

**PUBLIC PRIVATE PARTNERSHIP IN TANZANIA: A FRAMEWORK FOR  
IMPROVING THE QUALITY OF PRIMARY EDUCATION: A CASE OF SELECTED  
PRIMARY SCHOOLS IN KILIMANJARO REGION, TANZANIA**

**PAULIN PAUL**

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## **EXTENDED ABSTRACT**

The government of Tanzania adopted the use of the Public Private Partnership (PPP) model as a development strategy for service delivery improvement particularly education since the late 1970s. Despite the adoption and long use of the model for fostering socio-economic development through improving education services in Kilimanjaro Region, the quality of primary education in schools under PPP model has not yet greatly improved. The overall objective of this study was to assess the existing Public Private Partnership model and its influence on improving the quality of primary education delivery in Kilimanjaro Region. Specifically, the study examined the quality of primary education offered in schools under public private partnership model in comparison with private and public schools, determined the contributions played by private educational development partners on improving the quality of primary education, analysed the influence of the PPP model on the quality of primary education and identified constraints hindering the existing public private partnership framework in delivering quality primary education. The study was conducted in Moshi Municipality and Moshi District Council. A cross-sectional research design was adopted. A total of 300 respondents from thirty primary schools (16 PPP, 8 public and 6 private) were selected for the study. Quantitative data was collected using two structured questionnaires, one for 60 teachers and the other one for 240 pupils from thirty primary schools. Qualitative data was collected through focus group discussions, observation methods and key informant interviews. Qualitative data was analyzed using content analysis technique whereby recorded conversations were transcribed into categories of themes/concepts then discussed in line with the study objectives. Quantitative data was analyzed using IBM SPSS Statistics and Microsoft Excel computer programmes. Descriptive analysis was done to determine distributions of individual variables. Moreover inferential statistics were computed to establish relationships between some independent variables and the dependent

variable (pupils' academic performance). Chi-square, One Way-ANOVA, difference in difference (DiD) and ordinal logistic regression were run to determine the actual contributions of PPP model on improving the quality of primary education. Public schools had more insufficient school T/L infrastructure and T/L materials compared to their counterparts PPP and private schools. Various educational benefits were gained from types of support provided by private partners through the PPP model, including increased pupils' enrolment and rate of pupils' attendance to school as well as improved pupils: textbooks and pupils: desks ratios. Chi-square analysis showed that the association between types of educational support provided and school academic performance for the previous four years was statistically significant (Chi-square = 16.34,  $p < 0.05$ ). The outputs of ordinal logistic regression model showed that renovations or construction of classrooms, teachers' offices, and modern kitchens as well as construction and connection of water systems/points as interventions of the PPP model had significant influence on chances of high schools' academic performance ( $p < 0.05$ ). Furthermore difference in difference (DiD) results showed that PPP schools had better academic performance with a mean score of 14.6, compared to schools without PPP which scored a mean of 8.9. A number of constraints hindering effective implementation of the PPP model for improving the quality of primary education were identified including absence of effective PPP institutions and legal framework at local level, lack of awareness among government officials and community at large. On the basis of the findings that public schools had more insufficient school T/L infrastructure and T/L materials and their quality of education was lower compared to their counterparts PPP and private schools, it is concluded that insufficiency of school infrastructure and T/L materials leads to ineffective teaching and learning processes in the classrooms hence causes pupils to complete standard seven with low literacy and numeracy competencies compared to the minimum expected competencies. In regard to the results of objective two, it is concluded

that PPP model is a development tool which assists public schools to improve the quality of education by overcoming educational challenges hindering schools from providing quality primary education. In view of the findings based on the influence of PPP model on school performance it is concluded that schools with PPP interventions have a potential to improve school academic performance than schools without PPP interventions. In regard to the results on PPP weaknesses and challenges, it is concluded that, regardless of the PPP model being a very significant tool for improving the quality of education but it is operating in very challenging environments that do impede the government efforts towards provision of quality primary education to schools under PPP model in Moshi District Council and Moshi Municipality. Based on the conclusion drawn about insufficiency of school infrastructure and T/L materials leading to lower academic performance, it is recommended that the administration and authorities of Moshi District council and Moshi Municipality should prioritise and adequately budget to adhere the educational regulations that require each primary school to have sufficient school infrastructure and T/L materials. In view of the conclusion drawn for objective two; it is recommended that school administration and authorities of Moshi District Council and Moshi Municipality should create awareness to private partners, particularly locally oriented ones (individuals, groups and organisations) to closely collaborate with their government to reduce educational challenges facing primary schools in Moshi District Council and Moshi Municipality rather than depending much on external or international private development partners. With regard to the conclusion drawn about the influence of PPP model on improving schools academic performance, it is recommended that the school administration, education department and the authorities of Moshi District Council and Moshi Municipality should set strategies that will inspire more private development partners to continue supporting and investing in improving schools' /pupils academic performance. In view of the conclusion drawn about constraints hindering Public Private Partnership model on improving the quality of primary education, it is recommended that school administrators, education

