

Public Private Partnership in Tanzania: A Framework for Improving the Quality of Primary Education: A Case of Selected Primary Schools in Kilimanjaro Region,

Tanzania

By

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Abstract

The study was built on the background that 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. It argues that 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. Thus, the overarching 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
- ✓ This study was guided by the stakeholder and constraints theories as given in a highlight. The study disclosed that the stakeholder theory was advocated by Stephen Ross and Barry Mitnick in 1967. The key strength of this theory was based on the assumption that collaboration and relationship synergy exist between different partners (the government as the principle and private partners as the agents). The established and existing relationships are basically aimed to improve the provision of quality socio-economic services to its people by joining resources and working together among two different partners that play various educational roles. The relationships occur based on the assumption that the public and private development partners invite each other to work in a collaborative manner by sharing the resources; capital, expertise, skills, technology and experience; based on the outlined appropriate collaboration framework. Furthermore, the collaborative partners do work together by sharing risks impeding the government towards achieving the desired policy outcome (Akintoye and Hardcastle, 2003). The study anticipated that incorporating different stakeholders was more likely expected to respond to broader socio-economic challenges hindering provision of quality public services to many people. Hence the significant opportunity of the PPP model was more anticipated to improve the provision of quality services to many people than to narrow this responsibility to the sole provider that is the principal/government.
- ✓ Moreover, the study explained that, the constraint theory which was developed by Goldratt in the early 1980s was used to assess factors that hinder the process of improving the quality of education through the PPP model. The theoretical concept of this theory was that every system that is striving to achieve a desired policy outcome is faced and must have at least one or more constraints, and the existence of such constraints represents opportunities for improvement. Constraint in this study was

“anything that limits a system from achieving higher performance versus its goal”. Challenges and or hindering factors towards achieving a desired policy outcome are the main attributes of this theory. Thus, constraints can involve people, information, regulations, policies, laws, procedures, and a situation. The constraint theory has advantages of revealing challenges facing a certain system or policy hence create the environment to propose strategies on improving the situation. This study adopted this theory and focused on identifying and exploiting the weaknesses and challenges that impede efficiency and successful implementation of the PPP model in the education sector. Strategies to improve efficiency implementation of the PPP model were also identified in this study. Most of the proposed strategies focused on the identified PPP constraints in Kilimanjaro Region. One of the weaknesses of the constraints theory and it argues that if scientific research methodologies are not well designed and used during data collection, the identified constraints may be opposing and contradicting with the assessed situation.

This study was conducted in Moshi District and Moshi Municipality in Tanzania. The districts were selected purposively due to the fact that they have many private educational partners which they had been collaborating with since 1960s. Kilimanjaro Region was among the regions that have primary schools with conducive teaching-learning environment. Furthermore, Kilimanjaro was among the regions that have been doing better in standard seven national examinations for a number of years particularly 2010, 2011 and 2013. The study used a cross-sectional research design whereby data was collected at a single point in time. The design was chosen because it entails collection of data on a number of cases at a single point in time in order to collect a body of quantitative and/or qualitative data about two or more variables (usually many more than two), which are then examined to detect patterns of association. The design has been recommended to be used in social sciences by several scholars including Gorard in 2013. Also, this methodological approach was principally used basing on its effectiveness in conducting social science studies under the optimal resources, particularly time and money. In this study pupils and teachers were the units of observation while a school was a unit of analysis. Public primary schools which had not got any educational support from private partners (without PPP schools) and public primary schools which had been supported by private partners (with PPP schools) were selected for the study. Private primary schools that were owned and operated by individual people or private institutions were also used for comparison purpose. These three categories of schools were randomly chosen from the two local government authorities on the criteria that they were or not collaborating with private partners in provision of quality education.

- ❖ The sample size comprised a total of 300 respondents from 30 primary schools (16 PPP, 8 public and 6 private) were selected and surveyed for the study. From each selected school, two (2) teachers and eight pupils were randomly selected, making a total of 60 teachers and 240 pupils from the 30 schools. The availability of a Memorandum of Understanding (MoU) as a collaboration arrangement for partnership between school administration and the respective private development partner was used as a key indicator (form of partnership) to determine a PPP school.
- ❖ Primary quantitative data was collected through structured questionnaire while focus group discussions and key informant interviews were done by using interview guides to collect qualitative data.
- ❖ Observation method was also employed to verify physical availability of school infrastructure, their facilities as well as teaching-learning materials and the user ratios.

- ❖ An index summated scale was also used to measure the sufficiency/insufficiency of availability of school infrastructures and teaching-learning materials at schools.
- ❖ A number of statements were constructed based on school infrastructures and learning materials whereby minimum (0) and maximum (1) scores for each statement were assigned. Two categories denoting the quality of education were also constructed based on actual scores, one denoting insufficient (0-6.4) and another denoting sufficient (6.5 -13) availability of school infrastructure
- ❖ Secondary data about school academic performance for the years 2010 and 2014 were collected and accessed at the studied schools and from the office of district education officers.

The study analysed both qualitative and quantitative data for valid inferences;

- ❖ Qualitative data was analysed 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 analysed 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.

From the process of the study, the key findings on quality of primary education in schools under public private partnership model in comparison to private schools revealed that;

- ✓ Private schools had better quality of education compared to PPP schools and public schools that had not got any support from any private partner.
- ✓ Inadequacy of school infrastructure leads to poor quality of education.
- ✓ Disproportional availability of teaching and learning materials leads to ineffective teaching and learning processes at classroom level, this causes students to complete standard seven with low literacy and numeracy competencies compared to the minimum expected competencies.
- ✓ The schools with PPP interventions have a better chance of improving the quality of education compared to schools without PPP.

Results on improving quality of primary education through PPP framework revealed that;

- ✓ International private educational partners were supporting the process of improving the quality of education more than local private partners.
- ✓ Also, most of the types of educational support that were provided to PPP schools in Moshi District and Moshi Municipality focused more on improving school infrastructure than to increase the number of teaching and learning materials for pupils and teachers.
- ✓ International private educational partners provide unbalanced support in provision of quality education as they may concentrate on one aspect such as school infrastructure and neglect other aspects of quality education such as teaching-learning materials for pupils, and this may not lead to intended outcomes
- ✓ International private partners do support more compared to local private partners (individual, groups and organisations) towards the process of improving the quality of primary education in Moshi District and Moshi Municipality.

- ✓ Involvement of private development partners in the provision of education assists public schools to reduce and overcome educational challenges hindering them to provide quality primary education to all pupils.

The results on influence of PPP model on improving school academic performance indicated that;

- ✓ The types of support provided by private partners had statistically significant influence on the chances of improving pupils"/schools" academic performance.
- ✓ The PPP model is an effective development tool that can be used to assist the government on improving pupils" academic performance in a given school.
- ✓ PPP schools have a higher potential to improve pupils"/schools" academic performance than schools without PPP interventions.

The findings on constraints hindering the PPP model on improving the quality of primary education showed that;

- ✓ A number of internal weaknesses of the PPP framework categorized into three groups (legal framework, institutional framework and personnel/staff weaknesses).
- ✓ Moreover, numerous challenges that emanate from implementing educational projects under the PPP model were identified.
- ✓ The PPP model is operating in very challenging environments that dependent variable impedes government efforts towards provision of quality primary education to schools under PPP model in Moshi District and Moshi Municipality
- ✓ Constraints of the PPP model are associated with poor quality of primary education to some of the studied schools in Moshi District and Moshi Municipality.

Generally, the study recommended that, PPP is important in driving development in the education sectors, however, it is still not well balanced in terms of provision of assistance. Further, the study recommended that;

- The administration and authorities of Moshi District and Moshi Municipality should prioritise and adequately budget to adhere the educational regulations that require all primary schools to have sufficient school infrastructure and T/L materials
- School management and the educational departments of Moshi District and Moshi Municipality should establish strategies for close collaboration with private partners to get rid of shortage of teaching and learning school infrastructure.
- Authorities of Moshi District and Moshi Municipality should set strategies to ensure that types of educational support provided are focusing on improving all necessary requirements/factors for quality education provision to schools instead of being one-sided interventions.
- school administration and community members of the studied schools should establish strategies to ensure that the gained educational benefits and types of support provided are well maintained for a long period and for future generation usage.
- School administrators, education department, Moshi District Executive Director and Moshi Municipality Director should create supportive environment for private partners to continue collaborating with more primary schools facing educational challenges in the region.
- Educational partners working in Moshi District and Moshi Municipality should form a platform for rectifying the identified limitations and create supportive and conducive environment for efficient implementation and achievement of the PPP model towards improving the quality of primary education in Moshi District and Moshi Municipality.

Importantly, this study posed contribution in various aspects;

- The PPP model can also be practised in soft partnerships involving social services that are not directly provided to people with commercial aspects such as education. This result has the potential to influence educational practitioners and administrators to use the PPP model in the education sector to solve educational challenges hence improve the quality of primary education in Moshi District and Moshi Municipality.
- Also, the study confirmed that joint efforts and collaboration between private partners and the public entities on addressing educational challenges contributed to improving the delivery of quality services to the people through the stakeholder theory.
- Through the use of the constraint's theory, information on the weaknesses and challenges hindering effective and efficient implementation of the PPP framework towards improving the quality of primary education in the study area was identified. This gave a chance to PPP stakeholders" to describe strategies to cope with the likely identified PPP constraints.