

**CONTRIBUTION OF PUBLIC PRIVATE PARTNERSHIPTOWARDS
ACCESS TO QUALITY SECONDARY EDUCATION IN
TANZANIA: CASE OF TEMEKE MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
ADMINISTRATION, PLANNING, AND POLICY STUDIES OF THE
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2018

CERTIFICATION

I the undersigned certifies that has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled “*Contribution of Public Private Partnership Towards Access to Quality Secondary Education in Tanzania: Case Study of Temeke Municipality*” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies .

.....
Prof. C. K, Muganda
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I, **Balbina Raphael Ngallaba**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my beloved children Nancy, Ikupa, Tutindaga, Isabela, Doreen, Consolata, Joshua and Raphael plus my cheerful husband Mr. A. A. Mwamakimbula for laying the foundation of my education. Without their love and sacrifices they made towards the fulfillment of my education I would not have been who I am today.

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ABSTRACT

The purpose of this study was to investigate the contribution of public private partnership towards access to quality secondary education in Temeke Municipality in Dar es Salaam. The specific objectives of the study were based on key players or partners in provision of secondary education. They included: To identify key players or partners in provision of secondary education in Temeke Municipality, ways used by PPP to contribute to education access in secondary education in Temeke Municipality and challenges of PPP in provision of secondary educations in Temeke Municipality; also to examine the contribution of PPP in terms of provision of quality teaching and learning environment and the stakeholder's suggestions on how to improve the contribution of PPT towards the quality of education. The study participants included 120 respondents from the Temeke Municipality in Dar es Salaam who were selected using a purposive, stratified sampling and random sampling. The study used a standard questionnaire and interview to gather data.. The study findings revealed that PPP improvements has to be given first priority so as to prevent schools from reverting to negative practices and also for better access to quality secondary education, in order to increase better performance results for students and reduced public funding. Furthermore, in order to improve the quality of education, governments should consider adding capacity building components to voucher programs. This study concluded that both key players who are government and non government secondary school has to participate full in the contribution of education access especially to secondary school and all parteners need to work in increasing student access to secondary education.

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LIST OF ABBREVIATIONS

FGDs	Focus Group Discussions
HRM	Human Resources Management
ICT	Information Communication and Technology
IT	Information Technology
NMB	National Microfinance Bank
OECD	Organization for Economic Cooperation and Development
SPSS	Statistical Package for Social Sciences
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

The part of private sector partners in education can prompt noteworthy upgrades in education benefit conveyance. Be that as it may, the acknowledgment of such advantages depends in incredible part on the outline of the organization between people in general and private segments, on the general administrative system of the nation, and on the administration ability to regulate and uphold contracts with the private segment (URT, 2007). Under the light terms, private division support in instruction can build proficiency, decision and access to training administrations, especially for the understudies who have a tendency to bomb in customary training settings. Private-revenue driven schools over the world are now serving a huge scope of clients from tip top families to youngsters in poor groups (URT, 2007).

Through adjusted open private association (PPPs) in instruction, governments can use the particular aptitudes offered by private associations also has conquered working limitations, for example, compensation scales and work decides that cutoff private area reactions. The Role and Impact of Public Private organization in Education displays a conceptualization of the issue identified with PPPs in instruction, a nitty gritty audit of thorough assessments and rules on the most proficient method to make effective PPPs. Education can be as a customer good and that the principal customer through the parents or a public good for the benefits assumed by the society as a whole. The key issue for the national government is to

provide the best education in the most cost-effective manner. This will require the combined efforts of the public and private sectors. The public sector must decide its role in this partnership (its aims and objectives should be clear and unambiguous) and the private sectors of education must also decide on their role and , as they are providing a public service regulated by the government, they should negotiate a supportive environment and an equitable basis for the partnership with the government. Education is central to development and a key to attaining a Millennium Development Goals (MDGs). It is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth.

Tanzania has education at the center of its National Strategy for Growth and Reduction of Poverty, known as MKUKUTA with the aim of ensuring equitable access to quality primary and secondary education for boys and girls, universal literacy among woman and men; and the expansion of higher, technical and vocation education. In July 2005, Tanzania launched the secondary education development program (SEDP), which aimed to improve access to the quality education. Financed jointly by the Government of Tanzania, the World Bank and other Development Partners, the SEDP goals include to: improve education quality at secondary level, Improve retention and completion of the four years of secondary education cycle for all children, provide equitable access to all children, and build capacity at school, community and district and central government levels. <http://www.moe.go.tz>). From the beginning the governments made it clear that classroom, furnishing and related facilities had to be in place if equitable access and the physical learning environment was to be improved. This has been possible through the provision of development

grants directory to schools for quality improvement (purchasing of textbooks and materials, teacher seminars, and school maintenance) which contributes to improve learning outcomes. Good progress has been made in achieving both access and quality as indicated in different Government reports, including the Basic Education Statistics of the Ministry of Education and Vocational Training (<http://www.moe.go.tz>).

1.2 Statement of the Problem

Education and training policy of 1995 allowed public private partnership by indicating that financing education and training shall be shared among government, communities, parents and users. Also government shall provide incentives to individuals, communities and NGOS to establish and develop pre- primary, secondary vacation teacher's education and tertiary and higher education institutions (ETP 1995). Twenty two years now, we see private school expanding to 869 from 336 in 1995. Non government school are making contribution up to 14.5% of the total enrollment. The Nation trend indicates that while in 1995 there were only 336 private school with the total enrolment of 108, 309 pupils and 250 government schools with the total enrolment of 92,066 pupils, in 2005 there were 599 private schools and the total enrolment was 169,137 and 1202 government school and the total enrolment was 351,188. In 2010 there were 869 private schools and enrolment had increase to 237,369 and there were 3399 government schools were enrolment had increase/risen to 1,401,330. Analysis of the data shows that while the number of government schools increased by 2.5 times that of non-government schools increase by 13 times, thus the total number of government is 4851 and total number of

private school is 1804 , from the year 1995 up to the year 2010. Amidst this expansion there are outcries that the quality of education in Tanzania has been dropping. The student's performance in national form IV exams has been failing. This research wanted to find out the trend of PPP in Temeke Municipality and possible interventions. It intended to show how PPP can facilitate service delivery, lead to additional financing, expand equitable access, and improve learning outcomes. The research also discusses the best way to set up PPP arrangements in practice.

1.3 Objective of the Study

1.3.1 The Main Objective of the Study

In general this study intended to investigate the contribution of public private partnership towards access to quality secondary education in Temeke Municipality in Dar es Salaam.

1.3.2 Specific Objectives of the Study

The specific objectives of the study are:

- i. To identify key players or partners in provision of secondary education in Temeke Municipality
- ii. To identify the ways used by PPP to contribute to education access in secondary education in Temeke Municipality
- iii. To examine the contribution of PPP in terms of provision of quality teaching and learning environment.

- iv. To identify challenges of PPP in provision of secondary educations in Temeke Municipality.
- v. To examine the stakeholder's suggestions on how to improve the contribution of PPT towards the quality of education.

1.4 Research Questions

This study was guided by the following research question;

- i. Who are the Partners involved in provision of secondary education in Temeke Municipality?
- ii. What are the ways used by PPP in the contributions to education access in secondary school?
- iii. Which ways are used by PPP in contributing towards provision of quality teaching and learning environment?
- iv. What are challenges of PPP in provision of secondary education in Temeke Municipality?
- v. What are the stakeholders' suggestions on how to improve the contribution of PPP towards the quality of education?

1.5 Significance of the Study

The findings of this research have the potentiality to generate empirical information on which plans may be based to scale-up the performance towards access to quality secondary. The study will fulfill researcher's academic need of acquiring Master Degree of Education. Furthermore, the researchers will identify the gaps available for further studies. Similarly, the findings of the study will be useful to practitioner, academics and other stakeholders in different organizations as an important reference

material. The recommendations proposed by researcher will be used as the guideline or blueprint by the education management in addressing those challenges and hence improve the level of organizational performance.

1.6 Scope of the Study

The study focused on the contribution of public private partnership towards access to quality secondary education. The study was conducted in Temeke Municipality

1.7 Limitation and Delimitation of the Study

1.7.1 Limitation

The study is limited to Temeke Municipality, this is based on the contribution of public private partnership towards access to quality education and limited to the secondary school students, teachers and education officers of Temeke Municipality in Dar es salaam.

1.7.2 Delimitation

The study delimited to contribution of public private partnership towards access to quality secondary education, only one municipal of Tanzania was selected as the population for this study. Despite the fact that the study was carried out in Temeke Municipality as the sample area and limited to the private and public secondary schools, the study expected that the outcome of the study may be valid and helpful to stakeholders in Dar es salaam region and other areas in Tanzania. This choice of one municipal does impact the study's generalizability to other populations in Tanzania, as each municipal is unique in terms of geography and demographics.

1.8 Conceptual Framework

A conceptual framework is defined as a network or a “plane” of linked concepts. Conceptual framework analysis offers a procedure of theorization for building conceptual frameworks based on grounded theory method. The advantages of conceptual framework analysis are its flexibility, its capacity for modification, and its emphasis on understanding instead of prediction.

The study was undertaken at the secondary schools of Temeke Municipality. In this study, the Independent variables are, operational and maintenance, lease purchase, lease or own develop and operate, Build operate or transfer, ownership, Secondment, school inspection, waiver of import duty on educational materials, providing block grants, Improve education outcomes, training teacher/management., all this are influenced by Building facility, operate; publicity,lease facility,buy facility, finance buildings and transfer ownership through contract with government.

As a result schools get Competent leadership, competent teachers, student/teacher access teaching and learning material and meet school target hence quality secondary education.

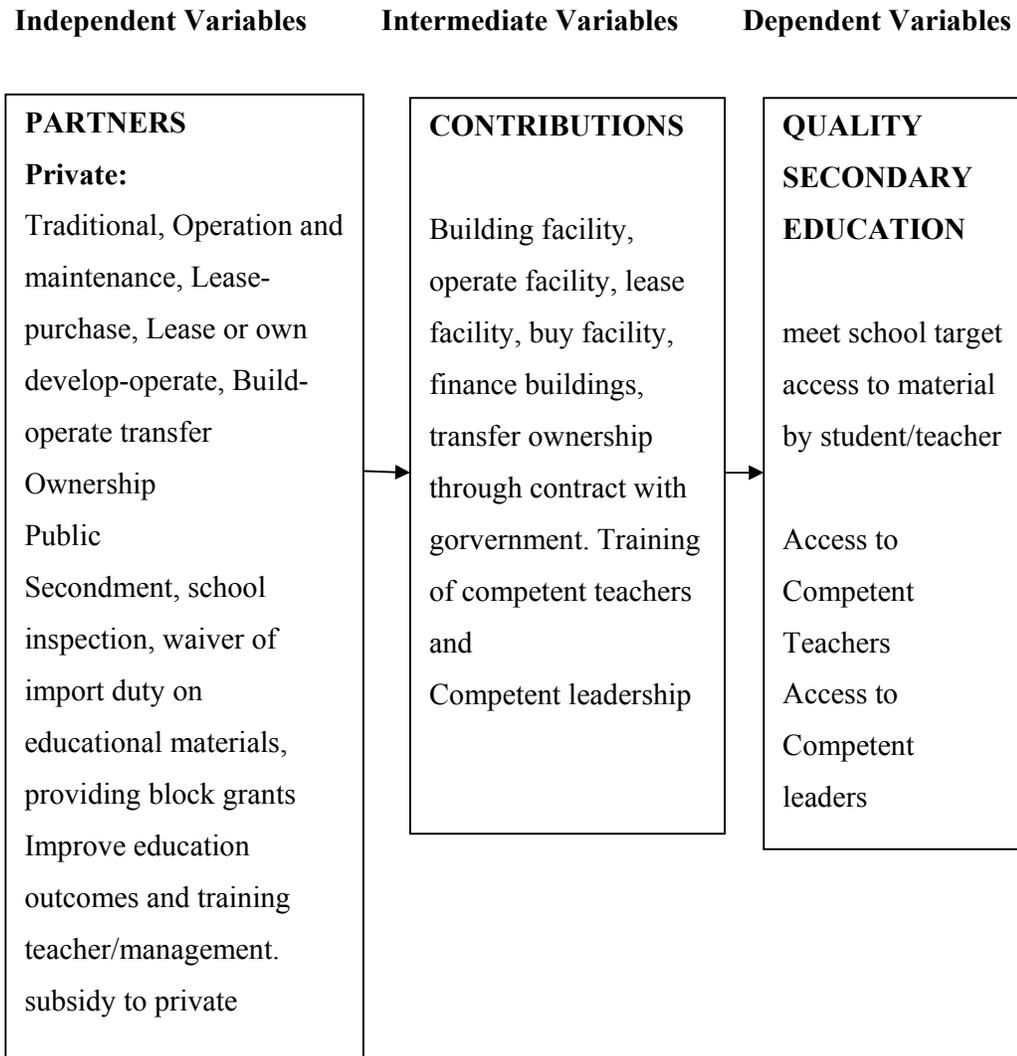


Figure 1.1: Conceptual Framework

Source: Researcher (2017)

1.9 Definitions of Key Terms

1.9.1 Quality

Different stakeholders have differing interpretations regarding both the product and evaluation of educational, quality means valuable, attainable and high esteem.

Quality, which is of more importance, not only for the economic but in restoring the

confidence of stakeholders and parents in the education system, as it address the issue of value for money.

1.9.2 Partnership

Linder (2000) recommends that general society – private organization development in the 1980s embraced the presence of a reasonable limit isolating the two segments. Generally the association was truly a subsidiary of the privatization development in which open deals, acquisition contracts and divestiture happened so as to teach the arrangement of administrations with focused market weights.

1.9.3 Access

Access: by way of the affordability and an expansion of the education services.

1.9.4 Organization of the Dissertation

This study is organized in five chapters. Chapter one present background of the study, statement of the research problem, research objectives, research questions, significance of the study, scope of the study and organization of the study. Chapter two present conceptual definitions, theoretical and empirical literature review. It also provides the research gap and conceptual frame work. Chapter three covers research paradigm, research design, area of study, population of the study as well as sample size and sampling techniques. In additional, the chapter presents types of data, methods of data collection, data processing and analysis, measurement of variables, reliability and validity and finally ethical issues. Chapter four makes interpretation of data, analysis and discussion of the findings. Finally chapter five present summary of the findings and their implications, conclusion, recommendation and suggested areas for further studies.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the operant conditioning learning theory which guides interpretation of data and the discussion of findings in this study. It also present accessibility, financing and teaching learning methodological factors contributing to quality secondary education as reported by different authors. Also the chapter presents the reviews of literature on how previous researcher report on Public Private Partnership in Education sector. In addition the chapter presents the identified gaps and the contribution of this study towards new knowledge.

2.2 Conceptual Definition

The concept of public private partnership (PPPs) can be defined as an agreement that a government makes with a private specialist to procure a predefined administration of a characterized quality and amount of a concurred cost for a predetermined period (Taylor, 2003). This definition covers a few unique sorts of agreements which may obtain diverse administrations and extremely in multifaceted nature.

2.3 Theory of the Study

The quality and efficiency arguments for the private provision of education are usually met with counter arguments that raise concerns about access. Rights-based critics argue that fee-charging schools are accessible only to those who can afford to pay for them, while state provision is the assured means with which equitable access

can be guaranteed for all. They also note that poorer students are likely to languish in deteriorating public sector schools, while more motivated or able students, or those with the means to access better schools, exit the system, which results in widening inequalities. Critics ask PPP proponents to be wary of similar concerns in relation to PPPs. Some go further, arguing that PPPs can lead to governments losing control over what is effectively a public service. However, while this may be the case, public provision is often characterised by the burdens of bureaucracy and ossified input-management, which leads to poor quality provision manifesting itself in inadequate achievement levels (Hsieh and Urquiola, 2006).

As mentioned above, policy makers are increasingly entering into a range of partnerships with private providers to deliver educational services; how this frames the theoretical relationships and the resultant outcomes for children is highlighted. This theory of change provides an overview of how PPP reforms, once implemented, can impact not only the learning outcomes in the schools where formal PPP arrangements have been explicitly made, but also throughout the entire education system. The three channels through which PPP reforms can improve the learning outcomes of children within their own schools are:

- Increased choice and diversity of schooling provision: for example, this could lead to competition between all schools, encouraging both sectors to make changes aimed at maintaining or increasing student numbers within their own school.

- Better accountability measures: this could lead to stronger system-wide accountability. For example, as the government develops clear frameworks to hold all schools to account.
- Increased autonomy: improved autonomy for school operators could potentially result in efficiencies in the teacher labour market, which would drive up the quality of all schools. In addition to these three channels, diversity of provision and increased autonomy could potentially improve the education eco-system, leading to innovation in the way schools are managed, schools learning from one another, and the creation of local solutions to improve educational quality. However, there are ranges of enabling conditions that need to be in place to ensure these theoretical relationships actually work as expected. For instance, the actual PPP contracts themselves need to be well designed, and the government needs to have the capacity to ensure they can be implemented and enforced so they remain true to form. The surrounding educational market and regulatory environment needs to be conducive to such arrangements, with the existence of either a currently buoyant private sector in education or fertile conditions in which a fruitful private sector can grow. There are some negative, and sometimes unintended, effects of PPPs that also need to be avoided. For example, it has been argued that these sorts of arrangements can not only dampen the state's control over what should be a public service, but also that poorly designed PPPs can further exacerbate socio-economic segregation (Patrinos et al., 2009). This may happen if high-quality private schools select particular pupils to improve their educational outcomes, or if more able students self-select better schools, thereby leaving deteriorating public

schools with poorer or less able students and encouraging a vicious cycle. It is worth noting that many of the PPP arrangements reviewed in this paper may not have been designed specifically with these theoretical underpinnings, and the evidence therefore needs to be interpreted with this in mind. For example, in some instances, the PPP policy may not have been well designed, while in others, implementation may have hindered the theorized results.

2.3.1 Partners in Provision of Secondary Education in Temeke Municipality

2.3.1.1 Public- Private Partnership

There is a great sign of PPP in education in Temeke Municipality. School owners generally work together. Teachers are employed either in public secondary schools or private schools as table 2 indicates.

Table 2. 1: Teachers Employed by Government and Private School in Temeke Municipal

Institute	Teachers Employed	Gov. Collage	From Private Collages
Employed by Government	1174	1049	125
Employed by Private	553	451	102

Source: Temeke Municipal' secondary school department data

From Table2.1 above, it is evident that there is a public – private partnership between the training of teachers since 125 teachers were trained in private collages but were employed by both private and government schools. However, a through study needs to be conducted to verify the status. While major systems have been made, especially

in secondary education, there is as yet far to go to guarantee that Tanzania meets its training objectives including the entrance to quality secondary education.

2.4 Various Partners in Provision of Secondary Education in Temeke Municipality

There are various partners who were involved in the provision of Secondary Education in Temeke Municipality like:

- i. **Traditional:** The government contract with private partner to design and build a facility to specific requirement.
- ii. **Operation and maintenance:** The government contracts with a private partner to operate a publicly owned facility.
- iii. **Lease-purchase:** The private partner leases a facility to the government for a specified time period, after which ownership is vested with government.
- iv. **Lease or own develop-operate:** The private partner lease or buys a facility from the government and develops and operates of facility under contract to the government for a specified time period
- v. **Build-operate transfer:** The private partner obtains as exclusive contract to finance build, operate, maintain, manage and collect user fees a facility for a fixed period to amortize its investment and to the end of the franchise, the title reverts to the government.
- vi. **Ownership:** Then government either transfer ownership and responsibility for an existing facility or contracts with a private partner to build, own operate new facility in perpetuity.

2.4.1 Education Sector Reforms

In Tanzania sector reform started in 1995. The major objectives of introducing education reforms together with other policies activities is to guarantee development and evenhanded access to excellent formal education and grown-up proficiency through offices extension, productivity against and quality change, went with improvement a Basic Education Master Plan (BEMP) to GUIDE Development in Basic education arrangement. In light of the nearby government changes motivation, on activity get ready for exchanging obligation to neighborhood school boards of trustees has been readied (allude neighborhood Government Reform Act of 1998). A pilot extend for decentralization through a Block Grant framework covers 37 Local Authorities. In foremost less improvement areas/regions are inclinations in opening new auxiliary school or accepting help to do as such.

2.4.2 Secondary Education Master Plan

This Secondary Education Master Plan (SEMP) is a peak of an evolutionary procedure which is tied down on, and conveys it authenticity from the 1995 Education and Training Policy of this Ministry. In addition to other things, the strategy explanations in that depended the auxiliary instruction program in Tanzania with three pertinent goals and difficulties, which are:

- Consolidate and expand the extent of ides, information, aptitudes and ideas officially procured at essential instruction level;
- Prepare students for tertiary, higher, professional, instructing, and proficient instruction and preparing.
- Prepare students for the universe of work.

These three targets of secondary educational plainly underscore the significant nature and the centrality of this level of instructive. It has a potential for gigantic multiplier impacts and effect in the entire economy, and the education framework specifically. It supplies possibility for tertiary and advanced education. The vast majority of the instructors for essential training are probably going to stay secondary school levels. Further, for formal business, most of the national open administration workforce in all financial and social areas in Tanzania will for a long time to come stay secondary school leavers given the way that right now more than 54.5 percent of the teaching force have primary school education.

Secondary education has numerous other positive externalities in human lives too, for example, the change of wellbeing, livelihoods and interest for quality social administrations including training itself. It is no big surprise that in Education area Development Program secondary education positions high in need in the medium term. It must be of high caliber, different in nature, and be open to countless to fulfill the assorted requests of the growing and free market situated economy. This ground breaking strategy has been produced with regards to the previously mentioned significance of the optional training. It addresses precisely explored discoveries and reflects upon choices accessible to the nation. It can't claim to be thorough however concentrates on five need activity zones.

- Quality, which is very crucial, not only for the economy but in restoring the confidence of stakeholders and parents in the education system, as it addresses the issue of value for money.

- Access, by way of an expansion and the affordability of the educational services.
- Equity, in terms of gender, social economic status, physical and mental disability, cultural and geographical considerations.
- Efficiency, in terms of cost effectiveness, relevance, as well as in the sense of the improvement of learning and teaching efficiency.

The programs presented in here are still at various stages of development but highly indicative. Therefore, there is flexibility in their evolution, thus allowing all stakeholders to make their inputs. Yet time is not in our favor, given the current state of affairs at this level of education we intend to move swiftly but steadily to implement the programs, in collaboration with our development partners, both local and foreign. We have no illusions regarding the nature and purpose of Master Plans. Ours is not a cookbook but a tool, a framework for the attained of coherence in programming, Operations and impact. It will be used as a negotiating tool, with both local communities and donors with respect to both the modalities for achieving our objectives and finding strategies.

The secondary education Master Plan has benefited from a variety of ideas and reviews, from donors, appraisers and consultants which the Ministry of Education and Culture would like to acknowledge with appreciation. The ministry of education Culture would like to especially thank the Government of Norway for financing most of the studies, seminars and workshops which made it possible to come out with the secondary Education Master Plan. The Ministry looks forward to continued

cooperation in addressing the challenge ahead of us. The Government is committed to great investments in the education sector, but the challenge remains for everybody.

2.5 Ways used by PPP in the Contribution of Education Access in Secondary School

PPPs can increase access and improve quality in education in a number of ways: (i) by allowing school choice, (ii) by putting competitive pressure on private schools to remain in the market, (iii) by making school operations more flexible, (iv) by setting quality-driven output specifications, and (v) by ensuring an optimal level of risk-sharing between the public and private sector (Patrinos 2000). Public funding of private schools is justified by the argument that Poor and to earn returns equivalent to other investors, thus capitalizing on the advantage of the lower cost of public funding (PricewaterhouseCoopers 2008)

The private sector continues to play a key role in providing educational services to the community. The government strives to go into partnership with the private sector through a number of measures, including secondment of teachers for competent leadership, school inspection, waiver of import duty on educational materials, providing block grants to the student .Thus, Public-private partnerships are widespread in demand-side financing of private school operations, including vouchers, subsidies, capitation grants, and stipends; and, more recently, in contracts for the provision of education (World Bank 2006). PPPs aim to increase access by giving families money to invest in their children's schooling by compensating them for the cost of education (Patrinos 2000). In addition, demand-side mechanisms promote parental choice, school competition, and school accountability (Gauri and

Vawda 2004). Parents can choose the best schooling alternative for their children, which may induce pressure on schools to increase enrollments and to achieve better academic results at a lower cost (Hanushek and Woessmann 2007; Hoxby 2000). Private schools, some of them organized by parents, receive grants from the central government corresponding to approximately to high of total expenditures. Schools must meet centrally determined standards, and teachers must possess the required qualifications. The grants take into account property-related and operating costs and vary across schools depending on their size, the age distribution of their students, and the seniority of their teachers.

Governments can also contract out the entire school operation, including the education of students, school management, financing, staffing, the provision of professional services, and building maintenance. One argument in favor of publicly funded but privately managed schools is that, they have the potential to improve quality and increase efficiency because they have more autonomy than traditional public schools, which means that they are subject to fewer constraints such as bureaucratic requirements and pressure from teachers' unions (Gill et al. 2007; Hatcher 2003). In addition, in schools that are publicly funded but privately managed, decisions about school management are made at a level that is closer to the beneficiary than in other public schools (World Bank 2003a).

2.6 Contribution of PPP in the Provision of Teaching Materials and Quality Teaching and Learning Environment

The main rationale for developing public private partnerships (PPPs) in education is to maximize the potential for expanding equitable access to schooling and for

improving education outcomes, especially for marginalized groups and Governments as the main financiers of education (secondary education), in many countries private agents deliver a sizable share of education .A number of governments contract with the private sector to provide some of the services involved in producing education, such as teacher training, management, or curriculum design.

Other government's contract with a private organization to manage and operate a public school, as is the case with charter and concession schools. Still other contracts require private organizations to provide education to a specific group of students by means of a subsidy, a contract, or a voucher. In the most common type of PPP, the government provides subsidies to existing private schools or to fund student places (Horocue and Patrinos, 2006). While government remain the main financiers of secondary education, a substantial shave of education worldwide is now delivered by private agents (Lewin and Sayed 2005) private enrolment has increased faster than enrolment than public in recent years. www.pef.edu.plc

With the increasing demand for secondary school as a result of the PPP program, it is becoming increasingly important to implement programs that address the primary-to-secondary school bottleneck. Introducing programs that reduce the financial barriers to secondary schooling especially for females and students from disadvantaged families could have important implications. For example, a merit scholarship program for students from poor backgrounds who gain admission to a national or provincial school could both alleviate the financial barriers and Stimulate student performance in schools.

2.6.1 Accessibility Factors

Galabawa J.C et al (2011) reported that the enrolment at both (O level) and upper (A level) secondary have increased over time. This increase went in tandem with the increase in number of secondary schools in 1999, of which 439 were government and 375 private including seminaries. These schools enrolled in 225,866 pupils at lower secondary level and 21,713 at upper secondary in 1999. In case of Chile the provision of Public Funding to private school led to the development of the school market in which more than 20,000 new private school were created and enrolment rates increased from 32% of all enrolment in 1985 to 515 in 2005 in 2007-2008 approximately 945 of all school in Chile of which 365 are private received voucher funding (World Bank, 2008).

Concerning admission in community secondary school, Lewis and Sayed (2004) reported about Malawi growth without a policy framework where secondary enrolments have more than double since 1994 with much of the growth occurring in the Government Supported Community Day Secondary School (CDSSs) and in private schools. In 2004 180,000 were enrolment at the secondary level; with 38,000 enrolled in Government Schools; 16,000 in grant aided schools. Operated mainly if FBOs; 83,000 in CDSS and at least 42,000 in private schools public funding per CDSS student is probably no more than 255 of that for a students in a conventional government or grant aided school. According to (URT) Education Sector Development Programme (ESDP) (Sep, 2008) reported that the Secondary Education Gross Enrolment Ratio (Form 1-6) increased as shown in the table below. This increase in attributed to the increased number of secondary school contracted by

community. The number of registered Secondary School has increased from 3,485 (2,806 government and 679 non government schools) in 2007 to 3,789 in 2008 (3,039 government and 759 non government). It is worth noting that NER in all grades has been increasing every since the conception of SEDP in 2004, implying that over five years (2004-2008) the rate of enrolling students at official age is improving at total of 41,515 form 1-4 and 696 form V students from low income households were provided with scholarship grant.

Table 2.2: Enrollment in Government and Non-Governments Secondary School by Sex and Grade 2005-2009

Names of indicators and level of aggregation	2005			2006			2007			2008			2009		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Total	279	244	524	358	317	675	543	477	1020	679	543	1222	812	653	1466
	754	571	325	128	544	672	196	314	510	124	279	03	945	457	402
Government	190	164	355	265	224	490	446	382	8290	584	451	1035	728	565	1293
	503	685	188	804	688	492	716	378	94	118	755	873	322	369	691
Non-Government	892	798	169	923	928	185	964	949	1914	950	915	1865	846	880	1727
	51	86	137	24	56	180	80	36	16	06	24	30	23	88	11

The contribution of this to knowledge will be in terms of tasted accessibility factors contributing to quality secondary education in Temeke Municipality in Dar es Salaam. This variable will include admission in community school, increased learners interest to secondary education, increase parents efforts to register students,

adequate physical infrastructure, and consistent payment of teacher's salary, valid and reliable evaluation and provision of capitation grants.

2.7 Challenges of PPP in Provision of Secondary School

The challenges to ensuring good quality education to all are compounded by the fact that disparities in access continue to be significant across the four provinces and across income, gender, and urban/rural divide. There are great disparities in access among the four provinces, plus there are high variations in rural-urban education indicators. A large proportion of the literate population is concentrated in the national and provincial capitals. The areas with low literacy are also backward in terms of economic development.

Lack of information has been identified as a challenge that prevents many individuals from adequately investing in education or from accessing quality schools. With limited information about the quality of schools and the secondary school selection process children and parents often make many judgment errors in the process leading to unfavorable outcomes. A misconception of PPP was common in the Temeke Municipal as there was a significant difference between actual understandings and assumed initial understanding of the concept. The least understanding of PPP, both before and after enlightenment, was noted among community members/leaders, which is understandable considering their educational attainments and non-inclination to education systems.

2.8 Research Gap

Considering the above reviewed empirical literature it is evident that a good number of similar researches have been done, but there are a number of gaps left ranging from geographical to time as well as nature of the organization studied. Khan *et al* (2012) conducted a research on the impact of employee job performance on public and private sector in Pakistan. Despite the study relevance the research conducted in Pakistan where geographical attributes, political and socio culture values differ from Tanzania. (Chen, Silverthorne and Hung, 2009).

Therefore, their findings cannot be in favor of the Tanzania Education. Despite the fact that a number of research have been done to explore the effect of employee commitment in relation to work performance, most of them were carried in other countries particularly Asian countries. Few studies have been done in African countries including Tanzania (Hakielimu, May 2008). This study will fill the exiting gap left by previous literature specifically the contribution of public private partnership in education provision in Tanzania.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology which was employed in the study. The chapter presents the research design area of the study, population, sample and sample size, sampling procedures, methods of data collection, validity and reliability of research instrument.

3.2 Research Design

A research design is the road map the researcher decides to follow during her research journey to find answers to questions as validly, objectively, accurately and economically as possible. Zikmund (1988) has described research design as “a master plan specifying the methods and procedures for collecting and analyzing the needed information”. This study employed case study design. The case in this study is to investigate the contribution of Public-Private partnership towards access to quality secondary education in Tanzania, Using Tameke Municipality as a case study. The research design is more appropriate for a social science research that investigates the phenomenon based on individuals’ beliefs, opinions and perceptions in their natural setting.

3.3 Approach

The researcher employed qualitative methods in the investigation for complementarities purpose. Krueger (2010) tried to highlight the differences between the two approaches by stating that while qualitative approaches concentrate on words

and observations to express reality and attempts to describe people in natural situations; the quantitative approach grows out of strong academic tradition that places considerable trust in numbers that represent opinions or concepts. The two approaches were suitable in this study as it investigate the contribution of Public-Private partnership towards access of quality secondary education in Tanzania so that they could complement each other. In this study, the researcher use Questionnaire to collect quantitative information from statistics about enrollment and focus group discussion was conducted with teachers in order to collect qualitative information about partnership.

3.4 Area of Study

Study area means geographical place with legal administrative boundaries in which the study take place. The study was conducted at the Temeke Municipality. The area has been chosen because Temeke Municipal most of the time became the last one in education performance among those three municipal of Dar es salaam regional that why researcher decided to do there so as to create awareness among the stakeholder on how they are using the PPP and how they could improve the contributions of PPP to enhance the quality of education in the municipality.. Another reason for selecting this setting was that, the researcher is familiar with Municipal area that facilitated her maximum follow up to the respondents.

3.5 Target Population of the Study

Best (2006) define target population as population consisting of the specific group of whom we plan to generalize our findings. In this study the target population is public and private secondary school in Temeke Municipality. According to Kothari (2007),

the term population means an entire group of individuals, events or objects that have common observable characteristics. It refers to all elements that meet certain criteria for inclusion in a given universe. In this study the targeted population is the all government and private secondary school of Temeke Municipal Council.

3.6 Sample and Sampling Techniques

According to Kothari (2007) sample is a collection of some parts of the population to be a true representative of the population. Sample size refers to a number of items to be selected from the population. While sampling technique defined as a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of characteristics found in entire group (Kothari, 2007). This study employed random sampling to select ward secondary school, among of 23 schools, only chamazi was selected. But for the case of St. Antony secondary and kibasila secondary school was selected purposeful, because those school are the only private and government secondary school available at that time. This study employed random sampling to select teacher and students because they comprise of big numbers and their importance in this study. Moreover, purposive sampling was employed to obtain the education officer because the nature of their work and its sensitivity in this study.

3.6.1 Sample

Macmillan (2008) defined sample as group of objects or participant from whom data are collected. Sample is preferred because it allows collecting data to representative respondent within limited time and money. In this study sample was drawn from the

targeted population which include, secondary school students, teachers and educational officers.

3.6.2 Sample Size

Sample size is specific number of people to be included into the study as key information (Kothari 2004). The total number of students of secondary education in Temeke Municipal teachers and educational officers.

Table 3. 1: Sample Size

Students	Numbers	Percentages
Students of secondary education	80	66.7
Teachers	20	16.7
Education officer	20	16.6
TOTAL	120	

Source: Research data (2016)

The sample size was larger in order to give a confidence interval of desires width and as such size of the sample must be chosen by some logical process before sample is taken from the universe (Kothari 2004). The sampling unit was individual teachers, students, school inspectors and educational officers.

3.6.3 Sampling Techniques

As documented by Neumann, (1997) sampling technique is a method of picking respondents into the sample. This research used probability sampling techniques particular multistage sampling technique as follows. First stage wards clusters, Temeke Municipal has 23 Wards. The sampling unit is a ward. The sampling frame

is the list of ward in this municipal. By using random sampling technique four (4) wards were picked into the sample. The sampling criterion is a ward having O level private secondary school. Sampling frame is the school in this ward. By using simple random sampling technique three (3) schools were picked into the sample. The sample criteria was a school having form one to four.

Third stage, stream cluster school has four (4) forms; the sampling technique One (1) stream in each form was picked into the sample. The sampling criteria was stream having boys and girls students. Fourth stage, individual cluster, stream has more than 10 students. The sampling unit is individual. The sampling frame is the attendance register. The sampling criteria was attendance having list of students.

By using simple random sampling technique – ten (10) students were picked into the sample, by writing numbers in the eighty papers, and then folded, thereafter the student were asked to pick those folded papers. After that, those whose names on the papers that were picked became part of the sample of the study. According to (Kothari, 2014) multistage sampling technique are preferred because it combines cluster sampling technique and simple random technique. Also it allows systematic sampling from large unity to specific sampling unity.

3.7 Data Collection Methods

3.7.1 Questionnaire

In this study questionnaires were used to collect primary data. As documented by Ary, D, (1996) a questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicates their response. Primary data are

source of data have described as those items that are original to the problem under study (Cohen.et, al 2007).

3.7.2 Interviews

Interview is another data collection method that was used to collect primary data, Interviews were used in this study because, researcher expected to get a detailed information of the study from the respondents. Also this enabled them to express their true feelings on the topic. The researcher used unstructured interviews which enabled her to get in depth information from the interviewees which were quite beneficial for findings evaluation. Interviewing students and teachers enable them to answer questions on researchers mind or speculations from what has observed because as human beings sometimes we tend to unintentionally see things in a wrong way or translate things differently from what they really are. Interview gave a chance to clear all dought in the way that, if researcher has seen was really or not, and why things happened the way they did.

3.7.3 Documentary Analysis

Documentary Analysis method was used to collect secondary data. According to Krishna (1999), secondary data is data which have been collected and complied for another purpose. As documented by Krishna Swam (1996) document analysis is preferred because data available can be secured quickly and cheaply. The documents obtained from libraries, education offices and from the ministry responsible for education were analyzed using content analyst. International documents like World Bank report on partnership in education.

3.8 Data Processing

Data were collected, summarized and analyzed using various methods. The data collected via instruments were both quantitative and qualitative in nature. The quantitative data were categorized, coded and analyzed according to research specific objectives and research questions were analyzed using Statistical procedures for easy interpretation. The results were tabulated and in each table percentage were shown. The qualitative data were analyzed through content analysis method.

3.9 Validity and Reliability of Instrument Data Collection

3.9.1 Validity

According to Ary (1999) Validity is defined as the extent to which a measure actually taps the underlying concept that it purports to measure. Also (Cohen, et al 2007) defined validity as the degree in which measuring devices can measure what the researcher intended to measure. In this study to ensure validity of tools the supervisor review before such tool are administered to the respondents.

3.9.2 Reliability

Ary D. (1999) define reliability as the extent to which a measure yields consistent results; the extent to which scores are free of random error. Also Cohen, et al 2007 defines Reliability as the extent in which the measuring procedure yields the same results on the repeated trials. In this study to ensure reliability a pilot study was conducted the data obtained were coded, trimmed and tested in several trials so that it yields the some results.

3.10 Ethical Issues

Ethics refers to the standards of behavior that guide researchers' conduct in relation to the rights of those who become the subject of research, or are affected by it (Saunders, Lewis & Thornhill, 2012). In this study, each respondent was given his/her own questionnaire in order to fill it alone, and they are not allowed to discuss with anybody and no need of writing his/her names.

This process ensured that there is confidentiality of the data provided by the respondents. In addition, researcher ensures anonymity of participant's identities. Before collecting the data, respondents were informed the purpose of the study and the way the results would be used. They were also asked to give their consent that they were willingly participating in the study.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents findings of the study and interpretations basing on the research objectives which focus on the key players or partner in provision of secondary education, the ways used by PPP in the contribution of education access in secondary school and the contribution of PPP to the provision of teaching materials and quality teaching and learning environment.

4.2 Demographic Profile of Respondents

Before investigating key players or partner in provision of secondary education, the characteristics of respondents were probed. These were significant because they are major determinants of the validity of data.

4.2.1 Social Economic Characteristics of Respondents

Respondents involved in this study were among students, teachers and education officers in Temeke Municipality, therefore; all respondents were familiar with partners in provision of secondary education.

Table 4.1: Shows the Distribution of Respondents

Respondents	Total	%
Students of secondary education	80	66.67
Teachers	20	16.67
Education officer	20	16.67
Total	120	100

Table 4.1 above illustrate that students of secondary school are 80(66.67%) while teachers are 20 (16.67%) and the education officer are also 20 (16.67%).

Table 4.2: The Distribution of Respondents by Sex

Respondents	Male	Female	Total	%
Students of secondary education	35	45	80	66.67
Teachers	12	8	20	16.67
Education officer	8	12	20	16.67
Total	55	65	120	100

Among all 120 respondents 55 were male and 65 female. Findings show that the 75% were at secondary school level of education. About 28(33.33%) of respondents had Bachelor degree and only 2(1.67 %) of them had Masters Degree.

4.2.2 Education Levels of Teachers

The education levels of teachers are shown in table 4.3 below

Table 4.3: Education Levels of Teachers

LEVEL OF EDUCATION	RESPONDENTS
Diploma	9 (45%)
Degree	7(35%)
Master	4(20%)
Total	20(100%)

4.3 The Key Players or Partner in Provision of Secondary Education

The first objective of this study was to identify key players or partners in provision of secondary education in Temeke Municipality; thus, respondents were probed about the key players or partner in provision of secondary education. In this case, all respondents (N=120) participated in providing responses and the results were as presented in Table 4. 2.

Table 4.4: The Key Players or Partners in Provision of Secondary Education

Key Players	Number of respondent	Percentage (%)
Government Secondary Schools	80	66.7
Non government Secondary School	40	33.3
Total	120	100

As table 4.4: indicates, the key players or partners in provision of secondary education in Temake municipality are government secondary school and private secondary schools.

4.4 Types of Partnership in Provision of Secondary Education in Temeke

Municipality Different types of partnership were presented to the respondents. The respondents were asked to indicate whether that type of partnership was practiced in Temeke Municipality. The results were that Lease-purchase, Lease or own develop-operate, Build-operate transfer and Ownership were major partnership in provision of secondary education as indicated in Table 4.5.

Table 4.5: Types of Partnership for Education access in Secondary School

Type of Partnership	Features	Agree %	Disagree%	I don't Know
Traditional	The government contract with private partner to design and build a facility to specific requirement.	70(58.3%)	30(25%)	20(16.7%)
Operation and Maintenance	The government contracts with a private partner to operate a publicly owned facility.	100(83.3%)	15(12.5%)	5(4.2%)
Lease-purchase	The private partner leases a facility to the government for a specified time period, after which ownership is vested with government.	65(54.2%)	30(25%)	25(20.8%)
Lease or own develop-operate	The private partner lease or buys a facility from the government and develops and operates of facility under contract to the government for a specified time period.	80(66.7%)	25(20.8%)	15(12.5%)
Build-operate transfer	The private partner obtains as exclusive contract to finance build, operate, maintain, manage and collect user fees a facility for a fixed period to amortize its investment and to the end of the franchise, the title reverts to the government.	55(45.8%)	40(33.3%)	25(20.8%)
Ownership	The government either transfer ownership and responsibility for an existing facility or contracts with a private partner to build, own operate new facility in perpetuity.	65(54.2%)	45(37.5)	10(8.3%)

The types of partnership for education access in secondary school were also investigated Findings show that various types of partnership for education were

identified by various respondents. The types of partnership include traditional, Operation and Maintenance, Lease-purchase, Lease or own develop-operate, Build-operate transfer and Ownership. The respondents were requested to agree or disagree as to whether a particular type of partnership existed in PPP as practised in Temeke Municipality.

Some of the respondents agree and other disagree on those types as follows, 70 respondents (58 %) agree on traditional type of partnership while 30 disagree (25%) and 20 respondent (17%) stated that they don't know. Also 100 respondents (83%) agree on Operation and Maintenance while 15 (13%) disagree on that while 5 respondents (4%) did not know.

Also indicates that 65 respondents (54%) agree on Lease-purchase and 30 respondents (25%) disagree on that while 25 respondents (21%) said they did not know. Apart from above, 80 respondents (67%) agreed on Lease or own develop-operate, 25 (21%) refuted the response. while 15 respondents (12.5%) said, they did not know. Also 55 respondents (46%) agree on Build-operate transfer 40 respondents (33%) disagree on that while 25 respondents (21%) indicated that they did not know. While 65 respondents (54%) agreed on Ownership, 45 disagree on while 10 respondents said they did not know .

Figure 4.5 displays the responses.

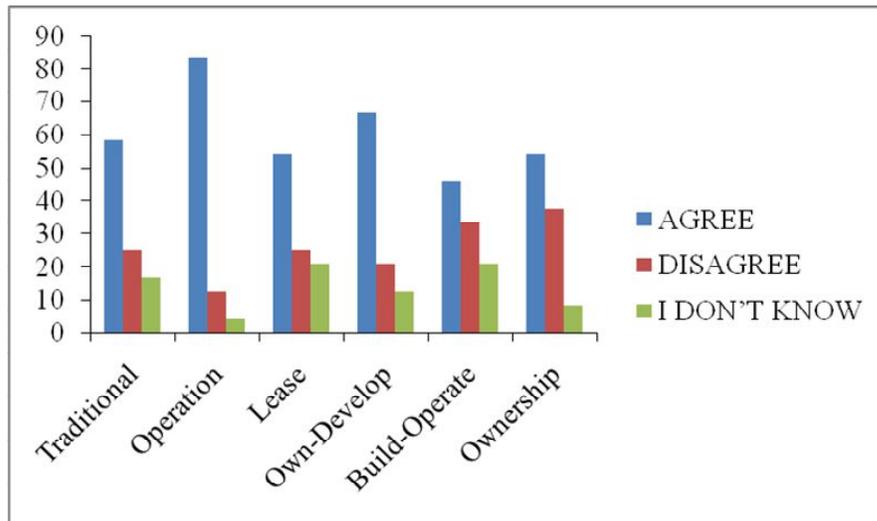


Figure 4.1: Types of Partnership for Education access in Secondary School

4.5 Ways used by PPP in the Contribution of Education Access in Secondary School

The second objective of this study intended to identify the ways used by PPP in the contribution to education access in secondary school. Questions were asked on the ways used by PPP in the contribution of education access in secondary school in Temeke Municipality. The respondent of the study points out that those ways included secondment of teachers for competent leadership, school inspection, waiver of import duty on educational materials, providing block grants and student vouchers wherever possible so as, to ensure that standards are upheld, and to provide expert advice whenever required. The results are shown in Table 4.6.

Table 4.6: Responses on the ways Used by PPP in the Contribution to Education access in Secondary School

Ways used by PPP in the contribution of education access	Frequency Distribution		
	Agree	Disagree	Don't know
Secondment of teachers for competent leadership	65 (54.2%)	35(29.25%)	20(16.7%)
School inspection	75 (62.5%)	25(20.8%)	20(16.7%)
Waiver of import duty on educational materials	85(70.8%)	30(25%)	5(4.2%)
Providing grants and student voucher	55(45.8 %)	45(37.5%)	20(16.7%)

As Table 4.6 shows the respondents of the study identifying ways used by PPP in the contribution to education access in secondary school as follows secondment of teachers for competent leadership, School inspection, Waiver of import duty on educational materials, providing grants and student voucher.

Findings show that , some of respondents agreed and other disagreed on those ways as follows, 65 respondents agree on secondment of teachers for competent while 35 disagreed and 20 don't know.75 respondents agreed on School inspection while 25 disagreed on that and 20 don't know . Also indicates that 85 respondents agreed on waiver of import duty on educational materials and 30 disagreed on that and 5 don't know .Also 55respondents agreed on Providing grants and student voucher, 45 refuted the response by claiming that, using of internet has a significant potential for providing children and youth with access to educational information and 20 respond by saying they don't know.

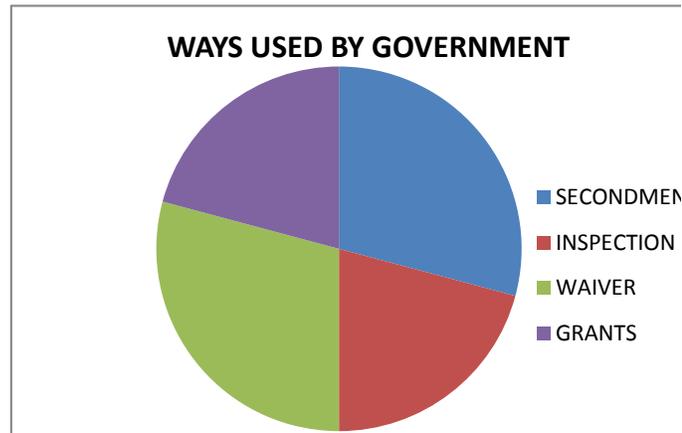


Figure 4. 2: Ways Used by PPP in the Contribution of Education

Some of respondents revealed that economic factor entailed availability of funds which are significant in the provision of social services (education) like having television, computer, and access to the internet for education purpose. According to one respondent, lack of finance was a limitation to the students for the access to the television or other media programme for education access. Other respondent during interview session mentions other ways through which public private contracts can help countries meet education goals such as increase access of a good quality education for all, financing in education and meeting the education millennium goals.

4.6 Contribution of PPP towards Quality Teaching and Learning Environment

The third objective of this study to examine the contribution of PPP in terms of provision of quality teaching and learning environment. This objective intended to probe the view on contribution of PPP in terms of provision of teaching materials and quality teaching and learning environment. Respondents (N=120) provided different responses as table 4.7 below indicates.

Table 4.7: The Contribution of PPP in Learning Environment

Contribution of PPP in learning environment	Percentage
Governments provide some of the services to school for producing better education, such as teacher training, management development and curriculum design and teaching and learning tools like Computer and books	(108) 90%
the government provides subsidies to existing private schools or to fund student places for increasing the education access to them	(12) 10%

As table 4.7 shows, (108) 90% of the respondents revealed that, governments provide some of the services to school for producing better education, such as teacher training, management development and curriculum design and teaching and learning tools like Computer and books.

Also the respondents said that ,governments contract with a private organization to manage and operate a public school for easy access of education and while (12) 10% of respondents said that, the government provides subsidies to existing private schools or to fund student places for increasing the education access to them . This will include admission in community school, increased learners interest to secondary education, increase parents efforts to register students, adequate physical infrastructure, and consistent payment of teacher’s salary, valid and reliable evaluation and provision of capitation grants.

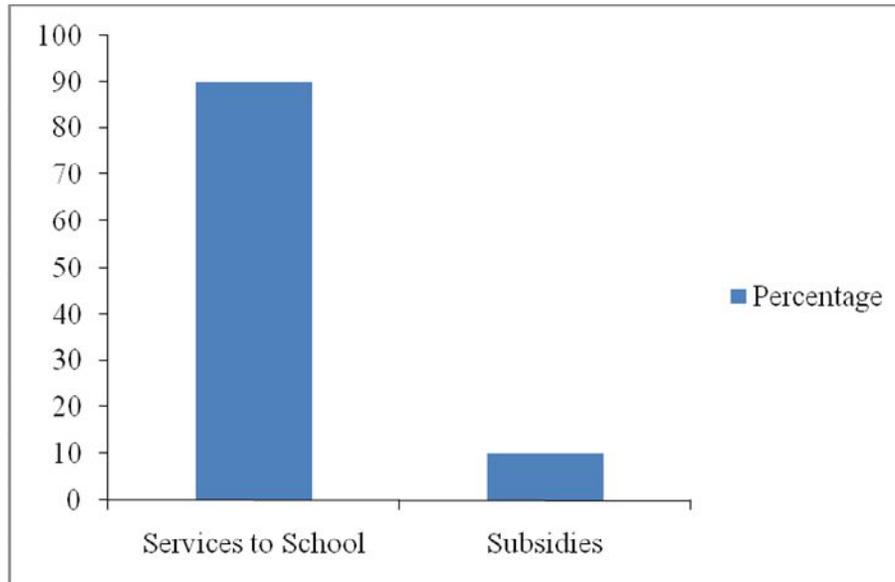


Figure 4.3: Contribution of PPP in Learning Environment

In above figure, 90% of the respondents said that, government provides some of the services to schools for producing better education, such as teacher training, management development and curriculum design and teaching and learning tools like computers and books.

While 10% of respondents disagree on the above and argued that the government provides subsidies to existing private schools or to fund student's places for increasing education access to them. Apart from the above government contribution, also private and religious institution contributed by building school and sanitation, provision of text books and even fee payment to students who are disabled.

4.8 Challenges of PPP in provision of secondary education in Temeke Municipality

The fourth objective of this study was to identify challenges of PPP in provision of secondary educations in Temeke Municipality. The challenges to PPP that were identified during interview session are as shown in Table 4.8 below.

Table 4.8: Challenges of PPP in Provision of Secondary Education

Challenges of PPP in provision of Education	Percentage
Lack of awareness of PPP in Temeke Municipal despite current efforts by the state government and its partners.	(108) 90%
A high proportion of public school workers did not express a desire for PPP implementation in the municipal	(12) 10%
TOTAL	120 (100%)

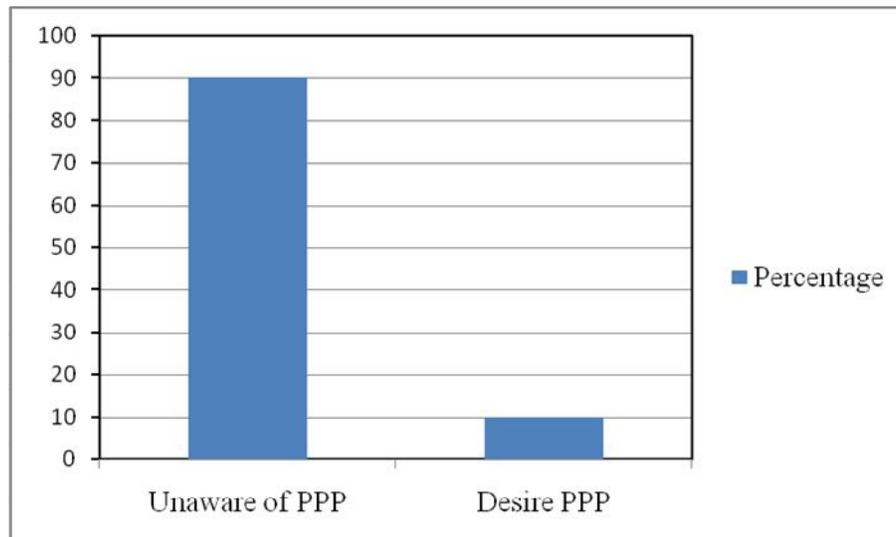


Figure 4.4: Challenges of PPP in Provision of Secondary Education

As indicated in Table 4.8 and figure 4.6 the majority of the respondents, 90% were of the view that the major challenges of PPP in education provision is that most of the people in Temeke Municipal are not aware of PPP despite current efforts by the state government and its partners that resulted into the development of a PPP policy. While only a few, 10% of respondents added by saying that, despite the enlightenment of respondents on PPP, a high proportion of public school workers did not express a desire for PPP implementation in the municipal. Loss of jobs and increased cost of education were the most recurrent problems, which respondents felt may be associated with implementation of PPP in the country.

4.9 Stakeholder's suggestions on how to improve the contribution of PPP

- i. During the interviews s suggested the following ways that can be employed to improve the contribution of PPT towards the quality of education.
 - Cash transfer to encourage educational enrollment among the poor. They indicated that such programmes are found in many poor countries. These programmes provide families with a small cash transfer if their children meet certain school attendance targets .These programs have to promote access to education and to boost test scores. However, these programmes are very expensive to implement.
 - Another suggestion was that the government with the assistance of private sectors, have to fund full scholarships that cover the costs of tuition, books, and examination fees to one-third of girls in upper basic and secondary private schools with low enrollment in the most deprived regions.

- Some Stakeholder suggested that governments can hire private organizations to provide a range of support services to public and private schools that cater to low-income students. In many countries, the capacity of the public sector to deliver high-quality education is compromised by a lack of knowledge of effective pedagogical practices. To mitigate this, governments can contract with private organizations that have had proven successes with their education methods to provide certain key services such as teacher training, curriculum design, textbook provision, and supplemental services for public or private schools educating poor students.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, recommendations and areas for further study. The main objective of the study was to investigate the contribution of public private partnership towards access to quality secondary education in Temeke Municipality in Dar es Salaam.

5.2 Summary of the Study

The primary purpose of the study was to examine key players or partner in provision of secondary education, ways of PPP in the contribution of education access in secondary school, contribution of PPP towards quality teaching environment, contribution of PPP in terms of provision of learning environment. The respondent of the study were students, teachers and education officers.

The study findings show that majority of the respondents are students (80) while teachers are 20 and education officer are 20. Dominant respondents were female who are 65 while male are 55. In addition, education level of most respondents was diploma level. Primary data for the study was obtained through questionnaires and interview in order to achieve the objectives of the study. The study adopted a case study research design to meet the objectives. Research questions were answered by respondent through responses to questionnaire and during interviews. Data were analyzed and presented using various statistical techniques: pie chart, histogram, percentage and table. The following are the summary of the research findings from

the research objectives. The findings revealed that, the key player in provision of secondary education are government secondary school with 80 respondents and non government secondary school with 40 respondents. Also the results revealed that types of partnership for education access in secondary school are Traditional, Operation and Maintenance, Lease-purchase, Lease or own develop-operate, Build-operate transfer and Ownership. Despite the above observations, the findings also revealed that, the ways used by PPP in the contribution to education access in secondary school are secondment of teachers for competent leadership, School inspection, Waiver of import duty on educational materials, Providing grants and student voucher

5.3 Conclusion

Public-private partnerships are one of the important aspects for the contribution of access to secondary education especially to Temeke Municipal, Tanzania. This finding implies that both key players who are government and non government secondary school has to participate full in the contribution of education access especially to secondary school. Also secondary school may acquire better performance by waiver of import duty on educational materials and even Provision of grants. However, all partners need to work in increasing student access to secondary education . This will build student and teacher commitment as well as giving more attention to all equipment given by stakeholders.

5.4 Recommendations

Based on the findings, the following recommendations are hereby suggested:

- Both government and non government secondary schools through Ministry responsible for Education should design policy which will motivate other stakeholders to remain loyal, committed and work hard so as to improve access to quality secondary education. This can include provision of attractive working environment, good salary, recognition from Management, and even good career development for teachers so as to enhance employee commitment.
- Schools leaders should take action on developing informal means such as maintenance of given facilities which school have received from stake holders; this could boost their partners commitment levels to help these schools more..
- Finally, success or failure of any programme depends on its workforce. In order for those schools to be successful, support from school management should be encourage.

5.6 Areas for Future Research

The study investigated the contribution of public private partnership towards access to quality secondary education in Temeke Municipality in Dar es Salaam. Based on this research, I suggest that other researchers should consider investigating the impacts of public private partnership towards access to quality secondary education in other municipalities for the purpose of making comparative study on the findings.

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APPENDICES

INTERVIEW GUIDE FOR TEACHERS

1. Who are key partners involved in your school?
2. What challenges are you facing as a result of PPP contribution within the class level?
3. What measures have you taken to overcome the following challenges;
 - Students class ratio
 - Student book ratio
 - Student population to enrolment
4. In what ways has PPP contributed in access to quality education and teachers?
5. Are the learning environment and quality teaching conducive for student at you class

APPENDIX II**INTERVIEW GUIDE FOR EDUCATION OFFICERS**

1. What are the partners involved in provision of secondary education in Temeke Municipality.
2. How has the PPP contributed to the following services to students towards access to secondary education in Temeke municipality?
 - a) Transport
 - b) Food supplying
 - c) Payment of fees
 - d) Contribution of classes
3. What is the contribution of PPP in the staff development in your municipality
4. How has PPP contributed in training of teachers within your jurisdiction?
5. What is the contributed of PPP in provision of teaching and learning materials?
6. How public and private school getting teaching and learning materials?

APPENDIX III**INTERVIEW GUIDE FOR HEAD OF SCHOOL**

1. Who are partners involved in your school?
2. What are the contribution of PPP towards access at your school
3. What are the contributed of PPP in provision of quality teacher at your school?
4. Does your school have adequate teaching and learning material?
5. Who is paying the teacher's salary?
 - Employed teachers
 - Party time teachers
6. How many students do you have in your school?
7. What is the teachers student ratio
8. How is your school getting;
 - Teaching materials aids
 - Laboratory materials

APPENDIX IV**INTERVIEW GUIDE FOR STUDENTS**

1. What are the number of students in one classroom?
2. Do you have enough teachers to each subject?
3. In your school do you have enough laboratory equipments and learning facilities?
4. Who provide to you these materials?
 - Textbooks
 - Excise books
 - Food
 - Transport
 - Fees
5. Are these facilities assistive in your learning?
 - Library
 - Play grounds
 - Water sanitation
 - Presence of community activities

QUESTIONNAIRES FOR EDUCATION OFFICERS

Dear respondents, below are questions for which the researcher would like to take part of your valuable time for you to answer them. The objective is to investigate the contribution of public private partnership towards access quality Secondary Education in Temeke Municipality. It is for partial fulfillment of the requirements for the award Master of degree of Education awarded by the Open University of Tanzania.

The information provided will be used for academic purpose and treated under high confidentiality.

Instructions: Please put mark in the box corresponding to correct answer or circling the correct against each question according to your opinion or fill the blacks.

1. What is your working experience in teaching?
 - Less than 1 year ()
 - 1 year ()
 - 2-4 years ()
 - More than 5 years ()

2. Are you aware the Public Private Partnership?
 - Yes () No ()

3. What do you thing are the key players or partners that are involved in accessing quality education in Temeke Municipality?
 - Please mention
 - them.....
 -

4. (i) To what extent is the Public Private Partnership contribution towards access in terms of enrolment in secondary school?
 - a) Vary high ()
 - b) High ()
 - c) Neither High non Low ()

d) Low ()

e) Very low ()

(ii) How has PPP contributed in provision of services of students towards access of secondary Education in Temeke Municipality?.....

.....

5. To what extent is the Public is the Private Partnership contributing in terms of provision of quality teachers?

a) Very High ()

b) High ()

c) Neither high nor Low ()

d) Low ()

e) Very low ()

6. To what extent is the Public Private Partnership contribution in provision of teaching materials and conductive learning enrolment?

a) Very High ()

b) High ()

c) Neither high nor Low ()

d) Low ()

e) Very low ()

7. (i) Are there any difficulties you are facing as a result of PPP contributions in your class? Yes () No ()

(ii) If the answer to the above is YES mention those Challenges

.....

8. What measures should be taken to control the above challenges?

.....

9. (i) Does PPP any contribution in provision of teaching and learning materials?

Yes () No ()

(ii) If the answer to the above is YES, in what ways contributed? Please state

.....

10. (i) How many students do you have in your school?

(ii) How many teachers do have in your school?

**QUESTIONNAIRES FOR EDUCATION TO HEAD TEACHERS AND
TEACHERS**

Dear respondents, below are questions for which the researcher would like to take part of your valuable time for you to answer them. The objective is to investigate the contribution of public private partnership towards accessing quality Education in School, It is for. Partial for partial fulfillment of the requirements for the award of a Degree of Masters of Education awarded by the Open University of Tanzania.

The information provided will be used for academic purpose and treated under high confidentiality. Instructions: Please put tick mark in the box corresponding to correct answer or circling the correct against each question according to your opinion or fill the blacks.

1. What is your working experience in teaching?

Less than 1 year ()

1 year ()

2-4 years ()

More than 5 years ()

2. Are you aware the Public Private Partnership?

Yes () No ()

3. What do you think are the key players or partners that are involving in accessing quality education in your School?

Please mention them.....

.....
(i) To what extent is the Public Private Partnership contribution towards access in terms of enrolment in secondary school?

- a) Very High ()
- b) High ()
- c) Neither High nor Low ()
- d) Low ()
- e) Very low ()

(ii). How is PPP contributed in provision of services to students towards access of secondary Education in School?.....
.....

4. To what extent is the Public Private Partnership contributing in terms of provision of quality teachers?

- a) Very High ()
- b) High ()
- c) Neither High nor Low ()
- d) Low ()
- e) Very low ()

5. To what extent is the public Private Partnership contribution in provision of teaching materials and conducive learning environment?

- a) Very High ()
- b) High ()
- c) Neither High nor Low ()
- d) Low ()
- e) Very low ()

6. (i) Are there any difficulties you are facing as a result of PPP contributions in your school?

Yes () No ()

(ii) If the answer to the above is YES mention those Challenges

.....

7. What measures needed to taken control the above challenges?

.....

8. (i) Does PPP have any contribution in provision of teaching and learning materials?

Yes () No ()

(ii) If the answer to the above is YES, in what ways contributed? Please state

.....

9. (i) How many students do you have in your school?

(ii) How many teachers do have in your school?

.....

QUESTIONNAIRES FOR EDUCATION IN TEMEKE MUNICIPALITY

Dear respondents, below are questions which the researcher would like to take part of your valuable time for you to answer them. The objective is to investigate the contribution of public private partnership towards access quality Education in Temeke Municipal. It is for partial fulfillment of the requirements for the award of a Degree of Masters of Education awarded by the Open University of Tanzania.

The information provided will be used for academic purpose and treated under high confidentiality. Instructions: Please put tick mark in the box corresponding to correct answer or circling the correct against each question according to your opinion or fill the blacks.

1. Are you about the Public Private Partnership?

Yes () No ()

2. How many students are there in your class?

- a) Less than 45
b) More than 45

3. Do you have enough teachers for each subject?

YES () NO ()

If yes do they have enough equipment and learning facilities?

YES () NO ()

4. Who provides the following materials:

- a) Textbooks

Parents School Government Sponsors

- b) Excises books

Parents School Government Sponsor

c) Food

Parents	School	Government	Sponsor
---------	--------	------------	---------

d) Transport

Parents	School	Government	Sponsor
---------	--------	------------	---------

e) Fees

Parents	School	Government	Sponsor
---------	--------	------------	---------

5. Are the facilities assistive to your school

a) Library YES () NO ()

b) Play grounds YES () NO ()

c) Water sanitation YES () NO ()

d) Present of community activities YES () NO ()