

**CHALLENGES AND OPPORTUNITIES FACED BY WOMEN EDUCATIONAL
ENTREPRENEURS IN THE MANAGEMENT OF PRIVATE SCHOOLS IN
HIMO DISTRICT, TANZANIA.**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY OF
KENYATTA UNIVERSITY**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or any other award.

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DEDICATION

This thesis is dedicated to the memory of my late beloved husband, Prof. Kiure Francis T. Msangi, my loving children, Ziddi and Yoon-soo , Ekwa and Kakuri , and my grandson Kiure Eli.

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ACRONYMS AND ABBREVIATIONS

Boda-Boda	Mode of transport using a bicycle to ferry people
EPA	External Programme in Education
IMF	International Monetary Fund
NACECE	National Center for Early Childhood Education
DICECE	District Center for Early Childhood Education
NGO	Non-Governmental Organization
OXFAM	Oxford Committee for famine Relief
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VAT	Value Added Tax
WWII	World War Two

ABSTRACT

The purpose of the study was to investigate the challenges and opportunities faced by women entrepreneurs in the management and operation of independent private schools in Tanzania. The objectives of the study were to describe the situational analysis of independent private schools operated by women entrepreneurs in Tanzania, and to establish the challenges and opportunities they faced in selected case schools. The research study was qualitative in nature and data were collected through a case study approach, direct observations, in-depth interviews, focus group discussions and content analysis of school records. Multiple data sources were used to enrich the study including school owners, teachers, parents and community leaders. The data collected was then triangulated and analyzed qualitatively by examining patterns and themes associated with challenges and opportunities in school management. The findings of this study showed that there were three general categories of challenges and opportunities facing the school entrepreneurs namely: a) Educational and professional factors; b) Economic and political factors; and c) Social-cultural factors. The economic and political challenges included inadequate capital, limited physical facilities and tax burdens. Educational and professional challenges comprised of the demand for quality education complemented by English-medium curriculum and high expectations of students' academic performance. Social-cultural challenges including the burden of providing education and care for orphans and vulnerable children, and the lack of community care structures for needy children. The following opportunities for private schools were identified: great demand for quality education and an increased school enrollment, creation of employment opportunities for trained teachers, and demand for boarding school at the primary and secondary levels which ensured sustainability of these educational businesses. Recommendations to provide an enabling environment for private school entrepreneurs included provision of credit facilities to enable them expand their businesses, consideration for tax exemptions for teaching and learning materials, and development of training programmes to enhance their managerial skills and service delivery. In conclusion, despite the myriad challenges facing women educational entrepreneurs in the management and operation of independent private schools in Tanzania, there were opportunities available for their survival, growth and development.

CHAPTER ONE: INTRODUCTION

1.0 Background of the Study

Universal access to education has always been a guiding and foundational principle of Tanzanian education policy and a cornerstone of building human capabilities without discrimination. Private schools began with the advent of religious and mission settlement. The schools and missions became the centers for reforms and influenced development, especially in Tanzania where the case schools used in this study are situated. At the beginning of the 1980s to the 1990's the total population of the country according to country reports (GOT-UNESCO, 1998) was estimated to be 35,119,000 people.

The number of public primary schools increased from 11,339 at independence in 1962, to 856,213 schools at the end 1998. The total number of teachers for primary schools was nearly 4,042,568 with the population of female teachers in primary schools was 5,169 higher than the 2,981 teachers that taught during the years 1991 to 1998 (Human Development Report, 1998; UNESCO, 1997).

The number of private pre-schools and primary schools increased to 40 schools when the policy for private primary school ownership relaxed in the mid 1990s, amid the prevailing atmosphere of market liberalization. This created opportunities for the opening of private schools in Tanzania which already existed within the educational sector of neighboring countries like Kenya and Uganda, which had already undergone extensive market liberalization. The primary school curricular in these two countries attracted nearly ten thousand students from Tanzania alone (Lukwaro & Lema, 1997) as well as from other neighbouring countries in the region. The parents' search for quality educational services drove the demand that fed a booming business in private school, as

well as the growth in other related small businesses. English and Swahili teachers also found that there was demand in these countries, where professional and business opportunities had begun to emerge.

Private primary schools in Tanzania were commonly operated in urban areas and in districts where mostly religious missions and church sponsored schools were active, and where public schools were few in number and far from communities. These church-sponsored schools built the foundation for educational value within the community – both within the district where the private schools in this case study are located as well as other parts of the country where Christian missions were established.

Private Primary Schools: There are three classifications of private primary schools which identify a private school along with the network of affiliations that support and manage it.

(a) **National private primary schools** are those that are affiliated with the government or the local community. The government subsidizes teacher's salaries and the building of schools, while the parents pay school fees. These schools were mainstreamed soon after independence. These schools have boarding facilities and are mainly reserved for government employees (i.e. Civil servants), who were often transferred from one region to another.

(b) **Private schools:** These are sponsored by religious mission and organizations, or cooperatively sponsored by parents. These schools are generally located in communities where religions missions and convents exist. The operation of these schools is more widespread at the national level.

(c) **Independent private schools.** Like the three schools in this case study, independent schools are founded and managed by a solo proprietor and are geared towards making profit. For this reason, the schools are competitive in their nature of management.

(d) **The associated schools** are sponsored through trust funds from non-governmental organizations (NGOs), private companies and organizations. The sponsorship is mainly for school construction and for some equipment and materials. Many schools in rural areas are built or rehabilitated from such funds.

1.1 Statement of the Problem

The growth of independent and sponsored private primary schools comprised of forty licensed schools. There are more unregistered pre-schools, which are operated by individuals in their homes. In some cases, the caregivers use the home based school until sufficient operating resources are found to establish a separate facility. These home-based schools are usually for pre-school for extra coaching in a specific subject area. Licensing for home-based schools is usually not required, and sometimes the schools are not known to exist, beyond the knowledge of the clients or the immediate neighbours. This practice creates the problem of ensuring adequate child safety standards and quality of care. The limited supply and increasing demand for quality schooling has helped women, in particular to earn an income while operating a home-based business and to obtain the finances to start up a business like home-based childcare, in areas where such services did not previously exist. Other studies done on home-based businesses, (Orisim, 1990, Summerfield, 2000, Temu and Due, 2000, Bhatt, 1989) also reached similar conclusions with regard to the barriers and sources of finances. Such barriers affected home-based

schools, as it was for Kibo, Sola and Yolama when they started pre-schooling at home. Others within similar home-based settings are constrained not only by the limited opportunity for professional support but also by lack of exposure to policy aimed at promoting best practices.

Independent private primary schools form a new phenomenon of market-oriented schools, offering parents alternative schooling opportunities. The schools are answerable to their clients who expect an improved level of educational service over that offered in a public school. These schools which have been in high demand since 1999, are widely expected to make an impact on school quality as well as improve access to schooling.

1.2 Purpose of Study

The purpose of this study was to explore the challenges and opportunities faced by women educational entrepreneurs in the management and operation of independent private schools in Himo district of Tanzania. The study has also examined certain special characteristics of the three private primary schools and how they were related to the nature of school ownership and management.

1.3 Objectives of the Study

The following objectives guided the study:

1. To determine the situational analysis of independent private schools operated by women entrepreneurs in Tanzania.
2. To establish the challenges and opportunities faced by women educational entrepreneurs in selected case schools.

1.4 Research Questions

Research questions were used in this study to help elicit information from participants in great detail (Stake, 1995, 2002). Seven issues formed the basis for the unstructured questions, while other issues emerged in the course of the in-depth interviews and observations. Creswell (1998, p. 99) suggested that the researcher can limit his/her entire study to a single overarching, question, and/or several sub-questions, which can be used to understand the major issues. In this study the major issue revolved around management of independent private primary schools and how owners dealt with the challenges of operating in a competitive environment with the tax burdens of value added tax and other regulatory requirements. The researcher used these issues to describe and ‘vicariously’ narrate (Stake, 2001, 2002), experiences observed from Kibo, Sola and Yolama private primary schools.

The following research questions were used to guide the study:

- 1) In what ways do independent private schools complement government efforts to offer education for everyone?
- 2) In what ways does the English medium and Kiswahili medium curriculums influence schooling and employment choice in these schools.?
- 3) What is the role of independent private schools in the local community?
- 4) In what ways does access to boarding school facilities influence enrollment in these private Schools?
- 5) What are the challenges in management and operation of private schools?
- 6) What are the coping strategies/opportunities used by managers in private schools?

1.5 Significance of the Study

The findings of this study were significant and served the following purposes:

- a) Contribute to knowledge about the management of independent private primary schools and add to the limited national data for ownership and management in private schools by women entrepreneurs.
- b) Provide useful information on school management that can be used by policy makers, the Ministry of Education, inspectorate section, public health, and school business registry officials.
- c) To provide information to clients and stakeholders as well as owners and managers of case schools and others in the private school sector to improve school administration and management.

1.6 Limitations of the Study

The scope of this study is limited to three schools with a sole proprietor, such as the one owner/teacher who runs Kibo School. This focused the perspective of the study on three selected women's participation in school ownership and management. These limitations make the field observations gathered from these schools to be particular to their individual contexts, and not widely generalizable to other private primary schools.

1.7 Definitions of Terms

Independent private schools

These are a combination of pre-schools and primary schools operated by individual owners for the purposes of providing educational services and also geared to making

profit. These schools are required to pay government taxes for teaching and learning materials as well as school equipment. The schools are not exempted from paying Value Added Taxes for building materials or any other taxable commodities.

Pre-school children

These are children between the ages of 3 to 5 years who attend a formal early childhood education programme in preparation for transition to primary school.

Primary school children

These are children between the ages of 6 and 13 years who attend a formal education programme from Class/Grade one to Class/Grade seven in preparation for Tanzania national primary education examinations.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter covers literature review on the following sub-topics: evolution of private schools in Tanzania, national development and educational reforms, education for self-reliance, 8-4-4 education system, global educational policy, education for all, structural adjustment programmes, role of women in school development and challenges and opportunities in private schools.

2.1 Evolution of Private Schools

A review of the literature includes the evolution of private schools in Tanzania and educational policy reforms that have influenced their operation. References to education reforms is made in this study to show a progressive record improving education and meeting targets set by the government. Nationally-initiated educational reforms motivated the three female owner/managers in this study to take over ownership and management of the case schools. As Schumpeter (1943, p.131-3) reported, the owners were 'revolutionizing' the trend of education reforms of the 1960s and 1990s , by exploiting the liberalization of economic markets.

Through their professional knowledge and experience, the owners were at the center of educational reforms and had opened new opportunities for gaining access to quality. Schumpeter (1946) argued that firm or business leaders who spent time performing non-entrepreneurial activities did not qualify to be classified as entrepreneurs. This assumption may not be accurate in the context of schools, because private schools had to

be concerned with all the factors that contribute to their overall growth and not just those that fell within a particular category of activity. If we could define growth and the barriers to growth, then we could identify the key concerns about schooling quality, earned profit, student enrollment, ways of improving customer service, adding innovation to the curriculum and all other issues that a business owner and manager would have to consider and be concerned about. Educational reforms have helped private schools to create new kinds of service, while others are self-initiated. The availability of boarding facilities used during the school breaks to provide care for orphans and for hosting workshops is an innovation that has added value to the services provided by private schools. The owners and managers of these private schools qualified to be both firm-organizing and innovating 'private school' entrepreneurs (Baumol, 1991). This study did not attempt to construct a theory about the 'ownership' of independent schools', but sought to understand the significance of their existence. Discussion of related literature is, therefore, woven into the introduction and background sections for reference or to substantiate some of the educational reforms which led to the advent of privately-sponsored schools and to the increasing number of independent private primary schools. A unique quality of oral literature is its ability to describe individual schools in a holistic manner, each within their particular context, as well as to show how each school program varied from that of another.

2.2 National development and education reforms

Reforms in education have been undertaken by the government of Tanzania every few years to improve or remove a system of education which was found not useful and/or in

line with the social, economic and political aspirations of the country. Universal access to education has always been a guiding and foundational principle of Tanzanian educational policy and a cornerstone of its capacity-building efforts, which are central elements to Tanzanian philosophy towards education. It has been the government's concern that each child should have the 'inalienable' right to access of at least a basic primary level of education without discrimination. It was for this reason that the current increase in the demand for enrollment and early educational reforms such as those articulated in "Education for Self Reliance", "Man and Development" (Nyerere, 1965, 1967), "Government Papers on the Musoma Resolution" (1974) continue to be modified and to complement those efforts initiated in the early years of independence. The three female owners in this study were providing educational opportunities by founding their private primary schools. At the same time, owners acted as local catalysts for development. Improved capacity building was paramount to addressing the scarcity of trained professionals in key sectors of the economy in a newly independent Tanganyika.

These reforms also promoted access to schooling, increased enrollment, and empowered the new government to better claim and administer its resources. It was during this period that enrollment in adult education increased to almost 85% (UNESCO, 1978) and became among the highest realized in developing countries. The Musoma Resolution was the beginning of the government's efforts to promote and increase the retention of girls in both primary and secondary schools, as well as in other institutions of higher learning. This was aimed specifically at those students whose education had been interrupted by unplanned pregnancy.

2.3 Education for self- reliance

Education for self-reliance was a major educational reform which was aimed at empowering students graduating from primary school at 14 years of age, so that they would be prepared to join the work force, and be self employed, productive members of society. The principles underlying the Education for Self-Reliance (ESR) policy reform in Tanzania is well articulated in such articles and books as “Education for Self Reliance,” *Man and Development, Education and Development*” (Nyerere, 1965, 1967). The reforms were initiated to increase school enrollment, so that every child, without discrimination, had a chance acquire to free primary education. The current government continues to promote and facilitate the creation of enabling learning environments for the majority of children in the country, (Govt. of Tanzania, Ministry of Education, 1999, 2000, 2001). In the face of increasing school populations and the increasing awareness, about the value of education, the government has allowed individuals to operate private schools and has advocated building regulations and requirements (Ministry of Education, 1999) which instruct school owners how to put up safe school structures that meet the children’s needs.

The basic aims of the self-reliance policy was to institute a system of education which stressed the value of vocational education, so as to offer the youth relevant skills that are necessary for maintaining a livelihood. The reform dispelled the belief that the goal of formal education was only to prepare a student for employment in the modern sectors of the economy. This policy represented the government’s attempt to create opportunities

for employment in rural areas and to reduced over-congestion in urban areas, where most of the jobs were to be found. Privatization of sponsored schools took effect because the government could not manage effectively and it had no adequate resources to maintain them. The operation of independent private primary schools represents a new trend in schooling opportunity which is spreading to the rural areas. The presence of private schools in the rural setting has an important influence on the improvement of other schools. Their style of organization and management has served to increase the mobilization of resources which serve towards promoting community development.

There is still a need for the newer generation to understand the concept of education for self reliance, within the context of the present era, and how the program attempted to decentralize education (Naidoo, 2002: & Kassam, 1983). This idea was not a mere political move or an experiment to justify development efforts, but rather an attempt to utilize locally available resources, where possible, in order to develop schools which are cost-effective and viable. The Education for Self-Reliance policy stimulated home based cottage industries and business enterprises engaged in local production. The policy reform encouraged community involvement in development issues which did not need great input from the government. The program also helped to reduce unnecessary rural-urban migration, by creating local employment opportunities. The reform policy could have been even more effective if there was a public awareness of the overall development plan and how it was intended to benefit the community without making drastic changes to important, local cultural values. In a country with diversified 123 ethnic groups living in varied climatic environments, the most successful story of the reform was the promotion

of nationalism and a unifying national language namely, Kiswahili. Teachers and all other government employees were willing to be posted anywhere in the country to work. This helped to remove ethnic barriers, promoted peace, unity and created a commitment to development at the local level. It is for this reason, that Tanzania has not experienced the serious ethnic conflict that has been observed in other African nations.

2.4 Eight-Four-Four (8-4-4) Educational System

The Eight-Four-Four (8-4-4) system was used in the Kenyan education system to respond to national development goals (Ng'eno, 1984: 1-2; Ministry of Planning and National Development, 1999). Like the Tanzania model of education for self-reliance, the implementation was a radical education reform, which was aimed at increasing the relevance of the primary, secondary and tertiary education curriculum, to accelerate the attainment of national educational goals, and to dispel the myth that education is a privilege, and not a universal right for all children. The 8-4-4 reform was also designed to increase the enrollment of pupils and to offer practical-oriented subjects which could increase the ability of school leavers to attain self employment and to secure a wide range of employment opportunities in a scientifically and technologically advanced world. The nomenclature '8-4-4' stands for the eight years of primary education, followed by four years of secondary (high school) education and a minimum of another four years of university education. Practical skills are gained through art and music subject, agriculture, home science and an increased emphasis on Kiswahili as a national language. Religious studies was also made a key subject that was intended to respond to the need

for a value oriented curriculum to increase the participation of the youth in meeting national development goals.

2.5 Global Educational Policy

The implementation of some global educational and development policies within Tanzania has promoted the liberalization of educational markets, including the ownership of private businesses within the educational sector. The private schools examined in this study were founded on the principles embodied by such policies. The three females owner/managers interviewed in this study have all made considerable efforts to bridge the gender gap of opportunities that exists in professional and business circles.

2.6 Education for All

The UN report of 1999-2001 'Education for All' was targeted at public schools so as to encourage them to start on-site pre-schools. Funds from private organizations (UNICEF-, UNESCO, OXFAM and other international NGOs) were used to support public schools and were aimed at communities, through their governments so as to provide the required resources to start pre-schools. These organizations also advocated for cost-sharing support within the poor rural communities where schools are located. The government continues to support public schools in various ways, such as through the training of teachers, but also encouraged community-based schools established with the participation of parents, women groups and the larger community.

The policy forum on 'Education for All' included groups such as the World's Children Summit, Women and Gender Development. While its policy towards private school operation emphasized equal opportunity in education (UNESCO, 1986, 1989, 1995; Education for all Committee in Dakar, 2000, 2001). Many World Bank papers on the Structural Adjustment Program has shown that it has not yet made an effect on national enrollment rates. The policy shifted the burden of supporting primary education from the government to the parents and the local community (EFA, 1999, 2000, 2001), and UNICEF's Country Report (1993) found that the lack of adequate instructional and learning materials posed a problem in attaining quality instruction in primary school programs. (UNESCO-EFA/2002; 2001; 1999) had advocated for greater government subsidies to improved enrollment among marginalized groups. These policies have influenced a re-examination of the government's earlier education policy-namely that of 'Education for Self Reliance', which has been discussed and debated in various educational forums both in Tanzania and abroad.

In the late 1980s and early 1990s, several educational reforms were enacted in Tanzania under local and international resolutions, in order to continue building and improving human capital and well-being. Free primary education encouraged higher enrollment in public schools, while the liberalization towards a free market economy created opportunities for individuals to open private schools. The government allowed the operation of private primary schools, in particular to improve access to secondary schooling. Opportunities to gain access to primary schooling became scarce when the demand for secondary school enrollment soared in the mid-1980s. As a result, the

government extended its policy on private ownership to include primary education, so as not only to increase enrollment, but also to improve performance at the secondary education level (Lissebille & Sumra, 2000). The policy to adopt independent private schools therefore, encouraged individuals like the owners/managers of the three case schools in this report, to venture into self-employment.

The goal for educational change articulated in the “Educational for All” policy underscored the prominent place of education within the different levels of political and economic socializations, and the development of national human resources. Carnoy and Levein (1985) argue that education plays two major roles. Firstly, education offers opportunities, promotes equality, expands democratic participation and constitutes an expression of universal rights. On the other hand, education is also necessary for capacity-building and for creating a more efficient work force which will contribute to ‘capital accumulation’ within the national economy.

2.7 Structural Adjustment Programs (SAPS)

Policy reforms towards the establishment of private primary schools had an influence on the development of low economic growth regions of the country, and introduced the levying of Value Added Taxes (VAT), which were intended to contribute towards the development of school resources. Besides the direct economic effects of taxing consumable items within the family, low participation rate in primary schools was also observed and the decline of environmental conditions both inside and outside the classroom were observed, especially in rural areas and in poor urban communities. An

increase in school drop-out rates was also reported (Nalo, et.al, 1996), as an increasing number of primary school children became engaged in small-scale vending activities around school time. There was also an increase of on-farm child labour, and a widening searching for on-farm work into neighbouring countries. NACECE-DICECE carried out an evaluation within border communities of the status of pre-school children, in those districts where cash crop farms existed. In this study, it is also observed that the structural adjustment programs continue to affect the development of independent primary schools. Various authors have discussed issues that link the ability of government to earn income and impact on education (Carnory, 2000, 1999 and 1987); Samoff, 1987; Noor-Mohamed, 1988a and 1998b). There is evidence that the recommendations made in the IMF-World Bank Sessional Paper No. 1 (1986) on cost sharing have had an effect on improving the poor level of educational service in public schools. Under the Structural Adjustment Programs, owners and managers of schools are bearing the burden of paying the VAT, as they order necessary materials to build and to equip their classrooms. The SAP recommendations have also had a negative effect on the participation of girls in education, especially, as some have had to forfeit education in order to make way for the schooling of boy siblings.

The effect of the Structural Adjustment Programme (SAPs) and its impact on the national reform policy has been largely negative, as the majority of families could not afford to contribute towards the cost sharing education plan. Le Vinne and McEwan (2000), Lissebelle and Sumra (2000, 2001), have alluded to private schooling as being somewhat contradictory to the notion of equitable provision of educational services and care.

Reforms and advocating for educational changes and improvements typically take place through a long, protracted, process and is experienced differently in different countries. Stake, (1974, 1991, 19994, 2001 and 2002) in his past and current work on the case study approach, along with Fullan (2003) and Sarason (1971), agree that reforms are more effective if they happen from within the schools and local communities, and, therefore, advocate that reforms should be carried out in a quiet manner, and should be carried out on the basis of local knowledge and experience.

John Dewey (1933), a historical educational reformist, saw educational reform as a process that is not limited to just rational problem-solving, but an approach which might be linked to a process of organizational change. Havelock (1969) refined and distinguished Dewey's five stages of program change on educational reform as rational decisions taken to address societal problems. The process of Dewey's five stages as cited in Havelock, were based on the steps of (1) recognition of the problem and the need to change, (2) defining and clarifying the problem in relation to need, (3) finding ways of solving the problems both within and without the institution, (4) reasoning through the implications of the problems, the needs and the solution to be sought, (5) doing follow-up observations and/or experimenting to decide which solutions should be accepted or discarded. Dewey had recognized that the five stages were not exhaustive, but were simplified steps that describe a complex process. Kuchinke (1998) in his critique 'Moving Beyond the Dualism of Performance Versus Learning', pointed out Dewey's claim that "dualistic viewpoints are inherently problematic because they ignore the present reality".

Given the observed diversity of the three private school environments and capacities of the owner/managers to operate them simply adopting Dewey's five stages of reform cannot fully ensure that the implementation of change will be equally effective; it will merely serve to facilitate the planning process. Owners/managers of the case schools may apply Dewey's five stages to help them understand how to better design their private school programs and to help teachers, parents, children and community members deal more effectively with difficult situations and complex circumstances. In practice, the process of rational problem-solving for making schooling and self-employment choices calls for a deep understanding of the relevant external and internal factors which may influence the implementation of the 'aspired' [desired] reform change. (Stake, 2001a, 2002b).

2.8 Role of Women in Education

Several educational treaties that have had an impact on free primary school education in Tanzania and that have advocated for the participation of women in professional development, include the World Women's Forum (1985, 1995), the report on education for all, the In-country Report on Education (Ministry of Education and Development Planning; 1989, 2000, 2001), and Amartya Sen's book (2000). These have all served to emphasize women's capability for local action and the critical importance of their role in community development as an important factor in contributing towards freedom and development. Esin (2001) suggested that private schools should not be limited to urban areas, but also have a place in rural locations, as well.

Many entrepreneurs of private schools go to great lengths to look for the capital to start the venture, they ensure high quality of education by enrolling competent result oriented teachers/staff based on a comprehensive curriculum. To accomplish this, many owners/managers have to manage the school not only as a business, but also as a unique service provider for a selection of citizens. The management reward of the owner is seen in the success of the school, the profit gain, and the creation of a brand where every parent desires their child to learn in.

2.9 Summary

In summary, there is evidence from the literature on the role of education in national development. Historically, education service provision has been the major employer in the public sector. Currently there is an increased demand for private schools to complement the role played by public schools. This brings about challenges in terms of providing quality education and relevant curriculum that is in line with Government policy and regulations. The lack of information on management and operation of private schools, and in particular the role of women as educational entrepreneurs supported the need and purpose for this study.

CHAPTER 3: METHODOLOGY

3.0 Research Design

The purpose of this study was to investigate the challenges and opportunities faced by women educational entrepreneurs in independent private schools in Tanzania. Given this main purpose, it was necessary to select a methodology that would allow for in-depth understanding of this phenomenon. Qualitative methods were chosen as the most appropriate approach for this study.

This research design employed was a case study approach. Several authors (Stake, in *Denzin and Lincoln*, 2000, p. 15; Eisner, 2000; Stake, 1995; Patton, 1990) have applauded the case study approach because it offers a different lens through which to see, in cases where one needs to understand the details of a particular problem within a complex situation. This approach advocates for the collection of a rich set of data that is needed to bring alive the experiences from the field. Case studies can be used to analyze other research questions that are rich in information. One such example is the time-varying phenomena, such as the emergence of independent private schools like those founded by three female owner/managers interviewed in this study. By obtaining “rich” data we mean to say that a lot can be learned from the study of a detailed narrative, which can help to illuminate the underlying determinants of the phenomena in question. The three case schools in this study provided information that explained the difference between individual programs, and highlighted the unique circumstances that led each owner/manager to establish their respective schools. A descriptive analysis is given of the data gathered at the schools as well as the school environment, the owner/manager, the parents, and the children’s experiences in these schools. The descriptive style of the case

study is greatly strengthened by Stake's methodology, but made this study fall somewhat short of being able to make broad and generalizing policy recommendations.

Nonetheless, the study remained highly informative for the reader and lends itself towards a naturalistic kind of generalization (Stake, 1995, 2002).

The time frame of observations and interviews was short so as to be able to notice changes in the development of the school and to follow-up on some of the issues which touched on the relationship between education and the development of these private schools. The following questions were designed to understand more about how each school envisioned this relationship:

1. Did the school transport facilities and services influence enrollment?
2. Who really got access to these schools and did it really matter?
3. What were the participants' perceptions of 'quality' schools
4. How did the owners/manager, teachers and parents implement internationally recognized entitlement of children to the rights of survival, development, participation and protection?
5. Furthermore, how did these issues influence the provision of quality education?

3.1 Selection of Case Schools

In June 2002, the researcher visited the regional and district education offices in the town of Moshi, located in Northern Tanzania. After reviewing the document listing the names of schools within the district, and after extensive consultation with the Regional and District education officers, she was able to identify a total of fourteen primary schools as

possible case schools. These fourteen schools were inclusive of both public and the independent private schools in Himo District, a rural, business and farming community. The economy in that border community is characterized by rural farming activities, and is made quite vibrant by the considerable number of large and small retail shops and small business enterprises. These fourteen schools were purposely chosen because of their proximity to Tanzanian border with Kenya, which is traversed by a considerable volume of trade and has numerous cross-border relations with other schools and school communities.

There were four private schools currently operating along the highways of Himo District. Special individual qualities of Sola, Kibo and Yolama schools determined their selection as the focus schools for this case study. The choice was facilitated by the fact that these three schools were the only independent private primary schools in the area, owned and managed by professional women teachers. The fourth private school in the community was publicly sponsored and therefore eliminated from the study. The composition of students within these three case schools were diverse. The characteristics of their particular sites and their proximity to public transport was an important determinant in their favor.

The three schools were selected and studied simultaneously; in order to prevent the results of one school unduly influencing the understanding of the data gathered, subsequently, from another case school. There was minimal risk of changes occurring in the socio-political environment, such as to alter the commonality that binds them and

places them in the same environmental context, as may sometimes happen between consecutive case studies.

3.2 Data collection methods

This study recorded the voices, events, images and experiences of owner/managers, teachers, children, parents and selected community leaders. These were drawn from visits to the three case schools made during the months of June and July 2002. These visits included five observations of children engaged in various classroom activities, as well as unstructured individual interviews with nine parents, three school owners and four assistant managers (known, in this case study as headmasters and headmistresses). In addition focus group discussions were held with teachers and headmistresses. Participants in this study included three owners, four managers, six teachers, nine parents and three community leaders. The observations and interviews started from 9a.m until 4.30p.m. With the permission of participants and the owners of the schools, audio/visual recording were used to capture the voices and images of the participants at the schools.

3.3 Direct Observations

Based on the characteristics of the schools, the non-participatory observations facilitated a gradual entry into the exploration of the natural school environments. In this study, the following observations were made:

- (a) Documented school records
- (b) Children at the play ground during break periods and during lunch periods
- (c) Children in the class rooms under instruction

- (d) Children riding two-wheel 'school buses' (boda-boda bikes), and riding in four-wheel hired mini buses
- (e) Parents and their children during visiting day
- (f) Children carrying out athletic activities during sports days

These observations provided a visual record and live experiences of the happenings within the school environment, which would be difficult or impossible to capture in the course of an interview. The presence of the researcher and her interactions with the case participants helped to shape the study, and provide a more meaningful interpretation of life in the social environment of the schools and school communities. Through these observations the researcher was able to gain multiple perspectives of the situation both as a researcher (and, therefore an outsider), as well as an insider; the researcher, being a female, a parent, an educator, and of the same nationality as that of the participants in the study. These observations offered valuable insight into the lives of the study participants, through listening to their stories and comparing them with own life experiences, as is corroborated by accounts of other research experiences in literature (Denzin & Lincoln, 2000 p. 634 -5).

3.4 In-depth Interviews

As Andrea Fontana, & James Frey, said of interview (in Denzin & Lincoln, 2000, p. 633 - 34):" [the interview] has become a taken-for-granted feature of our mediated mass culture, but the interview is a negotiated text, a site where power, gender, race and class intersect". Two interview approaches as a primary tool for data collection was used. One of the two types of interview structures that were used, was to collect in-depth

information with individual participants using face-to-face interviews that were conducted by the researcher. Individual interviews lasted for a maximum of one hour with half an hour intervals during mid-morning and lunchtime breaks. The researcher appreciated the teachers' accommodation of the interview schedule, which placed interview during their break time, in order to avoid interrupting the learning time of the children.

3.5 Focus Group Discussions (FGDs)

Focus group discussions, moderated by the researcher, were used to strengthen the data-gathering strategy and provide more observations for the study. Part of the focus group interviews at Sola and Yolama schools were tape recorded by an assistant. Tapes were played back and shown to the participants at the end of one-hour interviews for verification and review. The following participants were interviewed in these focus groups:

- 1) Owners and managers of Kibo, Sola and Yolama schools.
- 2) Assistant managers/head teachers of Sola and Yolama.
- 3) Parents at Sola and Kibo schools.
- 4) A focus group discussion/interview was conducted in Sola school with two groups of four and five parents and one of the owners and assistant managers/head teachers.
- 5) In Yolama School, one focus group discussion was held with all the teachers and the owner/manager.

Focus group discussions can be intimidating to the participants, if they are not well moderated by the researcher. However, the teacher's group did not find the focus group discussion format to be too strange, because they were used to having such discussions during their monthly teachers' meetings. In fact, such a meeting was held the very day that a focus group discussion at one of the schools was conducted. The focus group interviews also gave the researcher some insights into the motivations behind the personal choices of the participants, and how they found out about the teaching positions available at a particular school. The questions asked included:

- 1) What were the aspirations of teachers when joining the school?
- 2) How had the teachers contributed to the well being of the students since they were employed?
- 3) What were the teachers' perceptions of the quality of instruction offered at the school?

The interview started with the manager introducing the researcher and the technical assistant to the rest of the participants in the focus group. The researcher then acknowledged the value of their presence and explained the procedure of FGD and that they were free to decline answering any questions they felt uncomfortable with, and they could ask their questions, as well. First participants introduced themselves and asked to state, briefly, what subject and grade they were teaching, and, when they began employment at the school. The questions were asked by the researcher, and participants responded and discussed openly, even when the owner/manager was present as one of the participants.

According to (Morgan, 1993, 1998), focus group discussions were first used as a qualitative research method in the 1920s by social scientists. Then between WWII and the 1970s, it was used for marketing purposes, in order to understand the wants and needs of the consumers. Currently, the method is considered by social scientists to be an important technique for carrying out qualitative research. Some problems could arise, though if the researcher is not careful in the selection of the participants, such that they do not share the same goals or interests. Issues touching on intimate details in their personal lives should be asked within small groups of people who feel comfortable discussing that topic with each other. The data that is gathered from such group discussions are not good for generalising unless caution is exercised and mixed data collection techniques are used for gathering qualitative and quantitative information with that appropriate sampling method (Morgan, & Kruege, 1993 pp. 3 - 19). In this case, the mixed method was used to illuminate issues that participants would otherwise have set aside and tabled in order to discuss them in their staff meetings.

3.6 Data Analysis

The stories and personal accounts gathered from case sites, such as the ones the researcher studied offer a rich array of observations and narratives that cannot be easily quantified or generalized. As stake explained (in Denzin & Lincoln, 2000, pp 442-3) that, it is left for the reader to gain an opportunity to 'vicariously experience the case and extend their memories of happenings as they are related to similar experiences. Data from school records, observations, interviews and focus group discussions were analysed

for common patterns and themes that related to challenges and opportunities faced by the schools in their management and operation.

3.6.1 Data Transcription

Data analysis started while the researcher was in the field winnowing through recorded material, and was accomplished with the help of the technical assistant, who did the checking and editing of the recorded tapes and video. The analysis period was also used to arrange secondary and primary data on field observation notes, transcripts of interviews and focus group discussions. Themes and patterns were embedded in the data, and have been illustrated in the study by the presentation of stories and direct quotes. The main objective of the analysis was to present the events and happenings that occurred during the field visits and to show how the participants demonstrated a unique way of thinking, coping, and problem solving. Some of the events that occurred repeatedly throughout the field visits to the case sites were both remarkable and outstanding in their nature, and suggested some underlying experiences and phenomenon at work, which cannot be further elucidated without undue comparison and generalization.

3.6.2 Data Triangulation

The researcher made use of triangulation to strengthen and correct some of the deficiencies arising from dependence on one source. Denizen (1978, 2000) defined data triangulation as the use of a variety of data sources. The data were therefore gathered from various sources that included interviews, focus group discussions, direct observations and content analysis of school records.

CHAPTER 4 RESULTS AND DISCUSSION

3.7 Ethical considerations

Research approval for this study was obtained from the Government of Tanzania and a research permit issued from the office of the President. Participation in the research was on voluntary basis, and the participants were informed of the research objectives and methods, and their consent obtained before collecting data. Confidentiality of the schools identity was assured by using pseudonyms, and none of the participants were identified by name throughout the research activities and in subsequent reports.

CHAPTER 4: RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results and discussions of the qualitative data gathered in the three case schools. The organization of the chapter begins with the general description of participants, followed by a detailed description of each case school and the challenges and opportunities facing the schools. The findings from the focus group discussions are reported followed by an analysis of the emergent themes in this study.

The scenarios and voices captured in this study reflected different perspectives on how to create opportunities for positive learning and teaching environments in independent private schools. The ability to take advantage of available opportunities for self-employment and schooling were challenged by the struggle to offer quality educational programmes and services. The management and operation of these private schools were unique in their own style and were all shaped by the experiences of each owner as they strived to legitimise their school's existence, and enable it to survive and grow into a viable entity. The contrasts in individual school size, choice and style of operation and delivery of services represent the uniqueness of each owner's management practices and reflect the diversity of independent private schools in Himo district of Tanzania.

4.1 General Description of Participants

School Owners/Managers

All owners/managers in this case study were trained as teachers before choosing to work in these private schools. One manager worked in different public and private secondary

schools, while the other two managers were previously school supervisors and had worked in various educational administration settings. The owner served in various roles as the principal school administrator, treasurer, employer, supervisor (of both teachers and students) and manager of the independent private school. The owner is usually also in charge of tuition and hosting of the school-wide parents' meetings. The manager helped the owner to translate the curriculum used in public schools to suit the private school's English-medium approach, and assisted in recruiting and hiring of teachers and also enrolling students. The manager also took on other administrative duties such as organizing and assigning subjects and classrooms, writing teacher and student assessments, parents reports, ordering textbooks, and setting the students' and teachers' calendars, among other administrative duties.

Teaching Staff

All teaching staff were professionally trained teachers. Some had no previous experience because the Government could not absorb all of them in public schools. These private schools therefore provided employment opportunities for them. However, some were recruited from public schools, and then interviewed and hired by owners with the advice of managers and with the endorsement of members of the school board.

Parents and children

In these case schools, the parents and children came from 18 different regions within Tanzania including Zanzibar and Pemba. This indicates that there was great demand for private schools across Tanzania. Two of the parents interviewed were community leaders

within Himo District, and the other five parents were from outside the Kilimanjaro region. The parents with children in Kibo and Sola schools were the only ones interviewed in depth due to availability of all parties-children/pupils, their parents and teachers including the owner/managers. Kibo parents were observed when collecting their children from school while parents at Sola had an open day.

4.2 Description of Kibo School

Creation of school

Kibo School was started in 2001 by the owner/manager, Boki, as an initiative for self-employment, when she could no longer wait to be posted to teach in a public school, after her graduation from teacher training college in 1997. The pre-school was started with twenty-five boys and ten girls, in total, aged from three to six years old.

Location and Facilities

Kibo School is closer to the Taveta/Holili border than the other two schools. It had only one pre-school classroom which was rented. The teaching/learning facilities were inadequate and there was no library or playground for the children.

Staffing and Resources

Staffing and Resources were very meagre. Being private schools with no direct government funding, the three case schools were forced to have fewer teachers as they had to pay them higher salaries than those in public schools. Two classes with different

age groups were sharing a single room e.g. pre-school/nursery for 3-5 year olds and class one for 6-year old children.

Opportunities and Challenges

a) Inadequate Classrooms

It was evident that the school did not have adequate classrooms to accommodate the number of children seeking to be enrolled at Kibo School. It was also noted that other schools were not within accessible distances for children to enrol. The researcher observed fifteen children on the waiting list for the school enrollment. The school owner reported:

“that those children would start their schooling when others left for first grade, the following year. I hope by that time the construction of new classrooms will be ready,” she said, as she pointed at a building being roofed across the road. “The only two elementary schools within the community where the child could transfer are far from this school.”

Means of Transport and Cost

The only affordable means of transport to and from school was hired bicycles popularly known as “boda-boda.” “What means of transport do these children use to get to school?” the researcher asked one parent, who was at the school, who was also a community leader. They use “boda-boda” and he was concerned about the children’s safety as they bundled onto inexpensive bike rides known as ‘boda-boda’ [border-border] shuttling back and forth daily to ferry children to schools across the border. The school owner explained

that, "Most parents were peasant farmers and some did small business, or worked in the offices in town, or at the Tanzania-Kenya border. It was difficult to ferry young children to the other side of the border, but when they were ready to go to primary school, they followed their older siblings on foot. Four children can share one 'boda-boda' bicycle for transport. This way you pay only one fare of one hundred shillings (Shs 100 = US\$ 0.50) for four children to make a total of two hundred shillings (Shs. 200 = US \$1) for the round trip per day.

The researcher made her own observations of the transport phenomenon. It was the end of the year for some of the children who walked home or were being picked up by older siblings. She followed some of the sibling as they went to catch the 'boda boda' bike rides. Four rode on one bike, with the young bicyclist arranging them while balancing his bike-with one child seated in front of him on the handlebar, and three behind him, huddled close to each other. Stretching his arms over the shoulder of the little boy to get a grip of the handlebars and take the children home.

Limited Physical Space

Among the biggest challenges facing this school is the limited physical space for instruction. The school owner reported that, "she had started with 35 children in one rented room, but only 22 children had remained in school. She was faced with lack of space for a playground. The school needed to be relocated to another bigger rented building that was formerly a restaurant. Even though the facility was not built as a school originally, it had a kitchen with running water and a playground.

Demand for English-medium of instruction

Another challenge that this school faced was the need to meet their clients' demand for an English-medium of instruction. Parents wanted their children to continue learning in an English curriculum setting because there was competition from Kenyan schools, which offered an English medium of instruction. Furthermore the schools were near the border and in close proximity with the border communities in Tanzania, who were demanding the English curriculum. The parents therefore had a choice to enrol their children in Kenyan schools if the Tanzanian counterparts did not offer the type of curriculum in demand.

Table 4.1: Summary of Challenges and Opportunities in Kibo School

CHALLENGES	OPPORTUNITIES
Inadequate capital	Use of personal residence to establish home-school
Limited physical space for school facilities Inadequate classrooms Lack of libraries Lack of playgrounds	Availability of rental facilities
Burden of payment of taxes	Increased enrollment of students
Inadequate salaries for teaching staff	Creation of employment opportunities
Poor means of transport to school (use of bicycles as taxis)	Demand for quality education
International competition from Kenyan Schools	Demand for English-medium curriculum
Children on the admission waiting list for up to one year due to lack of space	

4.3 Description of Sola School

Creation of School

This school was situated in a rural community which had a long history of prosperity and motivation towards obtaining an education made possible by the income earned from cash crops and other products. The exposure to schooling can be traced back to the roots of early explorers, traders and religious missions, where long caravans ventured through the district towards the coast of the country. The owner of this school started from the school from humble background of her home with only 4 children as she reported in this excerpt:

“I started with four pre-school children in my house in 1999, when a child was killed in a road accident as she was being taken to a school where we thought education curriculum was better than what was available in my community. I wanted to protect other children from having such accidents. So this school is in honour of the child who died, well, in a way. After six months, some neighbours and friends brought their children to my home. Some of these parents knew the child who had died, and in a way, they did not want anything to happen to their children”.

Location and Facilities

Sola School is located along the main highway to the coast province of Kenya, and to the national park. The school is well established and its flora and fauna add to the beauty of its physical environment, which can compete with any schools within and outside the country. The school is easily reached by public transport or by walking from the main highways.

Staffing and Resources

The teaching staff in Sola School was largely, male-dominated and there were only two female teachers out of eight. The manager of Sola commented that, “We like to employ male teachers rather than female teachers, because female teachers ask for too many days off to take the children to hospital or going on maternity leave. They have too many family responsibilities, and the school is still working on maternity leave benefits”. He continued, “Female teachers are too ‘strict’ with the children sometimes.”

Opportunities and challenges

a) Demand for Boarding School Facilities

It was evident that the demand for boarding schools in this community was an opportunity for the growth and development of Sola school. The school provided accommodation facilities to the all the children who were enrolled there. The owner reported:

“Sola is a boarding school and all children travel to and from school once a term. I have many children now, a hundred and ninety six. They have all grown under my care to fill this new school. The school has grown from pre-school to primary seven, and I am extending to the secondary level.”

b) Children from Wealthy Backgrounds

The district where this school was located had an advantage, economically, over other districts within the region itself and over other regions in the country in general. Parents from within and outside the region were not only farming but also engaged in small and

medium-sized businesses, like the owners of the three schools. He parents were therefore able to afford school fees as well the cost of boarding facilities in the school.

c) Demand for English-Medium of Instruction

The school made strong efforts to promote the use of English among the students, even outside the classroom instruction. The researcher observed a class of 22 students outside Sola School, during break time, who were organizing themselves in a cycle to play the "You-can't catch-me" game. The teacher observed them from a distance but noted which child was not conversing in English, so that they would be given an English assignment to do later. Another group observed used the two languages English and Kiswahili while interacting with the new technology.

d) Employment Creation and Service Delivery

Private schools such as Sola School offered employment opportunities to trained teachers and support staff who served at these schools. Report by the school owner indicated the following:

"I have provided employment opportunity to 8 teachers who would otherwise not have been hired by the government to teach in public school. The school has also benefited the community by providing jobs to support staff who assist children in the boarding section. These children are going to benefit the whole community, just like those in public schools. After all, the cost of the children's education has gone up. In my school, fees are much less than sending a child to the neighbouring countries or to public schools which

are sometimes costly”. One parent made this statement, “my child is much happier here, and I can send more than one child to the same school”.

e) Education and Care of orphans and Vulnerable children

The owner of Sola school affirmed her school’s contribution to extend free educational and care services to orphans and vulnerable children during the school holidays, where extended family members were not able to provide support.

“It is a big sacrifice, on my part to take up the education and care of needy children at my own cost”, she emphasized. “I have a teacher who freely volunteered to stay here to teach and care for them. I informed the relatives that the children must stay behind during the school holidays because they needed extra coaching. Economically, the extended members of the family would not be able to support these children”.

Table 4.2: Summary of Challenges and Opportunities in Sola School

CHALLENGES	OPPORTUNITIES
Demand for boarding facilities	Use of personal residence to establish a home-school initially
Gender-bias in recruitment of teachers in favour of males	A complete pre-school and primary school infrastructure to cater for 196 children
Burden of payment of taxes	Increased enrollment of students
Inadequate salaries for teaching staff	Creation of employment opportunities
Education and care of orphans and vulnerable children	Demand for quality education
International competition from Kenyan Schools	Demand for English-medium curriculum
Demand for secondary education	Children from wealthy backgrounds able to meet financial obligations

4.4 Description of Yolama School

Creation of School

The owner of Yolama School, explained that her interest in starting a school was reinforced by the demand of parents for the perceived quality of English-Medium instruction, and the need to make it more accessible to neighbouring communities. She also expressed an awareness of the ‘promises’ made by World Leaders to take joint action on the issues influencing children’s wellbeing. Her personal promise to parents was one of the reasons which motivated her to continue offering Educational Services and Care to 157 children, and to ignore considerations of capital gain and profit.

The school owner explained the incentives to start up a school were to protect the children and parents.

I used my savings and we took some loans to start building this school to offer an alternative choice.” She added, “As for me, I was not too happy to see so many children and parents from my country going through so many unnecessary formalities and red tape at the borders. I worked in a private school for twenty-five years, and I understood why most parents brought their children to the school where I was before. They wanted their children to have a quality education in an English medium curriculum and within a caring environment. In 1998, I started with seven children of mixed age, from pre-school to primary in my house, and moved to this new location in 1999 and we now have one hundred and fifty seven children in this school. Our two pre-school of twenty-seven children each are still at the old site. I also use the old site as a boarding facility”.

Location and Facilities

Yolana School is located along the Moshi-Coast Highway in a new crossroads trading centre. It was in its infancy and operated on two school sites. The two pre-school classes were still located where the owner started the programme at her home residence about one kilometre from the present site. The general environment is different from Kibo and Sola, even though they are just one and two and a half kilometres apart respectively. It is only a short walk from the main highway.

Staffing and Resources

The ownership of Yolama School was a joint family effort and the school planned to extend instruction to the primary seven class level. At the time of the research the school had 6 classes with 2 preschool groups and class 1 to 4. The School had only one male teacher, who was also the manager out of ten teachers. The school maintained a teacher-child ratio of 1:15 which was highly commendable and hard to find in public schools.

Opportunities and Challenges

a) Children from Poor Backgrounds

Reports showed that one of the challenges facing this school was the presence of orphans and children from poor economic backgrounds. The school owner reported that:

“A good number of my students are from poor families and their parents brought them here because there is neither a public nor a private school in this area.” She then asked, “Where else could these children go to? Did you see a school close to their neighbourhood?” There were two schools but they were not close enough for a child to

walk to and there were no bike shuttles operating in the area but only crowded minibuses. "There are four children from one family who had lost a parent. When one of the parents passed through here to see his children, he pledged that he would let the children continue with schooling here. He passed away before he could clear the fees. I cannot send these children away." She sighed, "I had sent three away last semester and when they see me they think I do not like them". Children do not understand the economic situation.

b) Inadequate Capital

Results showed that the school did not have adequate capital to complete the construction of classrooms, and to pay teachers a decent salary as well as to meet the payments of statutory government taxes and VAT. The school owner reported that:

Capital is a big problem for a school like mine, which has just started to take off. I am still building classes for Primary 5 to 7. I cannot pay my teachers well and now, I have to pay VAT and other taxes which I had not heard of before.

c) Demand for English-medium curriculum

In response to a question "In what ways does your school offer 'quality education'?" The school owner responded: "Besides offering an English-Medium Curriculum, I am doing my best to offer quality education. The school has adopted the national curriculum and all required books which are in Kiswahili language, and we just translate them for English Medium instruction. The examinations are set nationally".

d) Extra-Curricular Activities

One of the unique characteristics of Yolama school was the addition of extra-curricular activities such as sports, music, girl guides, boy scouts and wildlife clubs. The school planned to build a swimming pool in the future. In fact, the other case schools excluded extra-curricular activities in their programmes.

e) Inadequate Facilities

The researcher observed some boys who were playing soccer in the field and others who were dashing back and forth from the classroom to be dished a plate of rice and beans. Different activities were going on in different areas of the playground. The manager explained that:

“We started rotating outdoor activities early during lunch transition for better ratio flow in and out of the classrooms, which are used as dining spaces. Those who are waiting or have finished their dining turns play outside to create space for other children”.

f) Education and Care of Orphans and Vulnerable children

One of the common challenges facing the case schools was providing education and care to orphans and vulnerable children who had no-one to sponsor their education.

Despite these difficulties, Yolama School is determined to continue offering Education Services to the community's children. The school owner was conscious of a promise she made to a parent who was now deceased and left four orphans in her care.

“Please take care of my children. Just let the children continue with schooling”. “It is difficult, but I promised”.

Table 4.3: Summary of Challenges and Opportunities in Yolama School

CHALLENGES	OPPORTUNITIES
Inadequate capital	Use of personal residence to establish home-school
Limited physical space for school facilities Inadequate classrooms for Class 5-7	Completed pre-school and Class 1-4
Burden of payment of taxes	Increased enrollment of students
Inadequate salaries for teaching staff	Creation of employment opportunities
Children from poor backgrounds	Demand for quality education
Education & Care of orphans	Demand for English-medium curriculum
	Boarding Facilities
	Extra-curricular activities (Sports & Clubs)

4.5 Summary of Challenges and Opportunities in Private Schools

The most important challenges and opportunities faced by women educational entrepreneurs in the management and operation of independent private schools in

Tanzania were categorized into three groups namely:

- a) Educational and professional factors
- b) Economic and political factors
- c) Social-cultural factors

There following challenges facing private school entrepreneurs were identified:

- a) Educational and professional challenges such as demand for quality education complemented by English-medium curriculum and high expectations of academic performance.
- b) Economic and political challenges of inadequate capital, limited physical facilities and tax burdens.

c) Social-cultural challenges including the burden of providing education and care for orphans and vulnerable children, and the lack of community care structures for needy children.

The following opportunities for private schools were identified:

- a) Educational and professional opportunities included the demand for quality education and an English-medium curriculum.
- b) Economic opportunities included increased school enrollment, demand for boarding school at the primary and secondary levels, which ensured sustainability of these educational businesses and the creation of employment opportunities for trained teachers.
- c) Social-cultural opportunities included the ability to educate and care for orphans and vulnerable children in the community.

Table 4.4: Summary of challenges and opportunities in all private schools combined

CHALLENGES	OPPORTUNITIES
Inadequate capital	Use of personal residence to establish home-schools
Limited physical space for school facilities Inadequate classrooms Lack of libraries Lack of playgrounds	Availability of rental facilities
Burden of payment of taxes	Increased enrollment of students
Inadequate salaries for teaching staff	Creation of employment opportunities
Poor means of transport to school (use of bicycles as taxis)	Availability of school boarding facilities
International competition from Kenyan Schools	Initiative to establish private schools with comparable quality of education
Gender-bias in favour of male teachers	Reduction of gender-disparity in a field dominated by women teachers
Children from poor backgrounds who were unable to meet their financial obligations to the school	Children from wealthy backgrounds who were able to meet their financial obligations to the schools
Education and care of orphans and vulnerable children	Opportunity to exercise corporate social responsibility in community development
Demand for high examination scores and top ranking in national examinations	Demand for quality education
	Demand for English-medium curriculum
	Provision of extra-curricular activities (sports, music, games, swimming and school clubs)
	Plans to establish a secondary school to meet the demand for high school education

4.6 Findings from focus group discussions

Focus group discussions were held with school owners, teachers, parents and community leaders in order to strengthen the data gathered from participants through interviews, observations and school records. The following insights were gained from the discussions, which form new themes for challenges and opportunities faced in the management of private schools.

a) Inadequate Salaries

The teachers raised the issue concerning the delay of compensatory benefits and inadequate salaries. The owner had mentioned this in an earlier interview and therefore both teachers and the owners understood the predicament and why they were committed to its resolution. The teachers agreed they could have found other teaching positions in some private schools in town with better pay, but that they had liked the school and that the owner was able to offer some valuable training. This added training therefore served as a trade-off for inadequate starting salaries. However, the management promised the staff that the issue of salaries would be resolved as the financial base of the schools improved.

b) Academic Performance

All participants were in agreement that school performance during the national grade seven examinations was an important factor in satisfying both parents' and students' quest for quality education. The teachers had sentiments about the school, since they were the first group of teachers to start teaching at the institution. They wanted to witness

how their students were going to perform when their time came to sit for the national grade seven examinations.

c) Parents' Perceptions of Quality education

Parents had many different perceptions of what constitutes quality in education. They highlighted criteria such as:

- a) Student national examination scores and school ranking
- b) English-medium curriculum
- c) Affordable cost of education
- d) Boarding facilities (accommodation)
- e) Safe and affordable transport
- f) School meals
- g) Proximity and accessibility of the school to the community

While there are procedures for district and national education officials to evaluate and rank the performance of public schools, there is no standardized way of evaluating the quality of education offered in private schools. The growing number of private schools were partly because of increasing demand for quality education and training, combined with a shortage of available spaces in public schools. The demand for quality schools was taking place within a growing economy that required a higher level of human resource capabilities. Given the desire for parents to provide their children with educational opportunities in one of the many newly opened private schools, the challenge lay in being able to discern which ones offered genuine quality schooling, and which ones were simply operated by entrepreneurs as a way of generating income for profit gain.

d) Building Social Capital

An interesting theme of discussion touched on building of social capital within the process of the schools' development. During the course of the focus group discussion, issues were raised which teachers felt were important, and they expressed a desire to demonstrate their performance and to bond with the school by making a personal investment that would help the school to grow. If we wanted to classify these independent private schools into an 'organisational' category, then the owner/managers of schools can be regarded as human resource managers. In their own unique situation, the owners were both practitioners and observers of 375 individuals who had invested their future in these 3 case schools.

The theme of social capital is supported by Prusak & Cohen (2000) who suggested that a business could thrive even during the hard times, if people trusted each other and the management of the business/firm was willing to invest in the work force's social capital. Kuchinke (1998) argued that organisations should be careful not to overlook their success by over-expanding the meaning of performance, but should invest and cherish social and intellectual capital within the organisation.

4.7 Emergent Themes

Nine themes emerged as the most important challenges and opportunities faced by women educational entrepreneurs in the management and operation of independent private schools in Tanzania namely:

- a) Complementarities between public and private sectors

- b) Role of owner/manager in private schools
- c) Role of boarding schools in the community
- d) Burden of payment of taxes
- e) Demand for English-medium curriculum
- f) Demand for quality education
- g) Managerial challenges
- h) Creation of employment opportunities
- i) Education and care of orphans and vulnerable children

a) Complementarities between Private and Public Schools

The issue of complimentary between private and public schools arose, in this study. In Lassibile and Sumra (2000) which started the expansion of private secondary high schools, they established the teacher movement form public schools to privates schools increased 82 percent of which were male teachers thereby causing a decrease in the availability of experienced and more qualified teachers in public schools. Murphy (1996) observed changes in educational leadership in the USA and found that leadership is found not only at the top of an organization, but throughout a whole system which works together. This concept was confirmed in focus group discussions with owner-managers, teachers and parents.

The participation for qualified teachers might also give rise to a complementary relationship between private and public schools. However, if public school teachers perceive that good performance on their part will lead to the possibility of being appointed to a private school position, then the presence of private schools may actually

raise the teaching standards in public schools indirectly. Complimentary might also arise from the perception of there being better quality schooling in private institutions by public school parents. This could lead to higher expectations of educational standards being demanded by public school parents who want their children to receive a comparable level of training.

b) The Role of the Owner/Manager

The three women entrepreneurs took advantage of the demand for education to establish their private schools. Each school has secured its own niche within a competitive market which was based on the age level of the students, quality of education complemented by English-medium of instruction, the type of extra-curricular activities that they offered, and the proximity to the catchment area. These schools were able to attract clientele of parents from various income levels from both within and outside their communities. The three owners/managers claimed that their past experiences have enabled them to be more conversant with the children's well being and that their schools promoted the children's survival, development, participation and protection through the educational services and care that they provided in their private schools. The three owners agreed that education "ought to be made available to benefit every child in the community".

To apply a process by which an individual moved into self-employment, certain factors analysed by Carroll, Glenn and Maskowoski (1987) may not be applicable to owners/managers, in this case, because self employment cannot be assumed and reflected to be a stable trait. The choice of teachers employed in the case schools are their

contribution to the growth of schools cannot be divorced from the same forces being experienced by owners and managers, in environments where the venture is situated.

I have likened owning and managing schools, in this case, private schools to the experiences of an organization or a company that is aspiring to grow economically and to attract more customers, based on the quality of the services or products offered. By virtue of the fact that their business offers emotional services to some children who fall under the category of special needs for example, those experiencing the loss of a parent, require psychological support to come from all stakeholders. The owners voiced their struggles to maintain 'quality schools under a strained economic situation' is further complicated by the increase of taxes charged for some commodities required to develop and operate some schools.

c) The Multi-Faceted Role of Boarding Schools

The parents who responded to my questions of why they chose private school voiced the following opinions:

"I chose this school because my child is happy here." Another parent holding some school transfer forms said, "I have requested the manager to give me a copy of the English and Swahili Curriculum so I can take them to the new school where my children are transferring to". Yet others found the boarding experience useful to developing social skills, and enable the children to know more children from other regions. Some children were benefiting from the diet offered and the care provided.

The owners were encountering various social-cultural issues, which they did not foresee earlier. An increase of orphans in these schools was found to be a concern by the owners for their school survival; even though it could be looked upon as an opportunity to provide education and care services in the community, it had its own challenges. Each school dealt with the issue differently: One school had a volunteer teacher who taught orphaned children during school holidays. Was the teacher and the children for that matter, not entitled to have some holiday? The teacher got off for a few days on weekends but the children were better off in the school environment than at home, and once the children realized that they were getting good education and care during the holidays, they overcame their grief much faster.

d) The Burden of Payment of Taxes

There is uncertainty about whether the Structural Adjustment reforms are encouraging schooling at the expense of public schools, or vice-versa. Private and public schools do compete with each other for qualified teachers, since private schools are often able to offer salaries that will attract the most talented and experienced teachers. However, there has not been any direct competition for government funding, since no direct funding is being given to privately owned schools. Nonetheless, many private school owner/managers felt that, like public schools they too deserve some tax break from the government to support the operation of their schools. They believe that they are fulfilling an important task for the society by educating those children who would not otherwise be able to find space in a public school.

e) Demand for Quality Education

A major theme that emerged from the analysis of the field data was the importance of providing quality education in order to meet national development goals in Tanzania. Starting from the level of primary education and pre-school, the foundation of a solid future is laid for the child. The strength of the foundation, of course, will depend on how it is built, and who carries out the building of it. Another major theme that emerged was the rapid growth in private school enrolment which has occurred throughout the country and which has spread to all spheres of education, and is related to the rapid upgrade of human resource within the larger society. Some critics of human capital theory like Bowles and Gintis (1975), for example, do see some value in the investment towards education, in order to raise worker productivity. Hence, Kuchinke (2000) reported that promoting productivity among people is the key to the expansion of worker knowledge by organizations. The three owners of independent private schools in this study are expected to increase the life opportunities of children in the country and to contribute towards increasing the availability of quality schooling opportunities under the universal primary education policy. More than knowledge, Oscar Arias in some personal communication (2001), commented, "Leaders need character. Values and ethics are vitally important" While the basics of leadership can be taught, there is a desperate need for responsible leadership, an action oriented style, "a new ethic to confront and overcome the challenges of our time."

f) Demand for English-Medium Curriculum

Schooling choices, such as those made by parents in three private schools, were based on the perception that the schools offered a higher level of quality in education and care than

that provided by public schools. "My child is very happy since we transferred him to Sola School. When I visited the regional educational office, fourteen primary schools including Sola School, were identified as prize winners for best performance in the region". The owner/manager of Kibo agreed that English Medium Curriculum was desirable to parents who wished their children to start speaking English as early as the pre-school level. As opposed to public schools, which follow the national Kiswahili Curriculum, English is taught only as a subject in public schools. The English medium schools therefore, are assumed by some individuals to be better able to prepare and advance the development of some 375 students enrolled in the three case schools from pre-school to primary seven.

Debates over the use of English or Kiswahili for teaching and learning in Tanzanian public schools had been going on since 1969, when the reform was initiated, and by 1992 Kiswahili was recommended to become the medium of classroom instruction up to secondary schools and colleges. Ndagala (1992) assured those in doubt of the Kiswahili Curriculum that English will still be taught. Instruction at primary class level began later. The move to adopt Kiswahili as the medium of education became popular and important for unifying the one hundred and twenty-five different ethnic groups within the country. Adult education was improved and parents had a common language to communicate with their school-going children, and trading outside their rural communities. By the time a child graduated from high school, she is able to use at least three languages – that is, the local dialect, Kiswahili and have some knowledge of the English language.

g) Managerial Challenges

Historically the education sector was and continues to be one of the major employers in the country. The increased demand for private schools, also adds to the set of critical challenges to educational leadership and development in all fronts. The three independent private schools in this study add up to just a small fraction of the many private primary schools that exist in Tanzania. The strategies of the three female owners/managers to cope with the complexities inherent in providing choices for schooling are described in this study, and the accounts recorded here show how they have constructed the school environment to suit the preferences of their clients. The owners of case schools provided initial observations regarding women agency through their leadership behaviour exhibited leadership skills, some of which could be challenged in current debates over whether leadership is a skill, trait, or intimate behaviour. The management styles observed in this case demonstrated that leadership is a personal quality more than a professional skill or ability. None of the owners undertook leadership education, but all depended on heuristic approaches such as mentoring, coaching, patterning, and trial and error experiences. Under this perspective, three women were viewed as change agents who were able to anticipate the future of their schools and were concerned about how to mobilize their resources to shape the future of children under their care. Nonetheless, some degree of individual personality traits was motivated and provided individually some basic leadership skills to create stability in daily happenings of their schools. Owners and managers, like educators in these schools will continue to grow socially and intellectually through different modes of communication and may strongly influence

choices of careers and professional undertakings through their attitude toward their school growth, team work relationships and the managerial roles, which overtly or covertly will exhibit their leadership roles.

h) Creation of Employment Opportunities

Undoubtedly one of the benefits of establishing a private school is not only to expand access to education in the local community, but also to create needed employment opportunities for a growing labour force. This was evident in that the three schools had provided professional jobs to trained teachers who could not have been absorbed by the public sector.

i) Education and Care of Orphans and Vulnerable Children

One of the burdens left to society is an increasing population of orphans and vulnerable children in the local community. Two out of the three schools reported that they were experiencing the burden of providing free education and care to orphans and needy children whose extended relatives were unable to care for or even meet the cost of quality education. As part of corporate social responsibility, the schools had taken on the challenge at their own cost.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to investigate the challenges and opportunities faced by women educational entrepreneurs in the management and operation of independent private schools in Tanzania. This chapter gives the summary, conclusions and recommendations drawn from the study. Suggestions for further research are also included.

5.1 Summary

The most important challenges and opportunities faced by women educational entrepreneurs in the management and operation of independent private schools in Tanzania were categorized into three groups namely:

- d) Educational and professional factors
- e) Economic and political factors
- f) Social-cultural factors

5.1.1: Summary of Challenges

a) Educational and professional challenges

These included meeting clients' demands for quality education and high academic performance, provision of an English-medium curriculum, recruitment and retention of highly qualified teachers at competitive salaries. There was also international competition from private schools in the neighbouring country, Kenya, which were offering high quality, English-medium curriculum. This led to the initiative to establish private schools in Tanzania with comparable quality of education

b) Economic and political challenges

These included lack of capital to build the school infrastructure comprising of adequate classrooms, libraries, students' hostels and playground for extra-curricular activities. In addition, the schools did not have reliable means of transporting children to and from school. The teachers felt that their salaries were inadequate and this was an added economic pressure on the school management to compensate teachers fairly and also to be able to retain them. The burden of paying taxes to the Government as well as Value Added Taxes for teaching/learning materials, school equipment and building materials added to the economic and political challenges facing the private schools.

c) Social-cultural challenges

These included recruiting, maintaining and retaining children from poor backgrounds who were unable to meet their financial obligations to the school. The growing number of orphans and vulnerable children who needed education and care at the cost of the private schools was therefore a great challenge to the management. On the other hand, the management had an opportunity to exercise corporate social responsibility in community development by sponsoring the education and care of those needy children. Secondly, it is a fact that primary schools are dominated by female teachers, and in an effort to reduce gender disparity in the teaching labour-force, one of the schools deliberately recruited predominantly male teachers, while the other two were dominated by female teachers. The challenges of managing female teachers included planning time for maternity leave as well as time-off for meeting other family obligations.

5.1.2: Summary of Opportunities

All the three case schools had opportunities to grow and develop to their optimum. These opportunities were categorized into three areas namely: a) Educational and professional area, b) Economic and political area, and c) Social-cultural area.

a) Educational and professional opportunities

There was a great demand for school enrollment, which in some cases outstripped the supply and left children on the waiting list for admission to school for up to one year.

The provision of quality education, an English-medium curriculum together with professionally trained teachers were attractive factors that ensured parents enrolled their children in these schools. In addition, these schools provided extra-curricular activities such as sports, games, swimming and school clubs which increased their marketability not only in the local community but also nationally.

b) Economic and political opportunities

All the three case schools were established initially at the personal residences of the owners as home-based pre-schools and developed into primary schools over time. The increasing demand for private schools helped these entrepreneurs to earn an income while operating a home-based business, and to obtain finances to start up their schools. These schools were registered by the Ministry of Education, and therefore their political recognition boosted their businesses both directly and indirectly. Finally, these private schools created employment opportunities to both male and female teachers who would otherwise not have been absorbed by the public sector.

c) Social-cultural opportunities

There is a common belief that students enrolled in boarding schools perform better than students in non-boarding schools. Therefore, the availability of boarding facilities in two of the private schools led to increased enrollment as well demand for extension of boarding secondary education. This ensured sustainability of these businesses from pre-school and primary school levels up to secondary education level. Secondly, the private sector has an obligation to contribute to community development in its area of operation. There is no exception in the case of private schools where managers were faced by the need to educate and care for orphans and vulnerable children enrolled in their schools. Rather than being viewed as a challenge, the opportunity to exercise corporate social responsibility in community development was an opportunity for these private schools to make a difference in the lives of needy children in their areas of operation.

5.2 Conclusion

The following challenges facing private school entrepreneurs were identified: economic and political challenges of inadequate capital, limited physical facilities and tax burdens. Educational and professional challenges such as demand for quality education complemented by English-medium curriculum and high expectations of academic performance. Social-cultural challenges including the burden of providing education and care for orphans and vulnerable children, and the lack of community care structures for needy children.

The following opportunities for private schools were identified: great demand for quality education complemented by an English-medium curriculum, an increased school enrollment, creation of employment opportunities for trained teachers, and demand for boarding school at the primary and secondary levels which ensured sustainability of these educational businesses. In conclusion, despite the myriad challenges facing women educational entrepreneurs in the management and operation of independent private schools in Tanzania, there were opportunities available for their survival, growth and development.

5.3 Recommendations

- 1) There is need to provide credit facilities to the women entrepreneurs in order to meet their financial need for capital, and to expand their school facilities to cater for the growing demand for education.
- 2) There is need to develop a course for school management where entrepreneurs such as these school owners can be trained to improve on managerial skills and service delivery.
- 3) There is need to improve the school transport system to ensure safety of children and affordability by parents.
- 4) The Educational entrepreneurs should develop terms and conditions of service for their teachers in order to recruit and retain highly qualified staff at competitive salaries and benefits.

- 5) The community should initiate educational sponsorship programmes to meet the increased needs of orphans and vulnerable children for quality education and care that is currently not available at the community level.
- 6) The Government of Tanzania should consider some tax exemptions for private schools in the area of teaching/learning materials and school equipment since these entrepreneurs are providing a much needed service by expanding access to education.
- 7) The Government of Tanzania should evaluate private schools in terms of quality of staff, physical facilities and student performance in national examinations to ensure quality service delivery.

5.4 Suggestions for further research

The study identified gaps that need further research. These include:

- 1) A study should be conducted to compare public and private school management and operation, and their relationship to academic performance in national examinations.
- 2) A comparison of Kiswahili-medium curriculum and English-medium curriculum and academic performance in national examinations should be carried out to assist parents to make informed choices about the merits and de-merits of both curricular.
- 3) To conduct a study on gender disparities in education service-delivery by comparing performance of male and female education entrepreneurs as well as male and female teachers' performance.

- 4) A study should be conducted to compare the academic performance of students in boarding schools against those in non-boarding institutions.

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DATA COLLECTION INSTRUMENTS

A. CONTENT ANALYSIS

Documented school records

B. INTERVIEW GUIDE FOR SCHOOL OWNERS

6. What motivated you to start a private school?
7. How did you establish your school?
8. How did the school facilities and services influence enrollment?
9. Who gets access to these schools? And does it really matter?
10. What are your perceptions of 'quality education'?
11. What challenges/opportunities do you face as an entrepreneur of a private school?

C. INTERVIEW GUIDE FOR TEACHERS

1. What motivated you to join a private school?
2. What kind of curriculum do you offer and why?
3. How did the school facilities and services influence enrollment?
4. Who gets access to these schools?
5. What are your perceptions of 'quality education'?
6. What are your terms and conditions of employment?
7. What challenges/opportunities do you face as a teacher in a private school?

D. FOCUS GROUP DISCUSSION GUIDE FOR STAKEHOLDERS

1. What are your aspirations for this school as stakeholders (owners, teachers, parents and community leaders)?
2. How have you contributed to the well being of the school?
3. What are your perceptions of the quality of instruction offered at the school?
4. What are your concerns as stakeholders in these private schools?
5. What are the challenges/opportunities faced by private schools?

E. DIRECT OBSERVATIONS

- (g) School facilities
- (h) Children at the play ground during break periods and during lunch periods
- (i) Children in the class rooms under instruction
- (j) Children riding two-wheel 'school buses' (boda-boda bikes), and riding in four-wheel hired mini buses
- (k) Parents and their children during visiting day
- (l) Children carrying out athletic activities during sports days