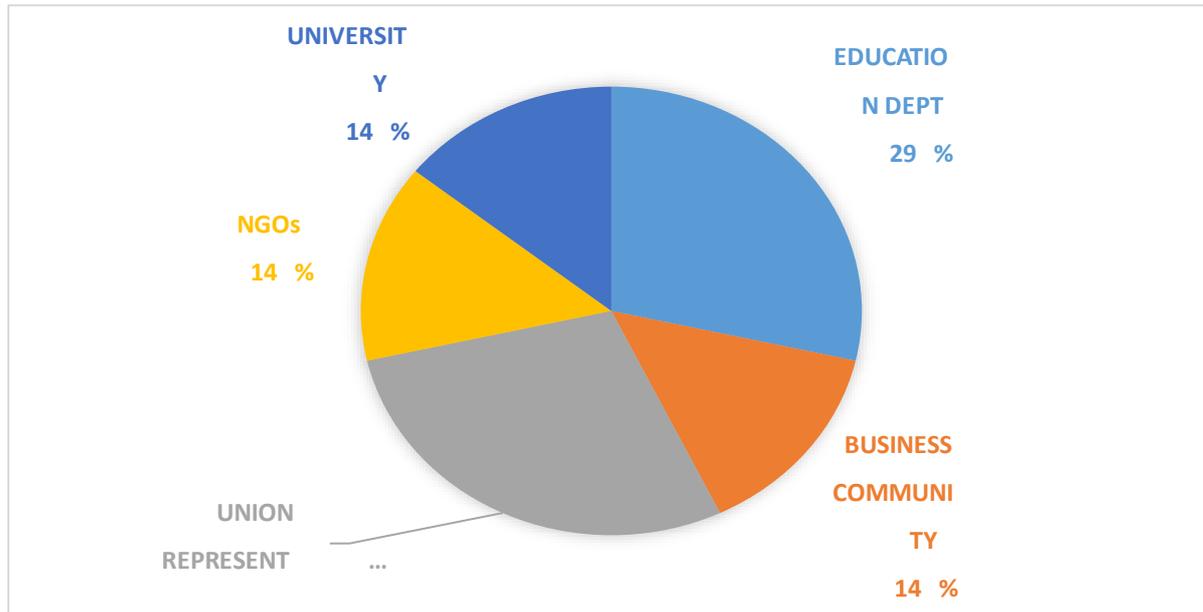
Confirmability was strengthened through reflexivity. The researcher kept journals to reflect on personal biases and used direct quotes from participants to show that the findings came from their actual words. Miles, Huberman, and Saldaña (2014) say confirmability is stronger when researchers show clear links between the data, the codes, and the conclusions. Charts and graphs were also used to show coded data, making the themes and different viewpoints easy to see. This helped improve both credibility and confirmability

## Ethical Considerations

Participants provided informed consent, ensuring voluntary participation. Confidentiality and anonymity were maintained throughout the study to protect respondents’ privacy and uphold ethical research standards (Silverman, 2013).

## Presentation Of Findings

### Relationship between the Participants and the Institution (MMCE)



#### Pie Chart 1

Pie chart 1 above illustrates the distribution of respondents' relationship with Malcolm Moffat College of Education. The largest segments, each representing 29%, belong to the Education Department and Unions, highlighting their notable connection to the institution. "In addition, NGOs, the University, and the Business Community each contributed 14% of the respondents, giving a combined total of 42%. The visualisation effectively conveys how different sectors engage with the college, with education-related entities forming the dominant presence.

One respondent from the union, in his own words, said:

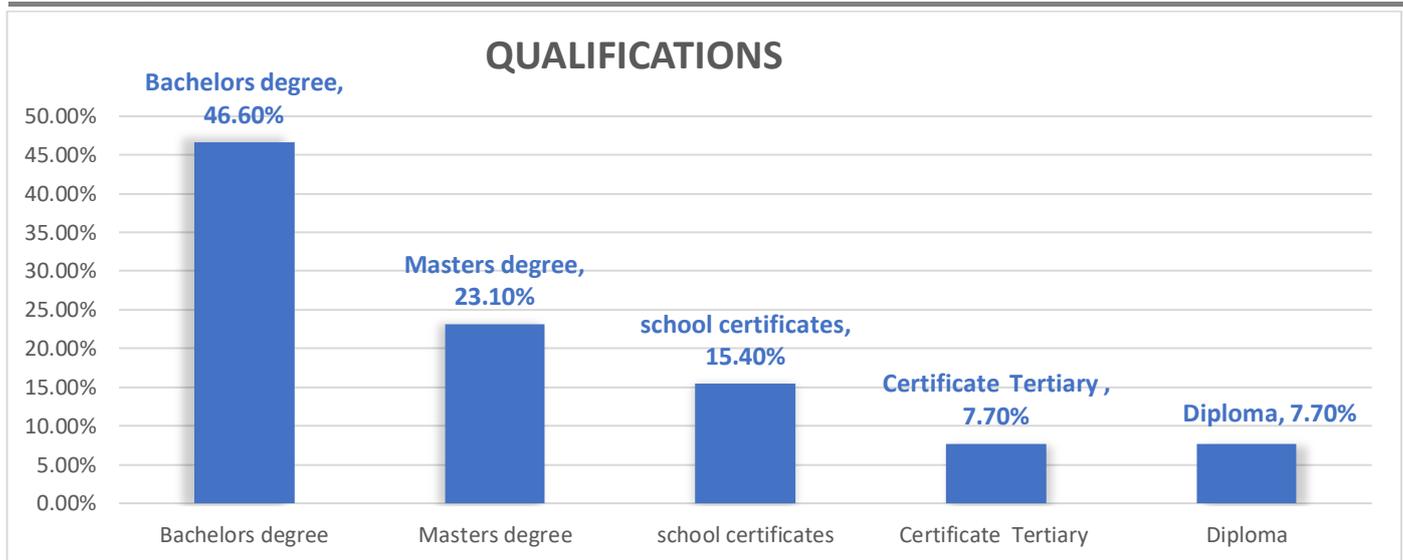
"We work closely with MMCE because most of our members come from there. So for us, the relationship is very strong, we depend on the college to produce quality teachers."

Another participant from an NGO said:

"Our organisation collaborates with MMCE on community programmes, so we've built a good working relationship over the year

#### Qualifications of Respondents

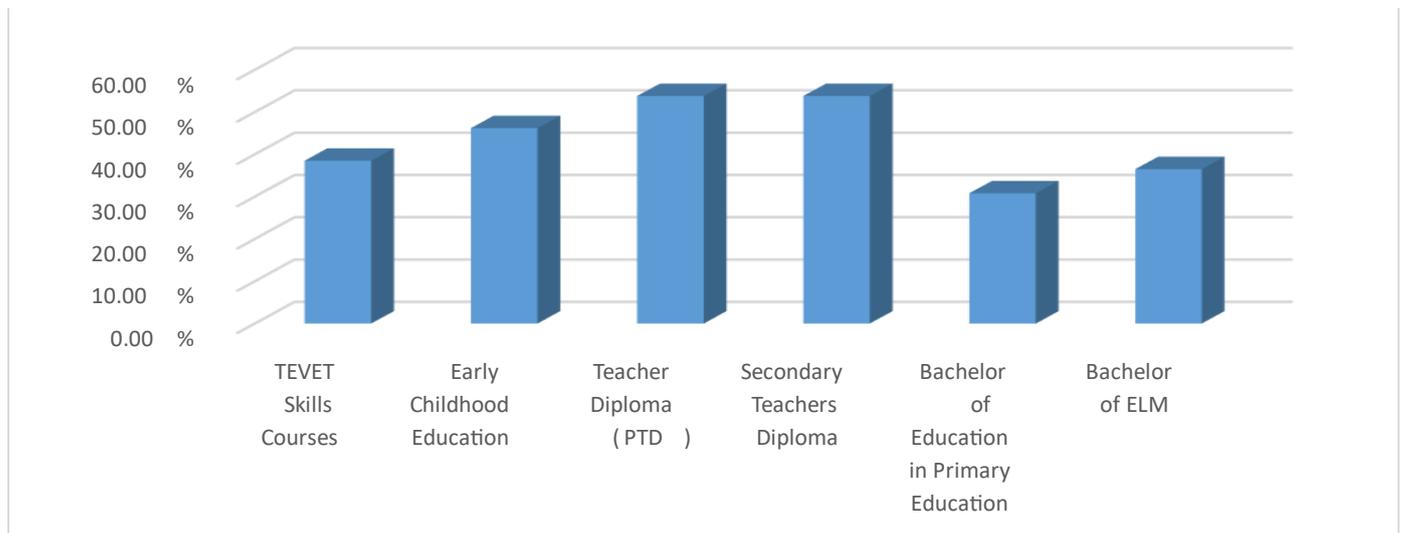
Graph 1 below shows the educational qualifications distribution among the 25 respondents. The largest segment consists of individuals holding a bachelor's degree, making up 46.2% of the total respondents. This suggests that nearly half of the group has attained an undergraduate education, marking a strong inclination toward higher academic achievement. Following this, 23.1% of the respondents possess a master's degree, indicating that a substantial fraction has pursued further specialisation beyond the bachelor's level. This demonstrates a commitment to advanced studies among a significant portion of the group. A school certificate, held by 15.4% of the respondents, represents those who have completed their secondary education but have not proceeded to higher learning institutions. This category, though smaller than the bachelor's and master's degree holders, remains a notable portion of the sample. The final two categories, tertiary certificates and diplomas, each constitute 7.7% of the respondents. These qualifications reflect shorter, specialised academic paths that provide practical and professional skills without requiring a full degree.



**Graph 1**

The distribution of participants above shows the areas of their specialisation. Educational Leadership and Management had three participants. This suggests that many individuals in the group were invested in guiding and improving educational structures. Following closely were Business Studies as well as Chemistry & Biology, each with two participants. Other specialisations, including Teacher Education, Mathematics Education, and Theology, each had one participant. The overall composition of specialisations suggests that education-related fields dominated.

**MMCE’s academic programme(s) that the respondents were familiar with**



**Graph 2**

The data in graph 2 above indicates varying levels of familiarity among respondents regarding MMCE programmes. The Teacher's Diploma (PTD) and the Secondary Teacher's Diploma, each recognised by 53.8% of respondents, stand out as the most familiar programmes, suggesting strong awareness and accessibility. Following closely, Early Childhood Education was acknowledged by 46.2%, reflecting a significant but slightly lower level of recognition. Moderate familiarity was observed for TEVET Skills Courses and the Bachelor of Education in Leadership and Management (ELM), both at 38.5%, showing that these programmes are known but not as widely recognised as diploma-level courses. The Bachelor of Education in Primary Education, with a familiarity level of 30.8%, has the lowest recognition among respondents, implying limited exposure or awareness.

The pattern suggests that diploma-level teacher training programmes tend to have higher recognition, whereas bachelor’s degree programmes, particularly in primary education, are less familiar to the respondents.

One respondent in his own said:

“The Primary Teacher’s Diploma is the one we know best. Almost everyone in our schools has gone through it.”

Another respondent added that:

“The Secondary Teacher’s Diploma is very common here. We see many graduates from that programme.”

A different respondent also commented:

“I’ve heard about the Bachelor of Education in Leadership and Management, but it’s not as popular as the diplomas.”

### The Overall Quality of the College's Academic Programmes



**Pie Chart 2**

Pie Chart 2 represents respondents' perceptions of the overall quality of programmes at MMCE. The majority, 85%, rated the programmes as good, indicating strong satisfaction and a generally positive evaluation. A smaller yet significant portion, 15%, rated them as excellent, reflecting a high level of approval among a subset of respondents. This distribution suggests that while most respondents recognise the programmes as effective and well structured, there is room for improvement to elevate more programmes to an excellent standard.

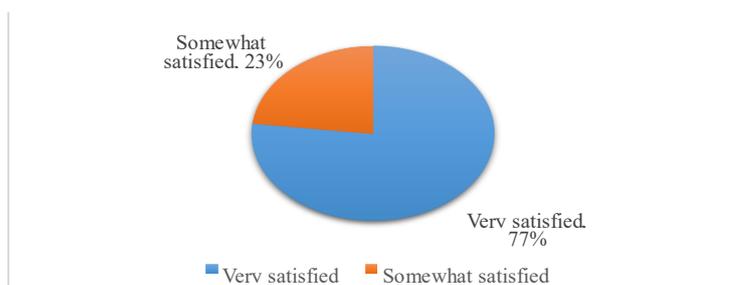
One respondent said:

“The programmes are good. They’re well organised, and they meet the needs of the education sector.”

Another respondent added:

“For me, the quality is excellent. MMCE is doing a commendable job.”

### Satisfaction of respondents with the college's academic programmes in preparing students for their future careers



**Pie Chart 3**

In Pie Chart 3 the majority of respondents (77%) indicated that they were very satisfied with the MMCE programmes, suggesting that these initiatives have been largely successful in meeting participant expectations.

This high level of satisfaction could be attributed to various factors such as the relevance of the programme content, accessibility, and effectiveness in addressing their needs. On the other hand, 23% of respondents expressed being somewhat satisfied. While this group acknowledged the benefits of the programmes, their responses indicate that certain aspects may require improvement or further refinement. This could involve factors such as delivery methods, engagement strategies, or resource availability. Overall, the data presents a positive outlook, with a strong approval rating from respondents.

The respondents expressed a high level of satisfaction with the MMCE programmes, attributing their approval to the college’s ability to produce high-quality graduates. They stated that the institution consistently delivered students who were competent and reliable, meeting community needs and maintaining professional standards. Many respondents remarked that the quality of students coming from the college was a testament to its commitment to rigorous training and skill development. They highlighted that the teachers had strong teaching skills, which contributed to the effectiveness of learning and ensured that graduates were well-prepared for their roles.

Additionally, respondents noted that the college upheld high standards, which resulted in students being welltrained and capable educators. They mentioned that students were closely monitored, which helped maintain strong academic and professional performance. They further emphasised that the programmes were relevant to community needs, reinforcing the institution’s alignment with practical and societal demands. However, some respondents pointed out that students should be given more freedom to explore social life, arguing that a balance between academic rigor and personal development was necessary to prevent potential conflicts with their future aspirations. They suggested that integrating more opportunities for social engagement could enhance students' overall experiences.

Overall, the respondents reported strong approval of the MMCE programmes, emphasising that the college was producing well-prepared graduates, skilled educators, and effective professionals. They acknowledged that, while academic training was excellent, incorporating aspects of holistic development could further improve student experiences and long-term success.

One respondent, in his own words, said:

“I’m very satisfied. The college produces competent and reliable graduates who perform well in our schools.”

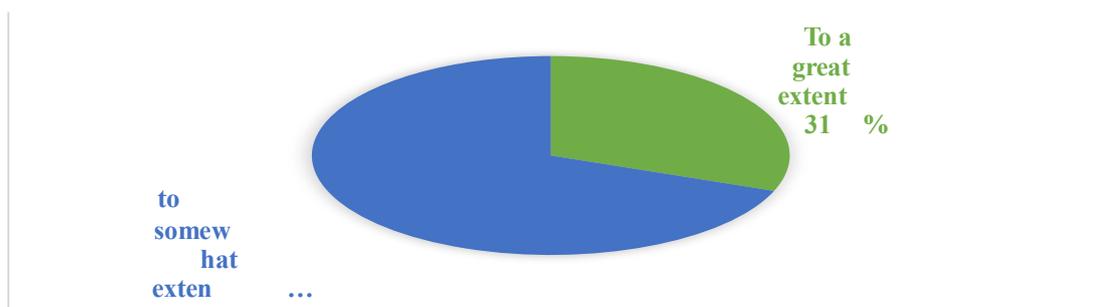
“Another respondent shared:

“Their students come out with strong teaching skills. You can see they’ve been trained properly.”

“A somewhat satisfied respondent said in his own words:

“The training is good, but I feel students should be allowed more social freedom. They need a balance between academics and personal development.”

**Extent to which the College's curriculum prepares students for research and critical thinking**



**Pie Chart 4**

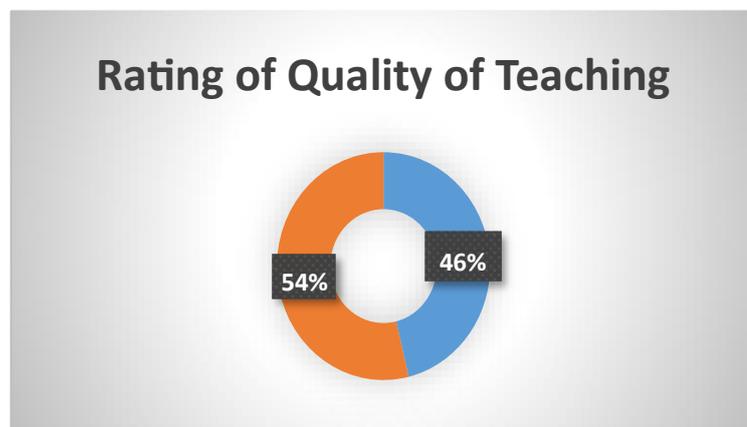
As depicted in Pie Chart 4 the respondents expressed mixed perceptions regarding the curriculum’s effectiveness. While 31% of respondents indicated that the college curriculum prepared students for research and critical

thinking to a great extent, the majority (69%) expressed uncertainty, suggesting that while the curriculum provides valuable aspects, certain areas may require further improvement. They explained that the curriculum fosters innovation and creativity, enabling students to develop problem-solving skills essential for their fields. Additionally, they noted that the institution encouraged a change in mindset, helping students approach learning with critical thinking and adaptability. Several respondents emphasised that the college integrated research activities, ensuring students engage in independent projects that contributed to their academic growth.

Furthermore, they highlighted that students participated in portfolio-building exercises and Junior Engineers Technicians and Scientists (JETS) competitions, citing last year's national-level recognition as proof of the college's commitment to practical learning experiences. They also pointed out that research conducted by students has the potential to address critical developmental challenges at both national and global levels. Some respondents noted that student findings could be beneficial to various ministries, particularly in shaping policies that drive national progress.

However, the respondents acknowledged several concerns regarding the curriculum. Some stated that learnercentred teaching methods should be used more frequently to improve student engagement and knowledge retention. Others expressed that while the college strove to bring out the best in students, the application of knowledge was not yet fully maximised. A few respondents mentioned that students who were monitored did not study widely enough, potentially limiting their depth of understanding on certain topics. Additionally, some respondents pointed out that their ability to evaluate the curriculum was restricted because they had not seen the course content or research outcomes.

### Rating of expertise and teaching quality of the college's staff



### Doughnut Chart 1

The respondents indicated that the teaching staff's expertise was highly regarded, with the majority 54% expressing that it was excellent. Meanwhile, 46% stated that the staff's expertise was good, suggesting general satisfaction but leaving room for further improvement. It was observed that no respondents rated the expertise as "below good," which reinforced the perception that the staff met or exceeded expectations.

One respondent said:

“The lecturers here are excellent. You can see it in the way their students perform during teaching practice.”

It was reported that the institution had established a strong reputation for producing skilled and well-prepared graduates, which was reflected in the positive ratings given to the expertise of the teaching staff. The ratings aligned with observations that students consistently graduated with relevant knowledge and demonstrated strong performance both during school teaching practice (STP) and in professional roles after leaving the institution. Furthermore, it was noted that at least 75% of trained teachers from the institution excelled not only in teaching but also in extracurricular activities, reinforcing the institution's effectiveness. Many graduates were regarded as well-behaved, professional, and capable educators, further supporting the perception that the college was

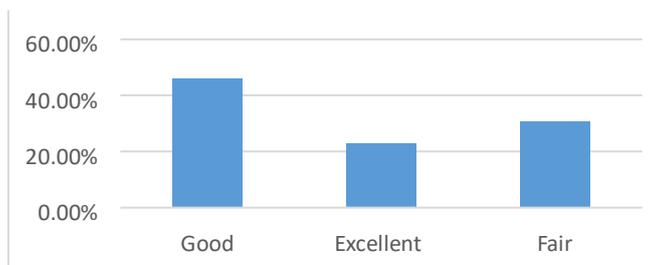
successfully shaping competent teachers. Additionally, reports indicated that students performed well when integrated into real-world educational settings, confirming that the training they received was sufficiently robust and practical.

However, some concerns were raised regarding lecturer qualifications, with a few educators reported to lack full expertise in certain subject areas. This could explain why a portion of respondents rated the staff as "Good" rather than "Excellent." Addressing this through enhanced training or targeted recruitment could help improve perceptions of teaching quality and ensure that all lecturers fully meet subject-specific requirements.

Overall, the survey results and qualitative feedback demonstrated a high level of satisfaction with the teaching staff's expertise, reinforced by the institution's strong track record of producing competent and well-trained educators.

### The adequacy of the college's facilities and infrastructure to support teaching, learning, and research

The adequacy of the college's facilities and infrastructure in supporting teaching, learning, and research received mixed evaluations from respondents as shown in Graph 3 below. A majority, 46% described the facilities as "Good," indicating that they were generally functional and met basic academic needs. However, only 23% rated them as "Excellent," suggesting that while some found them highly effective, they did not exceed expectations. Additionally, 31% assessed them as "Fair," highlighting areas where improvements might be necessary.



**Graph 3**

It was observed that while the facilities were sufficient to support educational activities, they might not be fully optimised for advanced teaching and research. Concerns were raised about limitations in infrastructure, access to resources, and possible gaps in modern learning tools. These factors could explain why a significant number of respondents did not rate the facilities as "Excellent."

It was further stated that the impact of these conditions extended beyond classroom learning to research capabilities. In particular, respondents indicated that outdated equipment, insufficient access to academic materials, and limitations in space could potentially hinder deeper engagement with scholarly work. It was suggested that enhancing digital resources, improving physical infrastructure, and maintaining regular upgrades could help shift perceptions toward a more favourable evaluation.

One respondent said:

“The facilities are good enough for teaching, but they’re not at the level where you can say they’re excellent.”

Another respondent explained in his own words:

“Some of the equipment is outdated. For research, students need more modern tools and better access to materials.”

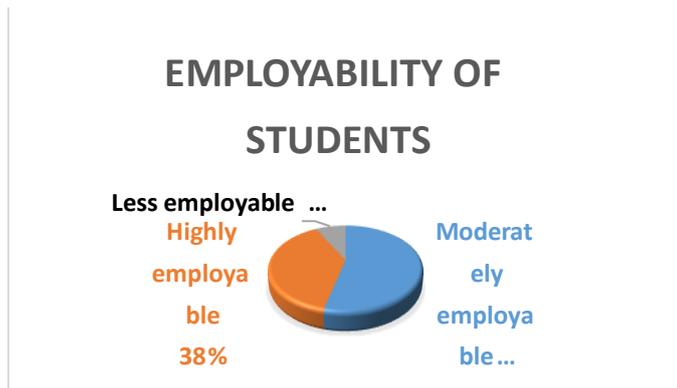
A respondent also added in his own words:

“The infrastructure works, but it needs upgrading. More digital resources would make a big difference.”

Overall, the college’s facilities were recognised as adequate for educational activities but in need of strategic improvements to fully support research and advanced learning. It was recommended that structured feedback mechanisms be employed to identify specific areas for enhancement, ensuring that the institution continues to meet the evolving needs of students and faculty.

### Employability of the students from MMCE

The employability of graduates from MMCE varied among respondents, as shown below, with a majority (54%) considering them moderately employable, while 38% rated them as highly employable. A smaller percentage (8%) regarded them as less employable, indicating that while most graduates secure job opportunities, there were still challenges in achieving widespread professional placement.



### Pie Chart 5

Concerns were raised regarding the 8% who were considered less employable, indicating that some graduates may face challenges such as limited access to job opportunities or inadequate exposure to career development resources. It was suggested that strengthening career guidance programmes, expanding internship opportunities, and enhancing practical training components could help improve overall employability outcomes.

Overall, while most graduates from MMCE were acknowledged to have reasonable to strong employment prospects, further improvements in skill development, industry partnerships, and career support could help increase the percentage of highly employable graduates. The institution was encouraged to continue refining its approach to ensure that all students leave well-equipped for the job market as well as self-employment.

One respondent said:

“Most graduates from MMCE are employable. They know their work and they fit well in schools.”

Another participant shared:

“I rated them as highly employable because they come out with practical skills and good behavior.”

“Another respondent explained in his own words:

“Some graduates struggle because they don’t get enough exposure to career guidance or internships.”

### Areas that the college should work on to improve its academic programmes

The respondents identified several key areas for improvement to enhance academic achievement at the college. One of the primary concerns raised was the need to enroll students with stronger qualifications, ensuring that only those fully prepared to teach were admitted. It was suggested that this approach would contribute to higher academic standards and better learning outcomes. Furthermore, respondents emphasised the importance of intensifying Primary related Courses, noting that a stronger focus on these programmes could lead to more

comprehensive teacher training. It was observed that student enrolment in ICT should be increased, as technological literacy was regarded as an essential component of modern education.

A respondent remarked in his own words:

“These days, ICT is not optional. The college should enrol more students in ICT because technology is now part of every classroom.”

Additionally, it was stated that monitoring processes needed to be reinforced, with suggestions that the education department should take a more active role in oversight and quality assurance. It was also highlighted that academic programmes should be realigned to meet industry demands, with an emphasis on critical thinking and problem-solving skills. Respondents noted that modern industries required graduates who could think independently and apply analytical reasoning to real-world challenges. Strengthening these aspects within the curriculum was regarded as a crucial step in preparing students for professional success. On aligning programmes to industry needs, one respondent shared in his own words:

“The programmes must match what the industry wants. We need graduates who can think critically and solve problems, not just follow instructions.”

Beyond academics, some respondents suggested that the college should integrate sports more seriously as part of its academic structure, recognising the value of physical education in cognitive and personal development. Additionally, it was stated that character-building and values education should be emphasised, as teaching was considered a noble profession requiring strong ethical grounding.

Overall, the feedback indicated a strong desire for academic refinement, industry relevance, and holistic student development, highlighting the need for strategic improvements in admissions criteria, course intensification, curriculum realignment, and enhanced oversight mechanisms. It was suggested that taking action in these areas would contribute to higher student success rates and professional readiness upon graduation.

## CONCLUSION AND RECOMMENDATION

### Conclusion

In conclusion, the study revealed strong engagement between Malcolm Moffat College of Education (MMCE) and its stakeholders, with high satisfaction levels regarding the institution’s academic programmes and their effectiveness in preparing students for their careers. Teacher training diplomas had the highest recognition, while familiarity with bachelor’s programmes remained lower. The majority of respondents rated the academic programmes positively, with 84.6% considering them good and 15.4% rating them excellent. However, some stakeholders emphasised the need for greater holistic student development, including more opportunities for social engagement alongside academic training. Mixed perceptions had emerged regarding the curriculum’s effectiveness in fostering research and critical thinking, with 31% affirming its impact while 69% had expressed uncertainty, pointing to areas that needed improvement, such as learner-centred teaching and deeper knowledge application. To strengthen MMCE’s impact, continuous efforts in curriculum enhancement, stakeholder collaboration, and institutional development had been recommended to ensure graduates remain well-prepared, adaptable, and competent professionals

### Recommendation

1. Enhance programme recognition and awareness for the bachelor’s degree programmes.
2. Leverage institutional strengths to meet higher education standards.
3. Strengthen curriculum alignment with stakeholder needs.

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