

**THE EFFECT OF GOOD GOVERNANCE ON THE PERFORMANCE OF
TECHNICAL COLLEGES IN TANZANIA**

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2022

CERTIFICATION

The undersigned certifies that they have read and here by recommend for acceptance by the Open University of Tanzania a thesis entitled; *“The Effect of Good Governance on the Performance of Technical Colleges in Tanzania”*. In partial fulfillment of the requirements for the award of Degree of Master of Business Administration-Leadership and Governance of The Open University of Tanzania.

.....

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.....

Date

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Date

DEDICATION

I would like to dedicate this dissertation to my family which excitedly gave me the moral and material support to complete the work.

ACKNOWLEDGEMENT

I am delighted to convey my sincere thanks to my Lord God for taking me through this difficult moment of which without Him I couldn't complete this work.

My supervisor Dr. Salvio Machadeserve to receive my sincere thanks for their endless support during my research work. Their advice and guidance brought a significant contribution to the completion of this work.

ABSTRACT

The focus of this study is to examine the effects of good governance indicators on the performances of technical colleges in Tanzania. The study aimed to investigate the effect of transparency on the performance of technical colleges, examine the effect of accountability on the performance of technical colleges, analyze the effect of responsiveness on the performance of technical colleges and examine the effect of effectiveness and efficiency on the performance of technical colleges. Data were collected from six large technical colleges located in Dar es Salaam. A sample of 142 employees was obtained by using purposive sampling. Data were collected by using structured questionnaire. Moreover, data were analyzed by using descriptive and multiple regression analysis. The findings show that all good governance indicators namely; transparency, accountability, responsiveness and effectiveness/efficiency have positive and significant relationship with the performance of technical college. The study concludes that good governance contributes to increase performance of the technical colleges in Dar es Salaam. The study recommends that the management of technical colleges should adhere with good governance principals such as transparency, accountability, responsiveness, effectiveness and efficiency in order to increase performance.

Keywords: *Good governance, performances, technical colleges, Tanzania*

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LIST OF ABBREVIATIONS

CBE	College of Business Education
DIT	Dar es Salaam Institute of Technology
IFM	Institute of Finance Management
MCSs	Management Control Systems
NACTE	National Council for Technical Education
SPSS	Statistical Package for Social Science
TPSC	Tanzania Public Service College
VETA	Vocational Education and Training Authority
WB	World Bank

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Generally, governance is considered to be a system of decision making, resource allocation, and technical college relationship patterns with stakeholders to create value (Belgaroui and Hamad, 2021). According to Samout (2021), good governance is considered to be as the structure and process of authoritative decision-making across significant issues for stakeholders. Moreover, Moreno-Albarracin *et al.*, (2020) believed that governance is how the management of the organization uses power and authority to allocate and manage resources.

Good governance is widely used in development countries as a tool to overcome failure in provision of public services (Muhsin *et al.*, 2020). Thus, the basic principles of good governance such as transparency, accountability, responsiveness, effectiveness and efficiency are commonly applied in education institutions (Muktiyanto *et al.*, 2020; and Croucher *et al.*, 2020).

In the context of technical colleges, good governance plays significant role to increase the performance of technical education (Belgaroui and Hamad, 2021). Though, transparency, accountability, responsiveness, effectiveness and efficiency, technical colleges are able to increase its performance in terms of increase number of student, stakeholders' satisfaction and increase collage facilitates (Croucher *et al.*, 2020). The performance of technical college is considered as the value that technical

college creates using its productive assets compared to asset owners' expected value (Belgaroui and Hamad, 2021).

1.1.1 Introduction of Technical College in Tanzania

The history of technical college in Tanzania can be traced back during 1968 when the national vocational training programme with the primary objective of offering one/two years basic vocational training aimed at providing skilled labour for the industrial sector in the country (Muhsin *et al.*, 2020). Thereafter, in 1975 the government introduced Post Primary Technical Centres (PPTCS) for purpose of preparing school leavers for employment and training skilled manpower. A total of 18 vocational training centres were opened with an annual output of 3,100 graduates (Kessy, 2020).

Most of the technical colleges in Tanzania were opened in 1960 due to change in terms of policies and structures, need to be supported by an effective technical education and training policy and a system which can adequately address itself to the demand of the various sectors of the economy (Muhsin *et al.*, 2020).

Currently, there are various technical colleges in Tanzania offer a wide range of education for example business education, health and vocational education (Kessy, 2020). The importance of technical education and training to a developing country cannot be overemphasized. It provides the necessary knowledge and skills required to exploit the natural resources of the country through scientific and technical discovery. It enables the material wealth of a nation to be built up. The availability of

technical personnel in the right numbers, at the right time, in the right place and with the right balance of technical knowledge and practical skills determine the pace and direction of industrial innovation and social economic development (Muhsin *et al.*, 2020).

1.2 Statement of the Problem

Despite good governance play signification contribution to increase the company's performance (Belgaroui and Hamad, 2021). However, little is known about the effects of good governance on the performance of technical college in terms of increasing student enrolment and improve expenditure management.

It is important to understand the relationship between good governance and the performance of technical colleges. Previous studies indicate disagreement on the relationship between good governance and the performance (Mokhtarzadeh *et al.*,2021).

Moreover, empirical evidence shows that previous studies are conducted in other sectors for example Rotberg (2014) investigated the effect of good governance on performance of government institutions. Another study by Dayanandan (2013) was conducted in community organizations. Also, the study by Samout, (2021) was conducted in listed companies. Moreover, the study by Mokhtarzadeh *et al.*, (2021) was conducted in government institutions. On the other hand, most of the previous studies link good governance and the performance of higher education institutions such as public universities, for example a study by Belgaroui and Hamad (2021); Muktiyanto *et al.*, (2020); and Croucher *et al.*, (2020). Therefore, previous studies

indicate that no study has been conducted on technical college to show the effect of good governance on the performance of technical college. Therefore, this study aimed to examine the effect of good governance on the performance of technical college in Tanzania.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this study is to examine the effects of good governance indicators on the performances of technical colleges in Tanzania.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i) To investigate the effect of transparency on the performance of technical colleges
- ii) To examine the effect of accountability on the performance of technical colleges
- iii) To analyse the effect of responsiveness on the performance of technical colleges
- iv) To examine the effect of effectiveness and efficiency on the performance of technical colleges

1.4 Research Questions

1.4.1 General Research Question

What are the effects of good governance indicators on the performance of technical colleges in Dar es Salaam?

1.4.2 Specific Research Questions

This study used the following specific questions:

- i) What are the effects of transparency on the performance of technical colleges?
- ii) What is the effect of accountability on the performance of technical colleges?
- iii) What are the effects of responsiveness on the performance of technical colleges?
- iv) What are the effects of effectiveness and efficiency on the performance of technical colleges?

1.5 Significance of the Study

This study may help policymakers to understand the effects of good governance indicators on the performance of technical colleges. The findings from this study will make essential contribution to policy formulation at both national and institutional levels.

The current study may help National Council for Technical Education (NACTE) to understand the effects of transparency, accountability, responsiveness, effectiveness and efficiency on the performance of technical college. This may help NACTE to formulate strategies for improving good governance in the technical colleges for the purpose of attaining excellence in technical education and training.

The methodology that could be used in this study could be adopted by impending studies. Also, findings from this study may be used by other works in the good governance. Therefore, this study will be proved essential contributions to the exist

studies on the effects of good governance indicators on the performance of technical colleges.

The management of the technical colleges may be informed on the effects on good governance indicators on the performance of technical colleges. This may help to the management to improve good governance practices in technical colleges.

1.6 Scope of the Study

The focus of the study is to examine the effects of good governance indicators on the performances of technical college. The study was conducted in Dar es Salaam, the area is selected due to presence of large number of technical colleges. The study shows the effects of transparency, accountability, responsiveness, and effectiveness and efficiency on the performance of technical colleges.

1.7 Organization of the Study

The current study was organized in five chapters. The first chapter provides background of the study, statement of the problem, main and specific objectives, research questions, significance and scope of the study. Second chapter covers literature review of the study. It provides both theoretical and empirical review. Moreover, the chapter provides synthesis of the research gap and conceptual framework.

Chapter three provides methodology of the study. It presents the research approach, research design and area of the study. Also, the chapter shows the population of the

study, sample and sampling techniques, measurement of the variables and data collection techniques. Moreover, the chapter shows data analysis techniques.

Chapter four covers research findings and discussion. It shows descriptive and findings from multiple regression. Therefore, findings on the effects of transparency, accountability, responsiveness, and effectiveness and efficiency on the performance of technical colleges will be presented in this chapter.

Thereafter, the last chapter provides summary, conclusion, recommendations and implication of the study. Furthermore, the chapter shows limitation and the areas for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter review various works in relation to the study. The chapter shows definition of the key concepts, theoretical aspects, empirical evidences and research gap. Also, it provides conceptual framework and hypothesis statements.

2.2 Definitions of the Key Concepts

2.2.1 Transparency

According to Androniceanu (2021), transparency refers to honesty and openness. Another study by Miguel (2021) defined transparency as the accessibility and proper disclosure of important information of the company, for example company's audited financial report. On the other hand, the study by Krishnamoorthi and Kaissi (2020) explained transparency as one of the basic principles of good governance which implies the openness and communication in decision making. According to Moreno-Albarracin *et al.*, (2020), the indicators of transparency are accuracy, openness, and communication and information disclosure. From the synthesis of the above definitions, this study defines transparency as a full flow of information within a technical college.

2.2.2 Accountability

The study by Elee (2021) defined accountability as the management responsibility in performing the vision and mission of the company. Another study by Fonseca *et*

al., (2020) defined accountability as the act of making the management permanently responsible for the actions taken in connection with use of the power given them by institution. Accountability play essential contribution to create good governance activity as a part of improving public confidence in company's performance (Elee, 2021). According to Kessy (2020), the indicators of accountability are laws compliance, annual report publication, professional practices and accurate financial records. Therefore, this study defines accountability as the overall responsibility of the management of the technical college in attaining the company's vision and mission.

2.2.3 Responsiveness

This is one of the key dimensions of good governance which requires that the management of the company to serve all stakeholders within a reasonable timeframe (Nielsen, 2016; Singla and Singh, 2018; and Tun *et al.*, 2021). Another study by LealFilho *et al.*, (2021) defined responsiveness as the situation in which the management is able to react quickly to the stakeholders' demands. According to Singla and Singh (2018), the indicators of responsiveness are; promptness, attentiveness and helpful. From the synthesis of the above definitions, this study defines responsiveness as the willingness of the management of the technical college to help stakeholders and provide prompt services.

2.2.4 Effectiveness and Efficiency

The study by Muhsin *et al.*, (2020) defined effectiveness and efficiency as the process in which the organization is be able to produce results that meet the needs of

their key stakeholders while making the best of their resources. Moreover, the study by Nurlatifah and Suratman (2021) described effectiveness and efficiency at the situation aimed to ensure optimum use of resources and time. According to Junusi (2020) the indicators of effectiveness and efficiency are; optimum resource use, results oriented and competence employees. Therefore, this study defined effectiveness and efficiency as the situation in which the results of the technical college meet the agreed objectives.

2.2.5 Technical Colleges

According to Arum and Roksa (2020), technical colleges is defined as education institution that provide courses in a range of practical subjects such as applied science, secretarial skills and vocational training. Another study by Singla and Singh (2018) defined technical colleges as institutions for further education based on practical skills such as entrepreneurship skills and vocational education. Therefore, this study will adopt the definition by Arum and Roksa (2020) because it is current and fit well in this study.

2.2.6 Performance of Technical Colleges

The performance of technical colleges captures the outcomes that result from the operations of technical colleges (Belgaroui and Hamad, 2021). Earlier studies such as Arum and Roksa (2020); Marijani and Manase (2020) described performance of technical colleges as the outcome of functions of the technical college which affect stakeholders' satisfaction. According to Muhsin *et al.*, (2020) the dimensions of performance of technical colleges; increase number of students, increase collage

facilitates, new branches and stakeholder's satisfaction. This study considers performance of technical colleges as the positive change in operations in of the technical colleges in order to satisfy its key stakeholders.

2.3 Theoretical Literature Review

2.3.1 Good Governance Theory

This study will use good governance theory to explain the effect of good governance on the performance of technical colleges as suggested by previous studies such as Rotberg (2014); Singla and Singh (2018); and Tun *et al.*, (2021).

Theory of good governance is associated with governing methods and structures in developing countries. The theory is particularly relevant to this study because the study was conducted in Tanzania as one of the developing countries (Marijani and Manase, 2020). Good governance theory was developed from a set of principles or policies first introduced by the World Bank (WB) in relating with and in assisting developing or third world countries. The World Bank usually requires good governance practice, among others, as a condition from the developing countries (Singla and Singh, 2018). Good governance is about how the public sector in third world countries can be developed. It has been realized that a modern form of government is not just only about efficiency, that governing is also about accountability between the state and its citizens (Rotberg, 2014).

Good governance is about how people are treated not merely as customers or consumers (as in the new public management approach) but as citizens, who have the right to hold their governments to account for the actions they take or fail to take.

The demand for efficiency in the public sector should not be allowed to lead to bad service. When there is bad service, citizens have the right to protest and hold politicians accountable (Tun *et al.*,2021).

Governance theory created the basic principles. Such principles include accountability, control, responsiveness, transparency, public participation, economy, efficiency (Singla and Singh, 2018). The theory is very relevant because the principles were used as constructs to measure governance in technical colleges.

2.3.2 Principles of Good Governance Theory

According to Belgaroui and Hamad (2021) there are various principles of good governance theory, however, the main principles of good governance theory involves; accountability, transparency, responsiveness, and effectiveness and efficiency.

Accountability: This is an essential element of good governance theory. The principle is the cornerstone of good governance theory. It emphasizes that all actors, particularly those in government, business, voluntary agencies, civil-societies, among others are to be made answerable to the society (Dayanandan, 2013). This principle differs from organization to organization and depends on the source of the decision which could be within or without. The principle stipulates that civil servants are to be made answerable to the society for their actions (Samout, 2021).

Transparency: Another key element of good governance theory is transparency. It emphasizes that the process of decision-making, the ultimate decisions reached and

the observance of such decisions must be carried out in conformity with rules and regulations. It stipulates that sufficient information is freely disseminated in such a way and medium that can easily be understood and directly to the people that will be affected and who will ensure compliance (Belgaroui and Hamad, 2021). The principle of transparency is predicated and built on free information flow and dissemination. Institutional processes and information are to be made easily available to the people affected and adequate information in particular should be accessible in understandable form (Muhsin *et al.*, 2020).

Responsiveness: Another important index is responsiveness, which requires that all institutional processes should serve all concerned citizens in the society within an appropriate period of time (Belgaroui and Hamad, 2021). Responsiveness, as a key principle of good governance theory, stipulates that a good government requires the ability and elasticity to accommodate rapid changes in the society, with due consideration to the views of civil societies on what should be the overall interest of the general public and also with the will to constantly re-assess its activities in the society (Dayanandan, 2013). This is an important principle of good governance theory.

Effectiveness and Efficiency: Effectiveness is primarily the process of doing right things while efficiency is primarily the process of doing things right (Muhsin *et al.*, 2020). Therefore, the principle as it applies to good governance means doing right things and doing things right within the society by the government, using the resources available. It emphasizes that governance must come up with action plans

which address the necessities of the society as the resources available are put into the best use. Whereas, efficiency as an element of good governance theory embraces the long-lasting use of resources of the society and most especially environmental protection, the principle of effectiveness emphasizes the good use of the natural resources of the society by the government (Belgaroui and Hamad, 2021).

2.4 Empirical Literature Review

Empirical works indicate that previous studies are conducted in other sectors for example Rotberg (2014) investigated the effect of Good governance on performance of government institutions in Japan. Using a descriptive and regression analysis, the results shows that good governance good governance has significant and positive effect on the performance of government institutions. However, the study is not conducted in technical colleges.

Another study by Dayanandan (2013) from Ethiopia was conducted in community organizations for the purpose of assessing the governance practice and the impact of such governance practice on the performance of the community organizations (cooperatives) in Halaba district. A sample of 125 sample members were random selected from the population. Using binary logistic regression model, the results show that effectiveness of community organizations depends on the existence of pillars of good governance for example, participation, accountability, transparency, predictability and rule of law. The findings indicate that inadequate business participation, poor responsiveness, lack of awareness about the management, lack of democracy, corruption, poor sense of ownership, double responsibility and lack of

members' awareness were found to be the reasons for weak performance. However, the study is not conducted in technical colleges. Also, the sample size used is relatively small to make the generalization of the findings.

Also, the study by Samout, (2021) from Tunisia was conducted in listed companies for the purpose of examining the effect of good governance on Tunisian company performance. Using expert panel composed of 100 Tunisian companies listed, the results indicate that the composition of the board of directors, the remuneration system, shareholders and information disclosure have positive and significant effect on the performance of the company. However, the study is not conducted in technical colleges.

Moreover, the study by Mokhtarzadeh *et al.*, (2021) from Afghanistan, examined the relationship between good governance and performance of the recruitment department of the administrative reforms and civil services commission of Afghanistan. A survey questionnaire was distributed to a sample of 351 public servants and 357 universities' alumni. Stratified Sampling was used as the method of sampling. The study results indicate a positive and strong relationship between good governance and the performance of the recruitment department of the administrative reforms and civil services commission. However, the study is not conducted in technical colleges.

On the other hand, most of the previous studies link good governance and the performance of higher education institutions such as public universities, for example a study by Belgaroui and Hamad (2021) from Tunisia, aimed to establish the

relationship between good governance and the performance of public higher education institutions by taking the case of the University of Sfax as an example. Using regression analysis, the results show that good governance has positive relationship with the performance of public higher education institutions. However, the study is not conducted in technical colleges.

Similarly, the study by Muktiyanto *et al.*, (2020) from Indonesia, aimed to analyze the role of good governance under the influence of Management Control Systems (MCSs) on performance of the public university. A study of 70 undergraduate accounting study programs in Indonesia using structural equation model has shown that MCS does affect performance of the university. The effect is more pronounced with good governance being a mediator between MCS and performance. However, the study is not conducted in technical colleges. Also, the sample size used is relatively small to make the generalization of the findings.

Furthermore, the study by Croucher *et al.*, (2020) from Australia, aimed to examine the relationship between good governance and the performance of the Australian universities. Using descriptive and multiple regression, the results indicates that the dimensions of good governance have positive and significant effects on the performance of the Australian universities. However, the study is not conducted in technical colleges.

2.5 Research Gap

Empirical evidence shows that previous studies are conducted in other sectors for example Rotberg (2014) investigated the effect of Good governance on performance

of government institutions. Another study by Dayanandan (2013) was conducted in community organizations. Also, the study by Samout, (2021) was conducted in listed companies. Moreover, the study by Mokhtarzadeh *et al.*, (2021) was conducted in government institutions. On the other hand, most of the previous studies link good governance and the performance of higher education institutions such as public universities, for example a study by Belgaroui and Hamad (2021); Muktiyanto *et al.*, (2020); and Croucher *et al.*, (2020). Therefore, previous studies indicate that no study has been conducted on technical college to show the effect of good governance on the performance of technical college. Therefore, this study aimed to examine the effect of good governance on the performance of technical college.

2.6 Conceptual Framework and Hypothesis Statements

The four independent variables of the study are; transparency, accountability, responsiveness, and effectiveness and efficiency. This study assumes that these independent variables affect the performance of technical colleges as the dependent variable.

The study assumes that, transparency in management of technical colleges is one of the independent variables of the study. This affects the performance of technical colleges through understandable rules, openness, communication and information disclosure as proposed by Krishnamoorthi and Kaissi, 2020; and Moreno-Albarracin *et al.*, (2020). Increases in accuracy, openness, communication and information disclosure results to increase the performance of technical colleges (Nurlatifah and Suratman, 2021).

Accountability in management of technical colleges is another variable that affect the performance of technical colleges. The study assumes that accountability affects the performance of technical colleges through; laws compliance, annual report publication, professional practices and accurate financial records as suggested by Fonseca *et al.*, 2020; and Elee (2021).The study assumes that when the technical colleges is active involved in these four constructs (laws compliance, annual report publication, professional practices and accurate financial records), the performance of technical colleges may increases (Junusi 2020).

Responsiveness in management of technical colleges is another independent variable that affect the performance of technical colleges. The study assumes that responsiveness affects the performance of technical colleges through; promptness, attentiveness and helpfulness as suggested by Nielsen, 2016; Singla and Singh, 2018; and Tun *et al.*, (2021). The study assumes that, responsiveness facilitates to increase the performance of technical colleges (Muhsin *et al.*, 2020).

Effectiveness and efficiency in management of technical colleges is the last independent variable that affect the performance of technical colleges. The study assumes that effectiveness and efficiency affect the performance of technical colleges through; optimum resource use, results oriented and competence as suggested by Muhsin *et al.*, (2020). According to Nurlatifah and Suratman, (2021), increases in effectiveness and efficiency facilitates to increase the performance of technical colleges, as illustrated in Figure 2.1.

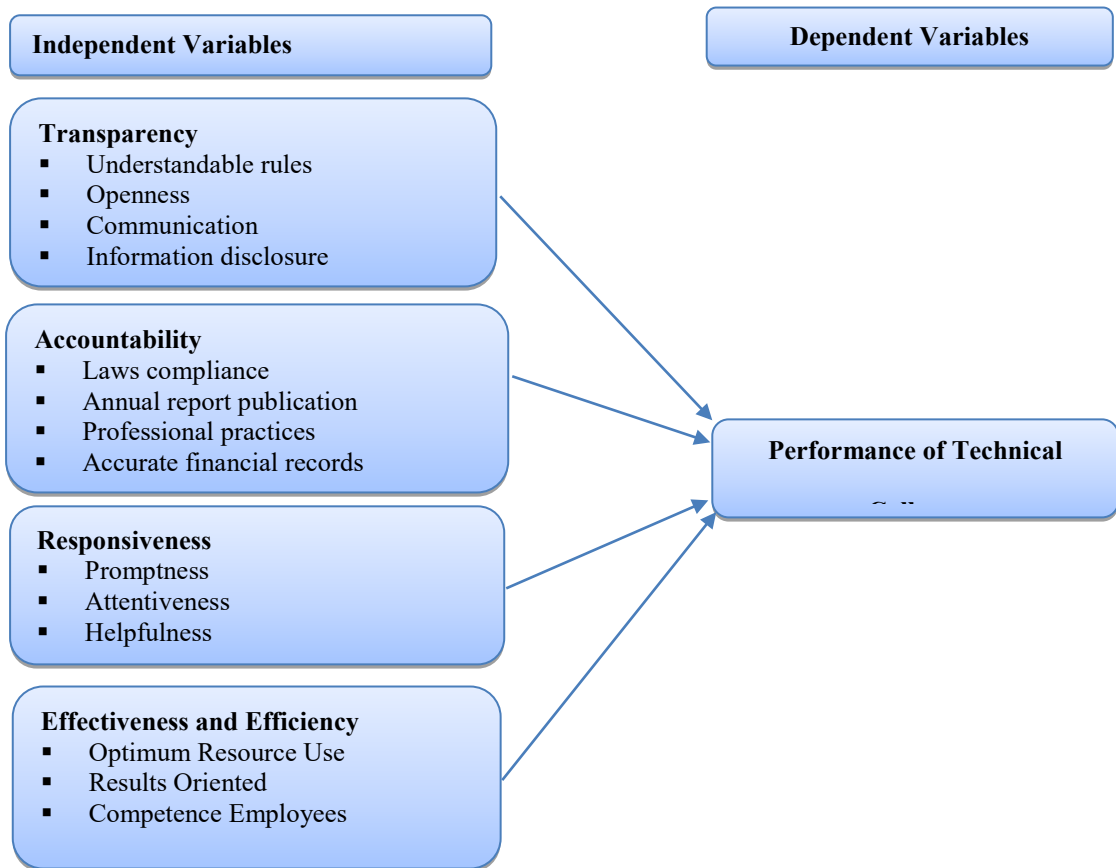


Figure 2.1: Conceptual framework

Source: Researcher Own Construct, 2021.

Therefore, the study will be guided by the following hypothesis statements:

H₁: Transparency and performance of technical colleges are positively related

H₂: Accountability and performance of technical colleges positively related

H₃: Responsiveness and performance of technical colleges are positively related

H₄: Effectiveness/efficiency and performance of technical colleges are positively related

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provide descriptions of the research methodology. It explains research paradigm, research design and area of the study. Also, the chapter explains the population of the study, sample and sampling techniques, measurement of the variables and data collection techniques. Moreover, the chapter shows data analysis techniques.

3.2 Research Paradigm

With regard to research paradigm, the study employed positivism research philosophy. Saunders *et al.*, (2012) asserts that the main purpose of positivism philosophy is to explain the relationship by identifying thecauses which influence outcomes. Therefore, this study used positivism philosophy to show the effect of transparency, accountability, responsiveness and effectiveness/efficiency on the performance of technical colleges. Positivism research philosophy was used in this study because the study aims to test hypothesis.

3.3 Research Design

This study used survey research design. This design was used because it helps collect data from the large sample as proposed Dayanandan (2013). This design facilities collection of standardized data from large sample and make easy for comparison (Walters, 2021). Therefore, survey design was used in this study for the purpose of

examine the effect of good governance on the performance of technical college in Dar es Salaam.

3.4 Area of the Study

This study was conducted in Dar es Salaam, the area is selected due to presence of large number of technical colleges (Marijani and Manase, 2020). Therefore, a total of six largest technical colleges are selected, there are College of Business Education (CBE), Dar es Salaam Institute of Technology (DIT), Institute of Finance Management (IFM), Mwalimu Nyerere Memorial Academy, Tanzania Public Service College (TPSC) and Vocational Education and Training Authority (VETA). These technical colleges were selected because are the largest technical colleges in Tanzania.

3.5 Population of the Study

The study population of interest was all employees from six largest technical colleges located in Dar es salaam, namely; CBE, DIT, IFM, Mwalimu Nyerere Memorial Academy (MNMA), TPSC and VETA. According to NACTE (2021), the total number of employees in CBE is 90, DIT is 226, IFM is 244, Mwalimu Nyerere Memorial Academy is 131, TPSC is 65 and VETA is 96. Therefore, the population size for this study is 852.

3.6 Sampling Design

3.6.1 Sampling Unit

Sample units are the members of the population from which measurements are taken during sampling (Saunders *et al.*, 2012). In this study the sample unit will be both

academic and non-academic staff from the technical colleges. The study used all employees because both academic and non-academic staff were aware of good governance.

3.6.2 Sample Size

Previous studies such as Singla and Singh (2018); Krishnamoorthi and Kaissi (2020); and Androniceanu (2021), advocates that the estimation of sample size depends on data analysis technique. Since, the current study used multiple regression analysis, this study used Stevens (1996) formula to estimate minimum sample size for multiple regression as proposed by Arum and Roksa (2020). According to Stevens (1996), the sample size to be used for multiple regression analysis can be calculated as follows:

$$N=50+8m \dots \dots \dots (i)$$

Whereby:

N = Sample size for multiple regression,

m = Sum of independent variables,

The sum of independent variables in this study is 14 variables. Therefore, the sample size for this study was obtained from the following calculation.

$$N=50+8(11) \dots \dots \dots (ii)$$

$$N=162$$

The sample size for this study was 162 employees. Therefore, equal number of respondents was selected from six institutions as recommended by VandeSchoot and Miocevic (2020). Thus, 27 employees were selected from each technical college.

Table 3.1: Sample distribution

Institution	Population Size	Sample Size	% of Population
CBE	90	27	30.0
DIT	226	27	11.9
IFM	244	27	11.1
MNMA	131	27	20.6
VETA	96	27	28.1
TPSC	65	27	41.5
Total	852	162	19.0

Source: Researcher, 2021.

3.6.3 Sampling Technique

This study used purposive sampling to select employees from the technical colleges located in Dar es Salaam. Purposive sampling is the non-probability sampling technique in which the selection of the respondents is based on the purpose of the study (Saunders *et al.*, 2012). The researcher selected respondents from technical colleges who are knowledgeable with good governance and the performance of technical colleges. The study used purposive sampling because it intended to obtain knowledgeable participants as proposed by Saunders *et al.*, (2012).

3.7 Data Collection Methods

3.7.1 Questionnaire

This study used structured questionnaire as the main data collection method because it involves survey research design. According to Walters (2021) questionnaire is the best tool for collecting data that involves survey research design. Likert scale questionnaire was administered to respondents. The questionnaire was designed to collect data in relation to transparency, accountability, responsiveness, effectiveness and efficiency, and the performance of technical college. This method was used because it helps in capturing information from the large sample as suggested by Walters (2021).

3.7.2 Interviews

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Sarstedt *et al.*, 2016). This method was used to collect qualitative data concerning transparency, accountability, responsiveness, effectiveness and efficiency, and the performance of technical college. The technique was used because, the sample was controlled more effectively, and more information in greater depth can be obtained.

3.8 Measurement of the Variables

The dimensions that were studied in this study (transparency, accountability, responsiveness, effectiveness and efficiency, and the performance of technical college) are latent variables that cannot be studied directly. Therefore, the metrics that were used in this study are adopted from the earlier studies. Moreover, all questions were measured by using five likert scale, whereby 1=strongly agree, 2 = agree, 3 = no idea, 4 = disagree, 5 = strongly disagree.

Table 3.2: Measurement of the Variables

Variables	Dimensions	Sources
Transparency	<ul style="list-style-type: none"> ▪ Understandable rules ▪ Openness ▪ Communication ▪ Information disclosure 	Adapted from Androniceanu (2021); Miguel (2021); Krishnamoorthi and Kaissi (2020); and Moreno-Albarracin <i>et al.</i> , (2020).
Accountability	<ul style="list-style-type: none"> ▪ Laws compliance ▪ Annual report publication ▪ Professional practices ▪ Accurate financial records 	Adapted from Fonseca <i>et al.</i> , (2020); Elee (2021); and Kessy (2020).
Responsiveness	<ul style="list-style-type: none"> ▪ Promptness ▪ Attentiveness ▪ Helpfulness 	Adapted from Nielsen (2016); Singla and Singh (2018); Tun <i>et al.</i> , (2021) and LealFilho <i>et al.</i> , (2021).
Effectiveness and efficiency	<ul style="list-style-type: none"> ▪ Optimum Resource Use ▪ Results Oriented ▪ Competence Employees 	Adapted from Muhsin <i>et al.</i> , (2020); Nurlatifah and Suratman (2021); and Junusi (2020)
Performance of technical college	<ul style="list-style-type: none"> ▪ Increase Number of Student ▪ Increase college facilitates ▪ New branches ▪ Stakeholders satisfaction 	Adapted from Arum and Roksa (2020); Belgaroui and Hamad (2021).

Source: Researcher, 2021.

3.9 Data Analysis Techniques

The analysis of data was aided by Statistical Package for Social Science (SPSS). The study used descriptive analysis by using frequency table to show magnitude of transparency, accountability, responsiveness, and effectiveness and efficiency on technical collage as suggested by Samout (2021).

Moreover, multiple regressions was conducted to establish the effects of transparency, accountability, responsiveness and rule of law on the performance of technical collage as proposed by Mokhtarzadeh *et al.*, (2021). Therefore, this study used multiple regression analysis employing the following equations:

$$Ptc = f(Tra, Acc, Res, Eff) \dots\dots\dots (iii)$$

Whereby;

Ptc = Performance of technical college

Tra = Transparency

Acc = Accountability

Res = Responsiveness

Eff = Effectiveness and efficiency

This relationship is also shown in the following structural equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots + \beta_n X_n + \varepsilon_i \dots\dots\dots (iv)$$

Whereby Y= Dependent Variable; X₁, X₂, X₃,X₄ = Independent variables; β_1 , β_2 , β_3 , β_3 =Constant regression term; β_0 = Regression coefficient; ε_i =Error term.

This relationship can also be represented by the following empirical equation:

$$Ptc = \beta_0 + \beta_1Tra + \beta_2Acc + \beta_3Res + \beta_4Eff + \varepsilon_i \dots \dots \dots (v)$$

Since Tra, Acc, Res and Eff are composites, further analysis is given in the following equation

$$\begin{aligned} MP = & \beta_0 + \beta_1Acr + \beta_2Opn + \beta_3Com + \beta_4Inf + \beta_5Lac + \beta_6Anrp + \beta_7Prp \\ & + \beta_8Acfr + \beta_9Prom + \beta_{10}Att + \beta_{11}Hel + \beta_{12}Oru + \beta_{13}Reo \\ & + \beta_{14}Come + \varepsilon_i \dots \dots (vi) \end{aligned}$$

Whereby; independent variables are represented as:

Acr - Accuracy

Opn - Openness

Com - Communication

Inf - Information disclosure

Lac - Laws compliance

Anrp - Annual report publication

Prp - Professional practices

Acfr - Accurate financial records

Prom - Promptness
Att - Attentiveness
Hel - Helpfulness
Oru - Optimum Resource Use
Reo - Results Oriented
Come - Competence Employees

3.10 Data Cleaning and Processing

Before data analysis, the study will test the assumptions of linear regression through SPSS. These involve autocorrelation test, normality assumptions, linearity and multicollinearity assumption.

Autocorrelation test: This was tested by using Durbin-Watson (DW) Statistic as recommended by preceding studies such as Mazengo & Mwaifyusi (2021); Mmasi & Mwaifyusi (2021). According to Hair *et al.*, (2010), if the DW value is equal to 2, this indicates that no statistically significant autocorrelation.

Normality assumption: This was tested by using kurtosis and skewness statistics as suggested by Mmasi & Mwaifyusi (2021). According to Hair *et al.*, (2010), asserts that, if the Skewness and Kurtosis values are ± 7 designates normality assumption is not violated.

Linearity assumption: This assumption was tested by using Pearson Correlation as proposed by preceding studies such as Moreno-Albarracin *et al.*, (2020); Belgaroui and Hamad (2021); Mokhtarzadeh *et al.*, (2021)

Multicollinearity assumption: Previous studies such as Senaviratna & Cooray (2019); Marcoulides & Raykov (2019) recommends the use of Tolerance and Variance Inflation Factor (VIF) for test for multicollinearity assumption. Therefore, this study used Tolerance and VIF for testing multicollinearity assumption.

3.11 Validity and Reliability Test

3.11.1 Validity

The validity of the instrument will be determined by the researcher through seeking opinions of the experts in the field of study especially industry expert working in technical colleges in Tanzania. Validity entails the appropriateness, meaningfulness and usefulness of inferences a researcher makes based on the data collected (Mokhtarzadeh *et al.*, 2021). To establish validity, the researcher will use five experts in the field of good governance and technical colleges to evaluate the relevance of each item in the instrument in relation to the objectives.

3.11.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent result (Moreno-Albarracin *et al.*, 2020). This study will use Cronbach alpha coefficient using SPSS to test the reliability of the instruments. The study will adopt the cutoff point of 0.7 as suggested by Moreno-Albarracin *et al.*, (2020).

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents research findings and discussion. Thus, the chapter presents findings on respondent rate and demographic characteristics of the respondents. Moreover, it provides descriptive and findings from multiple regression analysis. The last section provide discussion of the findings.

4.2 Respondent Rate

A total of 162 questionnaires were administered to respondents in the study are. However, out of 162 distributed questionnaires, 142 questionnaires were properly filled out and returned, 12 questionnaires were incomplete and 8 questionnaires were not returned at all. The results suggest that, the response rate was 87.7%, because the total of useful questionnaire was 142. According to Christensen *et al.*, (2022) a response rate is considered adequate if it is above 50%. Thus, a response rate of 87.7% is acceptable for data analysis.

The study found that out of 142 respondents, 24 employees were from CBE, 23 employees from DIT, 25 employees from IFM, 24 employees from MNMA, 23 employees from VETA and 23 employees were from TPSC

4.3 Demographic Characteristics

4.3.1 Age of the Respondents

Employees of the technical colleges were asked to identify their age groups. The

findings indicate that 61(49.3%) of the employees were aged between 41 to 60 years. Moreover, the finding indicates that 70(43.0%) of the respondents were aged between 21 to 40 years.

Table 4.1: Age of the respondents

	Frequency	Percent
Valid 21 – 40 years	61	43.0
41 – 60 years	70	49.3
Above 61 years	11	7.7
Total	142	100.0

Source: Field Data, 2022.

The results in Table 4.1 show that small number of the employees 11(7.7%) were above 61 years. The findings imply that elderly employees of the technical colleges are more involved in the practices of good governance. This is consistent to the study by Samout (2021), the study reveals that most of the employees involved in good governance practices are elderly.

4.3.2 Level of Education

Employees of the technical colleges were asked to state their highest level of education. The results show that majority of the employees 82(57.7%) had post graduate (Masters/PhD) qualifications. Moreover, the finding reveals that 49(34.5%) of the employees had advanced diploma/first degree qualifications.

The results in Table 4.2 indicate that small number of the respondents 11(7.7%) had diploma qualification. The finding implies that employees with the highest level of education are more involved in good governance practices.

Table 4.2: Level of education

		Frequency	Percent
Valid	Diploma	11	7.7
	Advanced diploma/First Degree	49	34.5
	Post graduate (Masters/PhD)	82	57.7
	Total	142	100.0

Source: Field Data, 2022.

4.4 Transparency of the Technical Colleges

The first objective of the study aimed to investigate the effect of transparency on the performance of technical colleges. The dimensions of transparency namely; understandable rules, openness, communication and information disclosure were presented by using descriptive statistics.

4.4.1 Understandable Rules

Technical colleges employees were asked to state the institutions have understandable rules which govern the operations of the institutions. The results show that 75(52.8%) of the employees agree and 30(21.1%) of the employees strongly agree that technical colleges have understandable rules which govern the operations.

Table 4.3: Understandable rules

		Frequency	Percent
Valid	Strongly Agree	30	21.1
	Agree	75	52.8
	No idea	8	5.6
	Disagree	18	12.7
	Strongly Disagree	11	7.7
	Total	142	100.0

Source: Field Data, 2022

The findings in Table 4.4 indicate that 8(5.6%) of the employees had no idea, 18(12.7%) of the employees disagree and 11(7.7%) of the employees strongly disagree that technical colleges have understandable rules which govern the operations. The findings imply that the operations of the technical colleges are adhere to transparency rule due to presence of institutions have understandable rules.

4.4.2 Openness

Employees from the technical colleges were asked to identify whether the management of the technical college's emphasis on openness practices. The study found that 72(50.7%) of the employees agree that the management of the technical colleges have put emphasis on openness practices. Similarly, the results show that 33(23.2%) of the employees strongly agree that the management of the technical colleges have put emphasis on openness practices and 9(6.3%) of the employees had no idea.

Table 4.4: Openness

	Frequency	Percent
Valid Strongly Agree	33	23.2
Agree	72	50.7
No idea	9	6.3
Disagree	15	10.6
Strongly Disagree	13	9.2
Total	142	100.0

Source: Field Data, 2022.

The findings in Table 4.4 show that 15(10.6%) of the employees disagree that the management of the technical colleges have put emphasis on openness practices and

13(9.2%) of the employees strongly disagree the statement. The results imply that there is transparency in technical colleges due to openness practices.

4.4.3 Communication

Respondents were asked to state whether technical colleges have system which ensure effective communication. The results show that 50.0% of the employees agree that technical colleges have system which ensure effective communication, 25.4% of the employees strongly agree and 5.6% of the employees had no idea on whether technical colleges have system which ensure effective communication.

Table 4.5: Communication

	Frequency	Percent
Valid Strongly Agree	36	25.4
Agree	71	50.0
No idea	8	5.6
Disagree	15	10.6
Strongly Disagree	12	8.5
Total	142	100.0

Source: Field Data, 2022.

The findings in Table 4.5 show that 10.6% of the employees disagree that technical colleges have system which ensure effective communication and 8.5% of the employees strongly disagree the statement. The result imply that technical colleges adhere to transparency rule because the institutions have system which ensure effective communication.

4.4.4 Information Disclosure

Employees from technical colleges were asked to identify whether management emphasis on information disclosure. The results show that 48.6% of the employees agree that management emphasis on information disclosure, 24.6% of the employees strongly agree and 6.3% of the employees had no idea on whether management of the technical colleges emphasis on information disclosure.

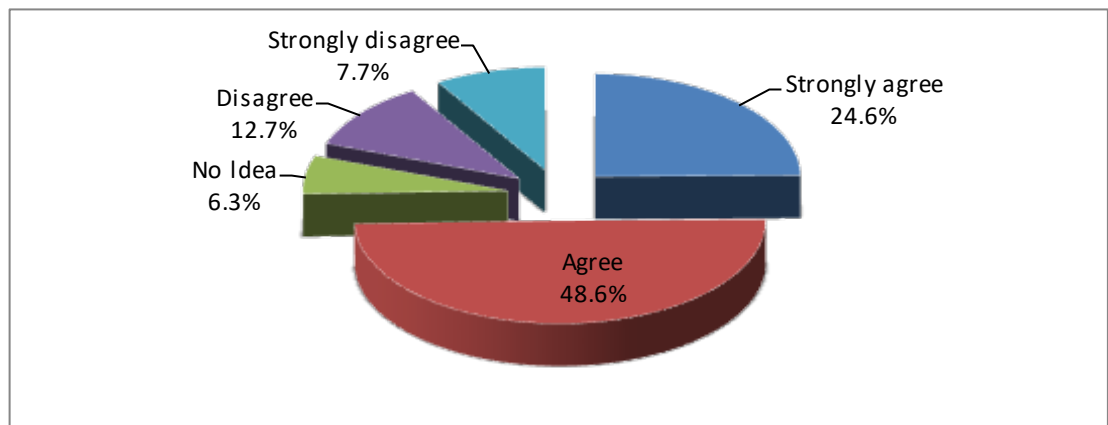


Figure 4.1: Information Disclosure

Source: Field Data, 2022

The findings in Figure 4.1 reveal that 12.7% of the employees disagree that management of the technical colleges put emphasis on information disclosure and 7.7% of the employees strongly disagree the statement. The result imply that technical colleges comply with transparency rule because the management of the technical colleges are emphasis on information disclosure.

4.5 Accountability

The second objective of the study intended to examine the effect of accountability on the performance of technical colleges. Thus, the dimension of accountability namely;

laws compliance, annual report publication, professional practices and accurate financial records were presented by using descriptive statistics.

4.5.1 Laws Compliance

Respondents were asked to state whether the operations of the technical colleges are complying with laws. The study found that 64(45.1%) of the employees strongly agree that the operations of the technical colleges are complying with laws, 62(43.7%) agree and 7.0% of the respondents had no idea on whether the operations of the technical colleges are complying with laws.

Table 4.6: Laws compliance

	Frequency	Percent
Valid Strongly Agree	64	45.1
Agree	62	43.7
No idea	10	7.0
Disagree	3	2.1
Strongly Disagree	3	2.1
Total	142	100.0

Source: Field Data, 2022.

The findings in Table 4.6 indicates that 3(2.1%) of the employees disagree that the operations of the technical colleges are complying with laws and 3(2.1%) of the employees strongly disagree the statement. The findings imply that there is accountability in technical colleges because of the operations of the technical colleges are complying with laws.

4.5.2 Annual Report Publication

The study assesses whether technical colleges are publishing annual financial report.

The findings show that 64(45.1%) of the employees agree that technical colleges are publishing annual financial report, 63(44.4%) of the employees strongly agree and 4.2% of the employees had no idea on whether technical colleges are publishing annual financial report.

Table 4.7: Annual report publication

	Frequency	Percent
Valid Strongly Agree	63	44.4
Agree	64	45.1
No idea	6	4.2
Disagree	7	4.9
Strongly Disagree	2	1.4
Total	142	100.0

Source: Field Data, 2022.

Descriptive findings in Table 4.7 shows that 7(4.9%) of the employees disagree that technical colleges are publishing annual financial report and 2(1.4%) of the employees strongly disagree the statement. The findings imply that accountability principal of good governance is adhered by the management of the technical colleges because of the annual publication of the financial report

4.5.3 Professional Practices

The results in Table 4.8 indicate descriptive results on whether the management of technical colleges adhere to professional practices. The findings show that 59(41.5%) of the employees agree that technical colleges adhere to professional practices, 36(25.4%) of the employees strongly agree and 10(7.0%) of the employees had no idea on whether technical colleges adhere to professional practices.

Table 4.8: Professional practices

		Frequency	Percent
Valid	Strongly Agree	36	25.4
	Agree	59	41.5
	No idea	10	7.0
	Disagree	23	16.2
	Strongly Disagree	14	9.9
	Total	142	100.0

Source: Field Data, 2022.

On the other hand, the results show that 23(16.2%) of the employees disagree that technical colleges adhere to professional practices. Similarly, the study found that small number of the employees 14(9.9%) strongly disagree that technical colleges adhere to professional practices. The findings imply that accountability principal of good governance is adhered by the management of the technical colleges because technical colleges adhere to professional practices.

4.5.4 Accurate Financial Records

Employees of the technical colleges were asked to state whether the colleges produce accurate financial records. The results show that 50.7% of the employees agree that colleges produce accurate financial records, 21.8% of the employees strongly agree and 6.7% of the employees had no idea on whether colleges produce accurate financial records.

The results in Figure 4.2 show that 13.4% of the employees disagree that colleges produce accurate financial records and small number of the respondents (8.5%) strongly disagree the statement. The results imply that accountability principal of

good governance is adhered by the management of the technical colleges because technical colleges produce accurate financial records.

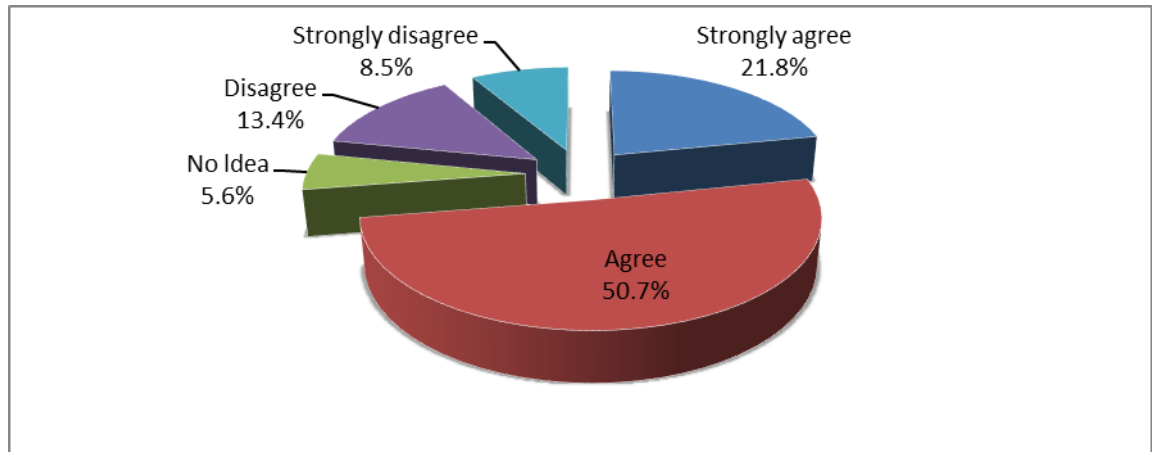


Figure 4.2: Accurate financial records

Source: Field Data, 2022.

4.6 Responsiveness

The third specific objective aimed to analyze the effect of responsiveness on the performance of technical colleges. The constructs of responsiveness namely; promptness, attentiveness and helpfulness were presented by using descriptive statistics.

4.6.1 Promptness

Employees from technical colleges were asked to identify whether the colleges provide prompt services to students. The findings show that 70(49.3%) of the employees agree that technical colleges provide prompt services to students, 33(23.2%) of the employees strongly agree and 8(5.6%) of the employees had no idea on whether technical colleges provide prompt services to students.

Table 4.9: Promptness

		Frequency	Percent
Valid	Strongly Agree	33	23.2
	Agree	70	49.3
	No idea	8	5.6
	Disagree	18	12.7
	Strongly Disagree	13	9.2
	Total	142	100.0

Source: Field Data, 2022.

The findings in Table 4.9 indicates that 18(12.7%) of the employees disagree that technical colleges provide prompt services to students and 13(9.2%) of the employees strongly disagree the statement. The results imply that, technical colleges provide responsiveness services to students because of the promptness services provided by the technical colleges.

4.6.2 Attentiveness

The findings in Table 4.10 shows descriptive results on whether technical colleges are attentive in providing services to students. The results show that 64(45.1%) of the employees agree that technical colleges are attentive in providing services to students, 48(33.8%) of the employees strongly agree and 7(4.9%) of the employees had no idea.

On the other hand, the findings show that 14(9.9%) of the employees disagree that technical colleges are attentive in providing services to students. Likewise, the study found that small number of the respondent 9(6.3%) strongly disagree that that technical colleges are attentive in providing services to students. The findings imply

that, technical colleges provide responsiveness services to students because of their attentiveness in provision of services to students.

Table 4.10: Attentiveness

	Frequency	Percent
Valid Strongly Agree	48	33.8
Agree	64	45.1
No idea	7	4.9
Disagree	14	9.9
Strongly Disagree	9	6.3
Total	142	100.0

Source: Field Data, 2022.

4.6.3 Helpfulness

Descriptive findings in Figure 4.3 indicate that 46.5% of the employees strongly agree that the management of the technical colleges are willing to help students. Moreover, findings show that 42.3% of the employees agree and 4.7% of the employees had no idea on whether the management of the technical colleges are willing to help students.

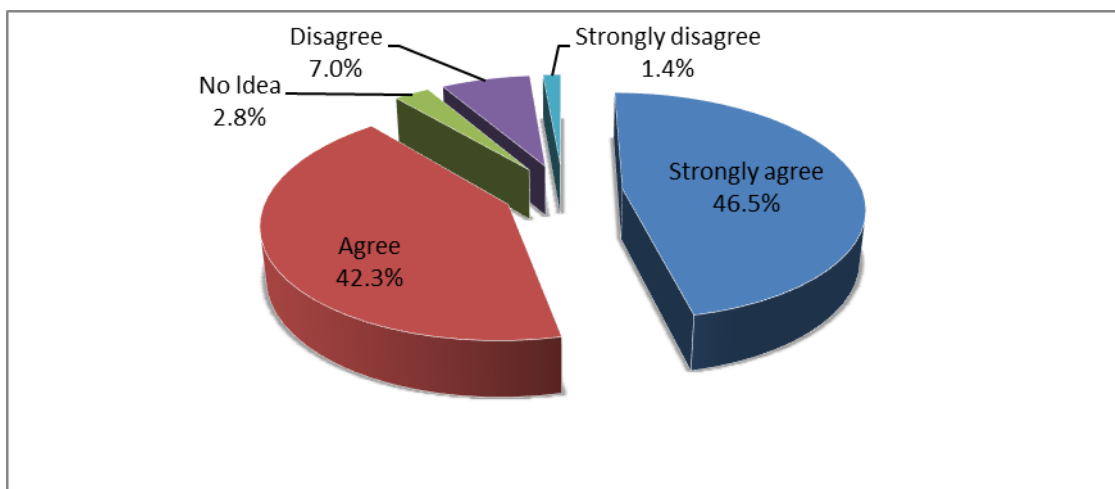


Figure 4.3: Helpfulness

Source: Field Data, 2022.

The results show that small number of the employees 7.0% and 1.4% disagree and strongly disagree respectively. The results imply that technical colleges provide responsiveness services because the management of the technical colleges are willing to help students.

4.7 Effectiveness and Efficiency

The fourth specific objective aimed to examine the effect of effectiveness and efficiency on the performance of technical colleges. The constructs of effectiveness and efficiency namely; optimum resource use, results oriented and competence employees were presented by using descriptive statistics.

4.7.1 Optimum Resource Use

Employees from the technical colleges were asked to state whether management are put emphasis on optimum use of resources. The findings show that 51(35.9%) of the employees agree that management of the technical colleges are put emphasis on optimum use of resources, 44(31.0%) of the employee strongly agree and 6(4.2%) of the employees had no idea.

Table 4.11: Optimum resource use

		Frequency	Percent
Valid	Strongly Agree	44	31.0
	Agree	51	35.9
	No idea	6	4.2
	Disagree	26	18.3
	Strongly Disagree	15	10.6
	Total	142	100.0

Source: Field Data, 2022.

The results in Table 4.11 show that 26(18.3%) of the employees disagree and 15(10.6%) of the employees strongly disagree that management of the technical colleges are put emphasis on optimum use of resources. The findings imply that there is effective and efficiency use of resources in the technical colleges because management put emphasis on optimum use of resources.

4.7.2 Results Oriented

The findings in Table 4.12 show that 77(54.2%) of the employees strongly agree that management of technical colleges are emphasis on attentiveness in service provision, 38(26.8%) of the employees agree the statement and 10(7.0%) of the employees had no idea on whether the management of technical colleges are emphasis on attentiveness in service provision.

Table 4.12: Results oriented

	Frequency	Percent
Valid Strongly Agree	77	54.2
Agree	38	26.8
No idea	10	7.0
Disagree	11	7.7
Strongly Disagree	6	4.2
Total	142	100.0

Source: Field Data, 2022.

On the other hand, the results indicate that 11(7.7%) of the employees disagree that management of technical colleges are emphasis on attentiveness in service provision and 6(4.2%) of the employees strongly disagree the statement. The findings imply

that there is effective and efficiency use of resources in the technical colleges because management are result oriented.

4.7.3 Competence Employees

Employees of the technical colleges were asked to state whether they are competent with their duties and responsibilities. The findings show that 58(38.0%) of the respondents strongly agree that employees are competent with their duties and responsibilities, 44(31.0%) of the respondents agree the statement, and 3(2.1%) of the respondents had no idea on whether employees are competent with their duties and responsibilities.

Table 4.13: Competence employees

	Frequency	Percent
Valid Strongly Agree	54	38.0
Agree	44	31.0
No idea	3	2.1
Disagree	21	14.8
Strongly Disagree	20	14.1
Total	142	100.0

Source: Field Data, 2022.

The results in Table 4.13 show that 21(14.8%) of the respondents disagree that employees are competent with their duties and responsibilities and 20(14.1%) of the respondents strongly disagree the statement. The findings imply that there is effective and efficiency use of resources in the technical colleges because employees from the technical colleges are competent with their duties and responsibilities.

4.8 Performance of Technical College

The general objective of the study was to examine the effects of good governance indicators on the performances of technical colleges in Dar es Salaam. The determinants of technical colleges' performance namely; number of students, college facilitates, college branches and stakeholder's satisfaction were presented by using descriptive statistics.

4.8.1 Increase Number of Student

Employees were asked to identify whether the number of students of the technical colleges increases in the past three years. The study found that 84(59.2%) of the employees strongly agree that the number of students of the technical colleges increases in the past three years. Similarly, the results show that 49(34.5%) of the employees agree that the number of students of the technical colleges increases in the past three years.

Table 4.14: Increase number of students

	Frequency	Percent
Valid Strongly Agree	84	59.2
Agree	49	34.5
Strongly Disagree	9	6.3
Total	142	100.0

Source: Field Data, 2022.

The results in Table 4.14 indicates 9(6.3%) of the employees had no idea on whether the number of students of the technical colleges increases in the past three years. The findings imply the performance of the technical colleges' increased due to increases in number of students.

4.8.2 Increase College Facilitates

The findings in Table 4.15 show that 85(59.9%) of the employees strongly agree that the facilities of the technical college (teaching and other facilities) increased during the past three years, 29(20.4%) of the employees agree the statement and 7(4.9%) of the employees had no idea on whether the facilities of the technical college (teaching and other facilities) increased during the past three years.

Table 4.15: Increase college facilitates

	Frequency	Percent
Valid Strongly Agree	85	59.9
Agree	29	20.4
No idea	7	4.9
Disagree	12	8.5
Strongly Disagree	9	6.3
Total	142	100.0

Source: Field Data, 2022.

On the other hand, the results indicate that 12(8.5%) of the employees disagree that the facilities of the technical college (teaching and other facilities) increased during the past three years and 9(6.3%) of the employees strongly disagree the statement. The findings imply the performance of the technical colleges increased because of the increase of the facilities of the technical college (teaching and other facilities).

4.8.3 College Branches

Employees from the technical colleges were asked to identify whether the technical colleges managed to open new branches. The study found that 51(35.9%) of the employees strongly agree that technical colleges managed to open new branches.

Similarly, the results show that 39(27.5%) of the employees agree that the technical colleges managed to open new branches and 3(2.1%) of the employees had no idea.

Table 4.16: College branches

	Frequency	Percent
Valid Strongly Agree	51	35.9
Agree	39	27.5
No idea	3	2.1
Disagree	29	20.4
Strongly Disagree	20	14.1
Total	142	100.0

Source: Field Data, 2022.

The findings in Table 4.16 show that 29(20.4%) of the employees disagree that the technical colleges managed to open new branches and 20(14.1%) of the employees strongly disagree the statement. The findings imply the performance of the technical colleges increased because technical colleges managed to open new branches.

4.8.4 Stakeholders Satisfaction

The findings in Table 4.17 show that 64(45.1%) of the employees of the technical colleges strongly agree that the stakeholders are satisfied with the operations of the technical colleges. Similarly, 48(33.8%) of the employees agree the statement and 3(2.1%) of the employees had no idea on whether the stakeholders are satisfied with the operations of the technical colleges.

On the other hand, the results indicate that 16(11.3%) of the employees disagree that stakeholders are satisfied with the operations of the technical colleges and 11(7.7%)

of the employees strongly disagree the statement. The findings imply the performance of the technical colleges increased because stakeholders are satisfied with the operations of the technical colleges.

Table 4.17: Stakeholders satisfaction

	Frequency	Percent
Valid Strongly Agree	64	45.1
Agree	48	33.8
No idea	3	2.1
Disagree	16	11.3
Strongly Disagree	11	7.7
Total	142	100.0

Source: Field Data, 2022.

4.9 Preliminary Tests

This study aimed to examine the effect of good governance on the performance of technical colleges using three determinants of good governance namely; transparency, accountability, responsiveness, and effectiveness and efficiency. Since multiple regression was used to test hypothesis. Thus, it is necessary to test the assumptions of multiple regression (Osborne & Waters, 2002). The assumptions of multiple regression are autocorrelation, multivariate normality, multicollinearity and linear relationships. On the other hand, multivariate outliers check was performed in this study as suggested by Maniruzzaman *et al.*, (2018).

4.9.1 Outliers Check

It is important to test for existence of outliers in data set before conducting regression analysis (Maniruzzaman *et al.*, 2018; Nowak-Brzezińska & Łazarz, 2021), because

the presence of outliers in the dataset could distortion the regression results (Bottmer *et al.*, 2022).

The current study employed Mahalanobis D statistic for detection of outliers in the data set as suggested by Nowak-Brzezińska & Łazarz (2021). Mahalanobis D statistic was applied to show the approximation of the multivariate distance between the respondent's scores on the surveyed constructs and the sample mean scores of the constructs surveyed. Maniruzzaman *et al.*, (2018) revealed that the data set contained outliers, if the Chi-square values of the surveyed constructs is less than the value of Mahalanobis distance (D2). In this study the effect of outliers was negligible because Mahalanobis distance (D2) value is smaller than Chi-square values of the constructs surveyed.

4.9.2 Autocorrelation Test

Test for autocorrelation assumption was performed by using Durbin-Watson (DW) Statistic as recommended by the previous studies such as King (2018); Uyanto (2020); Islam& Erum (2019).

The results in Table 4.18 indicate that the DW value for this study is 2.199. Therefore, this study is free from autocorrelation problem because DW value is above 2. According to King (2018), if the DW value is equal to 2, this indicates absence of autocorrelation problem.

Table 4.18: Durbin-Watson Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.931 ^a	.866	.863	2.59281	2.199

a. Predictors: (Constant), Effectiveness and efficiency, Transparency, Responsiveness, Accountability

b. Dependent Variable: Performance of technical college

Source: Estimates from SPSS

4.9.3 Normality Test

This study conducted normality test by using kurtosis and skewness statistics as recommended by previous studies such as Mokhtarzadeh *et al.*, (2021); Kaliyadan & Kulkarni (2019). According to Kaliyadan & Kulkarni (2019) the acceptance points for both Skewness and Kurtosis values is ± 7 .

Table 4.19: Skewness and Kurtosis Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Transparency	142	.742	.203	.809	.404
Accountability	142	.739	.203	-.435	.404
Responsiveness	142	.820	.203	.779	.404
Effectiveness and efficiency	142	.889	.203	-.296	.404
Performance of technical college	142	.856	.203	-.467	.404
Valid N (listwise)	142				

Source: Estimates from SPSS.

The results in Table 4.19 indicate that normality assumption was not violated in this study because the both skewness and kurtosis values for all variables namely; transparency, accountability, responsiveness, effectiveness and efficiency and performance of technical college were fall within the threshold value.

4.9.4 Multicollinearity Test

Previous studies such as Senaviratna & Cooray (2019); Marcoulides & Raykov (2019) recommends the use of Tolerance and Variance Inflation Factor (VIF) for test for multicollinearity assumption. Therefore, this study used Tolerance and VIF for testing multicollinearity assumption. According to Senaviratna & Cooray (2019) the study is free from multicollinearity, if tolerance value is less than 0.2 or VIF value exceeding 4.0.

Table 4.20: Tests of Multicollinearity

Model	Collinearity Statistics	
	Tolerance	VIF
Transparency	.951	1.052
Accountability	.965	1.036
Responsiveness	.969	1.032
Effectiveness and efficiency	.978	1.022

a. Dependent Variable: Performance of technical college
Source: Estimates from SPSS.

The findings in Table 4.20 show that all tolerance values for transparency, accountability, responsiveness, and effectiveness and efficiency are greater than 0.2. Similarly, all VIF values for transparency, accountability, responsiveness, and effectiveness and efficiency does not exceed the threshold value. Therefore, this study is free from multicollinearity problem.

4.9.5 Linearity Assumption

This assumption was tested by using Pearson Correlation as proposed by preceding studies such as Moreno-Albarracin *et al.*, (2020); Belgaroui and Hamad (2021); Mokhtarzadeh *et al.*, (2021)

Table 4.21: Correlations Coefficients

		Transparency	Accountability	Responsiveness	Effectiveness and efficiency	Performance of technical college
Transparency	Pearson Correlation	1	.896**	.765**	.738**	.792**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	142	142	142	142	142
Accountability	Pearson Correlation	.896**	1	.413	.300	.788**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	142	142	142	142	142
Responsiveness	Pearson Correlation	.765**	.413	1	.486	.892**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	142	142	142	142	142
Effectiveness and efficiency	Pearson Correlation	.738**	.300	.486	1	.657**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	142	142	142	142	142
Performance of technical college	Pearson Correlation	.792**	.788**	.892**	.657**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	142	142	142	142	142

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between the constructs of performance of technical college are presented in Table 4.21. The results show that the correlation between performance of technical college and transparency ($r = 0.792$, $p < 0.000$), and accountability ($r = 0.788$, $p < 0.000$), and responsiveness ($r = 0.892$, $p < 0.000$), and effectiveness and efficiency ($r = 0.657$, $p < 0.000$). The findings from correlation analysis imply that linearity assumption has not been violated in this study because of the strong correlation between performance of technical college and independent variables

namely; transparency, accountability, responsiveness, and effectiveness and efficiency.

4.10 Findings from Multiple Regression Analysis

The results from Table 4.22 indicate a coefficient of determination which is denoted as (R^2) is equal to 0.866. The results imply that 86.6% of performance of technical college is explained by four independent variables namely; transparency, accountability, responsiveness, and effectiveness and efficiency.

Table 4.22: Coefficients of Determination

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.976	1.339		3.716	.000
Transparency	.539	.521	.144	1.356	.003
Accountability	.520	.517	.281	3.642	.000
Responsiveness	.563	.544	.212	3.532	.000
Effectiveness and efficiency	.619	.526	.130	6.229	.001

a. Dependent Variable: Performance of technical college

$R^2 = .866$

Source: Estimates from SPSS.

On the other hand, the findings show that beta value for constant is 4.976. Therefore, this show that performance of technical college will be 4.976, if all independent variables (transparency, accountability, responsiveness, and effectiveness and efficiency) are constant.

Moreover, the findings from coefficients of determination indicate that transparency has positive and significant relationship with performance of technical college

($\beta=0.539$, $t=1.356$, $p=0.003$). The findings suggest that a unit increase in transparency will lead to 0.539 increases in the scores of performances of technical college.

Furthermore, the findings from coefficients of determination show that accountability and performance of technical college are positively and significant related ($\beta=0.520$, $t=3.642$, $p=0.000$). The results show that a unit increase in accountability will lead to 0.520 increases in the scores of technical college performance.

Similarly, the results from coefficients of determination show that there is positive and significant relationship between responsiveness and technical college performance ($\beta=0.563$, $t=3.532$, $p=0.000$). The findings suggest that a unit increase in responsiveness will lead to 0.563 increases in the scores of technical college performance.

Finally, the results from coefficients of determination show that there is positive and significant relationship between effectiveness/efficiency and technical college performance ($\beta=0.619$, $t=6.229$, $p=0.001$). The findings suggest that a unit increase in effectiveness/efficiency will lead to 0.619 increases in the score's technical college performance.

4.11 Discussion of the Findings

This part discusses the findings based on the objectives of the study. It provides discussion about the effect of transparency on the performance of technical colleges,

the effect of accountability on the performance of technical colleges, effect of responsiveness on the performance of technical colleges and the effect of effectiveness and efficiency on the performance of technical colleges.

4.11.1 Transparency and Technical Colleges Performance

The findings from coefficients of determination indicate that transparency has positive and significant relationship with performance of technical college ($\beta=0.539$, $t=1.356$, $p=0.003$). The findings suggest that a unit increases in transparency will lead to 0.539 increases in the scores of performances of technical college. The findings are consistent to alternative hypothesis 1. This indicates that transparency and performance of technical college are positively and significant related. This relate to the study by Belgaroui and Hamad (2021), the study affirms that transparency as the indicator good governance contribute to increase the performance of technical colleges. The principle of transparency is predicated and built on free information flow and dissemination. Institutional processes and information are to be made easily available to the people affected and adequate information in particular should be accessible in understandable form (Muhsin *et al.*, 2020).

4.11.2 Accountability and Technical Colleges Performance

The findings from coefficients of determination show that accountability and performance of technical college are positively and significant related ($\beta=0.520$, $t=3.642$, $p=0.000$). The results show that a unit increases in accountability will lead to 0.520 increases in the scores of technical college performance.

The findings are consistent to alternative hypothesis 2, this indicate that there is positive and significant relationship between accountability and performance of technical college. This is similar to the study by Samout (2021) the study affirms that increases in accountability and performance of the organization. Accountability is important component of good governance which play significant role to increase the performance of the organization. The principle is the cornerstone of good governance theory. It emphasizes that all actors, particularly those in government, business, voluntary agencies, civil-societies, among others are to be made answerable to the society (Dayanandan, 2013). This principle differs from organization to organization and depends on the source of the decision which could be within or without. The principle stipulates that civil servants are to be made answerable to the society for their actions (Samout, 2021).

4.11.3 Responsiveness and Technical Colleges Performance

The results from coefficients of determination show that there is positive and significant relationship between responsiveness and technical college performance ($\beta=0.563$, $t=3.532$, $p=0.000$). The findings suggest that a unit increases in responsiveness will lead to 0.563increases in the scores of technical college performance.

The findings are consistent to hypothesis 3, this show that responsiveness and technical college performance are positively and significant related. This is similar to the study by Dayanandan (2013) the study affirm that responsiveness contributes to increase the performance of the organizations. Another study by Androniceanu

(2021) reveal that increases in responsiveness contribute to increases in the performance of the organizations. Dayanandan (2013) asserts that responsiveness requires that all institutional processes should serve all concerned citizens in the society within an appropriate period of time (Belgaroui and Hamad, 2021; Krishnamoorthi and Kaissi, 2020). Responsiveness, as a key principle of good governance theory, stipulates that a good government requires the ability and elasticity to accommodate rapid changes in the society, with due consideration to the views of civil societies on what should be the overall interest of the general public and also with the will to constantly re-assess its activities in the society (Dayanandan, 2013). This is an important principle of good governance theory that influences the performance of the organizations (Krishnamoorthi and Kaissi, 2020).

4.11.4 Effect of Effectiveness and Efficiency on Technical Colleges Performance

The results from coefficients of determination show that there is a positive and significant relationship between effectiveness/efficiency and technical college performance ($\beta=0.619$, $t=6.229$, $p=0.001$). The findings suggest that a unit increase in effectiveness/efficiency will lead to 0.619 increases in the score's technical college performance.

The findings are consistent with hypothesis 4, which shows that effectiveness/efficiency and technical college performance are positively and significantly related. This is similar to the study by Belgaroui and Hamad (2021) who affirm that effectiveness/efficiency contributes to increasing the performance of the organizations. Another study by Muhsin *et al.*, (2020) asserts that effectiveness and efficiency as

good governance principal play key role for organization to increase the performance. Effectiveness is primarily the process of doing right things while efficiency is primarily the process of doing things right. Therefore, the principle as it applies to good governance means doing right things and doing things right within the society by the government, using the resources available. It emphasizes that governance must come up with action plans which address the necessities of the society as the resources available are put into the best use (Belgaroui and Hamad, 2021; Muhsin *et al.*, 2020; Androniceanu, 2021). Whereas, efficiency as an element of good governance theory embraces the long-lasting use of resources of the society and most especially environmental protection, the principle of effectiveness emphasizes the good use of the resources of the society by the government (Belgaroui and Hamad, 2021; Mokhtarzadeh *et al.*, 2021).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter shows summary of the study, conclusion and recommendations based on the objectives of the study. Furthermore, areas for further studies are described in the last section.

5.2 Summary of the Study

The focus of this study is to examine the effects of good governance indicators on the performances of technical colleges in Dar es Salaam. The study aimed to investigate the effect of transparency on the performance of technical colleges, examine the effect of accountability on the performance of technical colleges, analyse the effect of responsiveness on the performance of technical colleges and examine the effect of effectiveness and efficiency on the performance of technical colleges.

Data were collected from six large technical colleges located in Dar es Salaam. A sample of 142 employees was obtained by using purposive sampling. Data were collected by using structured questionnaire. Moreover, data were analyzed by using descriptive and multiple regression analysis.

The findings show that transparency has positive and significant relationship with the performance of technical college. Also, the results show that accountability and performance of technical college are positively and significant related. Similarly, the results indicate that there is positive and significant relationship between

responsiveness and technical college performance. Furthermore, the study found that there is positive and significant relationship between effectiveness/efficiency and technical college performance.

The study concludes that good governance contributes to increase performance of the technical colleges in Dar es Salaam. The study recommends that the management of technical colleges should adhere with good governance principals such as transparency, accountability, responsiveness, effectiveness and efficiency in order to increase performance.

5.3 Conclusion

The study concludes that good governance indicators contribute to increase the performances of technical colleges in Dar es Salaam. The performances of technical colleges in influenced by good governance indicators namely; transparency, accountability, responsiveness, effectiveness and efficiency.

Also, the study concludes that transparency facilitate to increase the performance of technical college. Increases in transparency contributes to increase the performance of technical college. The principle of transparency is predicated and built on free information flow and dissemination. Institutional processes and information are to be made easily available to the people affected and adequate information.

Moreover, the study concludes that accountability helps to increase the performance of technical college. Accountability is important component of good governance which play significant role to increase the performance of the organization.

Furthermore, the study concludes that responsiveness as the indicator of good governance contributes to increase the performance of the technical college. Increases in responsiveness contributes to increases the performance of the organizations. Responsiveness is an important principle of good governance theory which influence the performance of the technical colleges.

In addition, the study concludes that effectiveness/efficiency indicator of good governance help to increase the performance of technical colleges. Effectiveness is primarily the process of doing right things while efficiency is primarily the process of doing things right. Whereas, efficiency as an element of good governance theory embraces the long-lasting use of resources of the society and most especially environmental protection, the principle of effectiveness emphasizes the good use of the resources.

5.4 Recommendations

The study proposed the following recommendations

- i) The management of the technical colleges should put more emphasis on all aspects of good governance because it plays significant role to increase the performance of the technical colleges.

- ii) Efforts should be done by the management of the technical college to ensure transparency rule are properly implemented by technical college because it is important for increasing the performance of the technical colleges.

- iii) The government through National Council for Technical Education (NACTE) should make effort to ensure accountability rule is well implemented in all technical colleges as it play essential role on the performance of the technical colleges.

- iv) Moreover, the management of the technical colleges should put more emphasis on responsiveness rule of good governance because it plays significant role to increase the performance of the technical colleges.

5.5 Limitation and Areas for Future Research

This study recommends a number of areas where future research can be conducted. First, this study was limited to only six technical colleges in Dar es Salaam, but other studies may include more than six technical colleges to gather more information on how good governance influence the performance of technical colleges. Second, this study used purposive sampling to obtain respondents. Therefore, the findings are limited to the studies population. Future studies should use probability sampling in order to facilitate generalization of the findings.

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APPENDICES

Appendix I: Questionnaire

My name is Jacqueline S. Lemnge. I am carrying out a research entitled “The Effect of Good Governance on the Performance of Technical Colleges in Tanzania” in partial fulfillment of the award of Degree of Master of Business Administration- Leadership and Governance of Open University of Tanzania.

Please note that, the information you provide will be kept confidential and will only be used for the purpose of this research and that no attempt will be made to disclose your identity.

Section 1: Background Information

1. Your age
 - a) Bellow 20 years
 - b) 21 – 40 years
 - c) 41 – 60 years
 - d) Above 61 years

2. Your level of education
 - a) Certificate
 - b) Diploma
 - c) Advanced diploma/Degree
 - d) Post graduate (Masters/PhD)

Section 2: Good Governance and Performance of Technical Colleges

Please indicate the extent to which you agree or disagree with the following statements by applying a tick (√) using the following guidelines:

1= Strongly Agree, 2 = Agree, 3 = No idea, 4 = Disagree, 5 = Strongly Disagree

SN	Transparency					
1	We have understandable rules which govern our practices	1	2	3	4	5
2	Our management emphasis on openness practices	1	2	3	4	5
3	We have system which ensure effective communication	1	2	3	4	5

4	Our management emphasis on information disclosure	1	2	3	4	5
SN	Accountability					
1	Our college operations comply with laws	1	2	3	4	5
2	Our college publish annual financial report	1	2	3	4	5
3	Our management adhere to professional practices	1	2	3	4	5
4	Our college produce accurate financial records	1	2	3	4	5
SN	Responsiveness					
1	Our college provide prompt services	1	2	3	4	5
2	We are attentive in providing services to students	1	2	3	4	5
3	We are willing to help our students	1	2	3	4	5
SN	Effectiveness and Efficiency					
1	Our management emphasis on optimum use of resources	1	2	3	4	5
2	Our management emphasis on attentiveness in service provision	1	2	3	4	5
3	We are competent with our duties and responsibility	1	2	3	4	5
	Performance of Technical Colleges					
1	Our college is experiencing the increase in number of student during the past three years	1	2	3	4	5
2	Our college facilities' (teaching and other facilities) increased during the past three years	1	2	3	4	5
3	We managed to open new branches during the past three years	1	2	3	4	5
4	Our stakeholders are satisfied with the operations of the college	1	2	3	4	5

THANK YOU

Appendix II: Ethical Documents

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
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Our Ref: PG201900925

27th January 2022

Rector,

College of Business Education (CBE),

P.O. Box 1968,

DAR ES SALAAM.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

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In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S. Bushesha

DIRECTOR OF POSTGRADUATE STUDIES.

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201900925

27th January 2022

Rector,

Dar es salaam Institute of Technology (DIT),

P. O. Box 2958,

DAR ES SALAAM.

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Our Ref: PG201900925

27th January 2022

Rector,

Institute of Finance Management (IFM),

P. O. Box 2930,

DAR ES SALAAM.

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Our Ref: PG201900925

27th January 2022

Rector,

The Mwalimu Nyerere Memorial Academy,

P.O. Box 9193,

DAR ES SALAAM.

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Prof. Magreth S. Bushesha

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Our Ref: PG201900925

27th January 2022

Chief Executive Officer (CEO),

Vocational Educational and Training Authority (VETA),

P. O. Box 2930,

DAR ES SALAAM.

RE: RESEARCH CLEARANCE

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Prof. Magreth S. Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.



THE UNITED REPUBLIC OF TANZANIA

THE MWALIMU NYERERE MEMORIAL
ACADEMY



When replying please mention:

Ref: BA.31/550/01/50

14st February, 2022

Director of Postgraduate,
The Open University of Tanzania
P.O Box 23409,
DAR ES SALAAM

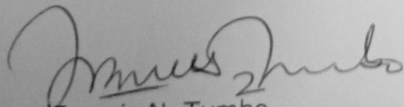
RE: REQUEST FOR RESEARCH CLEARANCE

Please refer the above heading and your letter dated 4th January, 2022 with reference number PG.201900925 .368/955/01A/104

I am pleased to inform you that, your request for research clearance in respect for your student Lemenge Jacqueline Reg. No. PG.201900925 pursuing Master of Business Administration (MBA) has been granted. She will report to Human Resource and Administration Department.

The Academy will not be responsible for their allowance during their fieldwork.

Yours Sincerely,
THE MWALIMU NYERERE MEMORIAL ACADEMY


Francis N. Tumbo
FOR: RECTOR