

# ASSESSING PERFORMANCE OF LOCAL GOVERNMENT AUTHORITIES IN IMPLEMENTING PRIMARY EDUCATION DEVELOPMENT PROJECTS IN TANZANIA: A CASE OF ARUSHA CITY COUNCIL

**Stanslaus Venust Ismail**  
**Department of Business Management**  
**Institute of Accountancy Arusha**  
[ismailstan7@gmail.com](mailto:ismailstan7@gmail.com)

**Elias Mbuti**  
**Name of the Department**  
**Institute of Accountancy Arusha**  
[eliasmbuti@gmail.com](mailto:eliasmbuti@gmail.com)

## ***Abstract***

*Despite implementation of education development projects, primary education in Tanzania is facing problems such as shortage of classrooms, desks, textbooks, and shortage of water supply. The general objective of this study was to assess performance Arusha City Council (ACC) in implementation of primary education development projects (PEDPs). Three specific objectives guided this study. They included assessing effectiveness of Arusha City Council in Implementation of Primary Education development projects; to assess efficiency of Arusha City Council in implementation of Primary Education Development Projects; and to determine challenges affecting performance of Arusha City Council in implementation of Primary Education Development Projects. The study applied mixed method approach in data collection and analysis. Descriptive research design was applied to investigate the research problem. The study involved population of 150 government officials from ACC. A sample size of 109 respondents was selected, however only 99 respondents participated in this study. Data were collected through questionnaires and documents. Analysis of primary data was done through frequencies and mean values. Content analysis was applied to secondary analyze secondary data. Findings revealed that ACC is effective in implementation of projects for improving school infrastructure and projects for improving sanitation. It was also indicated that ACC is not effective in implementation of projects for improving literacy rate and ACC never implements projects for improving food security. Findings have further shown that ACC is efficient in terms of allocating adequate time for project implementation, ability to use project finances for intended purpose and ability to use its own sources to implement PEDPs. Findings have also shown that is not efficient in terms of completing implementation of projects on time, and is not efficient in terms of ensuring availability of adequate finances for projects. Findings have shown performance of ACC in implementation of PEDPs is affected by challenges such as misuse of project funds, shortage of funds, delays in disbursement of project funds, lack of autonomy in project implementation and low level of citizens' participation. This study concludes that Arusha City Council is not effective in implementation of education development projects related to improvement of literacy rate and food security. This situation has negative implications in terms of poor academic performance of students in public primary schools. This study recommends ACC should expand the scope of PEDPs to include projects related to improvement of literacy rate. This should be done by*

*increasing budgets for purchasing textbooks for primary schools. Moreover, projects for improving library facilities for primary schools should be included. This will help to improve quality of education*

## 1.0 Introduction

Education is a global agenda. United Nations Sustainable Development Goals emphasizes inclusive and equitable education to promote enduring learning opportunities for all (UN, 2015). The principal purpose of education is to maintain social and economic development of individual and society (Türkkahraman, 2012). Developing countries are facing crisis of low quality education. For instance, literacy and mathematics competency in primary schools is declining in countries such as Kenya (World Bank, 2019), India (World Bank, 2014). In Pakistan, primary education is facing hurdles such as low budget, weak governance and corruption leading to literacy rate of 64% (Zia, et al., 2021).

In order to address the problem crisis of education, development projects have been designed in various developing countries in the world. For instance, in India the Elementary Education project (SSA III) was implemented from the year 2014 to 2018 in order to improve learning outcomes of elementary school children in the country (World Bank, 2014). In Lebanon, Education Development Project II was implemented from 2010 to 2018 to improve quality of teaching and learning in preschool and improve managerial capacity of the Ministry of Education (Independent Evaluation Group, 2016). However, implementation of the project faced challenges such as inadequacy of classrooms, and poor teaching (Independent Evaluation Group, 2016).

East Africa, various projects have been initiated to improve delivery of education. For instance, the Kenya Primary Education Development Project (2015-2018) was funded by the Global Partnership for Education (GPE) in order to strengthen primary school management system and improve Mathematics competency in poor performing primary schools (World Bank, 2019). However, implementation of the project has been facing challenges such as low enrollment in semi-arid areas. Other challenges included exclusion of marginalized groups in decision making (World Bank, 2019).

Similarly, Tanzania has been implementing education development projects to improve quality and outcomes of primary education. For instance, Primary Education Development Project (1992-1997) was implemented to improve quality of primary education by increasing enrollment rate in primary schools and improving quality of teachers' training. Tanzania Education II was implemented from 1997 and planned to be completed in 2004. The project sought to improve provision of quality of education in primary and secondary schools in Tanzania. However, the project was completed in 2007, indicating that it delayed for three years (ADF, 2007).

However, despite implementation of education development projects, primary education in Tanzania is facing problems such as shortage of classrooms, desks, textbooks, and low quality of teaching and learning outcomes (Mtete, 2016; Doriye, Muneja, & Ilomo, 2020). Successful implementation of education development projects has been attributed by role played by Local Government Authorities. Local government authorities in Tanzania have been very handy when it comes to monitoring and implementation of these education development projects. LGAs have

been implementation education development project every year using their own sources (National Audit Office, 2020).

Several studies have been done to assess factors for success of project implementation. Such factors identified include ability to handle crisis, availability of personnel, clear project plans, monitoring, feedback and communication (Nzekwe, et al., 2015), adequate support of stakeholders, competent project management team, adequate resources, clear rules and procedures and effective consultation (Kazhibekova & Jusufovic, 2010). However, these studies were not done in the context of local government authorities.

Local government authorities account for effective and efficiency implementation of development projects (Nel, 2001). However, to the best of our knowledge, gaps still exist on the assessment of effectiveness of local government authorities in implementation of education development projects such as *Waache Wasome*.

The existing empirical knowledge has shown that local government authorities play a significance role in implementation of development projects. For instance, a study by Rugeiyamu, Kashonda, Shayi and Mohamed (2021) has shown that LGAs in Tanzania account for implementation of economic development projects, service delivery and improvement of schools. However, this study does not show the effectiveness of LGAs in terms of human resources and financial resources. A study by Agboeze et al. (2021) indicated that local government authorities in Nigeria require human resource, financial resources, economic resources and technological resources to implement development projects. However, this study does not show factors that affect effectiveness of LGAs in implementation of education development projects. Therefore, attempted to bridge the knowledge gap by assessing performance of LGAs in implementation of education development projects.

## **2.0 Literature Review**

### **2.1 Theoretical Frameworks**

This study was guided by the theory of life cycle of project management. The theory assumes that project management as an endless life cycle consisting of activities such as project initiation, project planning, project execution/implementation, project closure and project evaluation (Tsotetsi & Mugova, 2018). The Project Management Institute (PMI) developed five stages of project management. Such stages include project initiation, project planning, project execution project monitoring, and project closure. Project initiation involves identification of a problem which requires the project. Project should be initiated from stakeholders needs. Project initiation document should also be created to outline purpose, needs to be addressed, and stakeholders to be involved (PMI, 2017). Project initiation phase influences success of project. This is because during initiation project feasibility study is also held to determine whether or not the project worths implementation. It also facilitates preparation of project charter which validates existence of the project (Heldman, 2007; Islam et al, 2011). With regards to water project, community members should be involved during initiation process. Community should confirm the need for the project and their willingness to accept contributions in implementation and maintenance of water projects (Sara & Katz, 2012).

The second is phase is project planning which focuses on developing project road map. For insnace, water projects should be careful planned to maximize the likelihood of success (Loucks & van Beek, 2017). Project planning commences with setting goals which should be Specific, Measurable, Attainable, Realistic and Timely (SMART). Moreover goals should be Collaborative, Limited, Emotional-sensitive, Appreciable and Refinable (CLEAR). Appart from goal setting, project planning phase should involve creation of scope statement which projects needs, benefits, objectives and key milestones.

Another activity is development of Work Breakdown Schedule (WBS) which defines how the project will be managed by the project team. Furthermore, during project planning a clear communication plan to show information dissemination across project stakeholders. Lastly, project risk management plan should be prepared to show potential risks (PMI, 2017). Planning of water projects should also involve situational analysis to determine natural systems and economic systems that may affect sustainability of water projects (Loucks & van Beek, 2017).

The third phase is project execution which involves development and completion of deliverables. Activities during project execution include developing teams, assigning resources, executing plans, handling procurement, setting up tracks systems, conducting status meetings, updating project schedules and modifying plans where required (PMI, 2017).

The fourth stage is project monitoring in which the progress of project is measured to ensure the project is implemented according to the plan. Project monitoring is done by using Key

Performance Indicators (KPIs). KPIs can include project objectives, quality of deliverables and cost tracking (PMI, 2017).

The last stage is project closure. This involves closing the project after it has been completed. Activities which are done during this phase include conducting project postmortem to identify project failures and preparing project final report (PMI, 2017).

The PMI life cycle theory however has shortcomings. It does not include evaluation stage which is important for conducting impact assessment. Evaluation is important for providing feedback to project managers on whether or not water projects have been able to address the community problems.

Despite its shortcomings, the theory is relevant in assessment of project performance. For instance, previous researcher such as Tsoetsi and Mugova (2018) have used the project management life cycle theory to assess efficiency and effectiveness of project based organizations in project execution.

Hence, project management life cycle theory was used in the study to assess effectiveness and efficiency of Arusha City Council in implementation of educational development projects. The theory guided the study to assess performance of ACC in implementation of PEDPs.

## **2.2 Empirical Literature Review**

### **2.2.1 Empirical Literature Effectiveness of Project Implementation**

Various studies have assessed effectiveness of project implementation. Lima, Marcelino-Sadaba and Verbano, (2021) analyzed effectiveness of implementation risk project management among SMEs. The study assessed effectiveness in implementation of projects by focusing on commitment of the implementing agency, innovativeness, firm characteristics, sector activity and access to public incentives. This study was done in business organizations. Hence, findings are not sufficient to provide knowledge of effectiveness of project implementation in Local Government Authorities.

Another study by Ocharo, (2018) assessed project management practices in Kenya. The study was guided by institutional theory, stakeholder theory and resource based theory. The study indicated that project effectiveness involves planning, monitoring and evaluation, and stakeholders that have influence on project implementation. This study was however limited to power projects. Hence, findings are not sufficient to provide understanding of effectiveness of Local Government Authorities in implementation of education development projects.

Sundqvist et al. (2014) explored concepts of project efficiency and project effectiveness in the context of mining company in Sweden. The study utilized qualitative approach which involved

the use of interviews with key informants in data collection. Sundqvist et al. (2014) found that effective of project implementation is measured by ability of implementors to fulfil project objectives within the specified scope, costs and time. The major shortcoming of this study is that it did not specify population and sample size involved in data collection.

Zwikael and Smyrk (2012) conducted a study to develop a general framework for measuring the value of the project. The study proposed that project effective should be measured at three levels. The first level is project management effectiveness. The second level is project ownership effectiveness, and third level is project investment effectiveness. Project management effectiveness is measured by ability to achieve the intended results. Project ownership effectiveness is measured by ability to involve relevant stakeholders. Project investment effectiveness is measured by ability of project to produce value for money.

### **2.2.2 Empirical Literature on Efficiency of Project Implementation**

Various studies have assessed efficiency of organizations in implementation of projects. Ochieng (2014) assessed influence of resources in implementation of projects among mobile communication companies in Kenya. The study has indicated that efficient implementation of projects require resources such as technology, human resources, financial resources and time resources. While the study by Ochieng (2014) has provided a significance contribution, it was limited to communications sector. Hence, findings of the study are not sufficient in explaining government organizations such as Local Government Authorities.

Tsotetsi and Mugova (2018) assessed efficiency and effectiveness of project execution in project based organizations in South Africa. The study measured project efficiency in terms of involvement of project stakeholders, proper execution of project funds, proper monitoring of project progress and sufficient communication. On the contrary, Sundqvist et al. (2014) have shown that project efficiency is challenging to measure because organizations do not allocated sufficient time and resources for project implementation. As a result focus of performance assessment may shift from project efficiency to project effectiveness.

Ocharo and Kimutai(2018) assessed stakeholder participation in power plant project management in Kenya. The study assessed efficiency of project management in terms of stakeholder participation. The study has shown that stakeholder participation ensures project efficiency through accountability. Stakeholders are important to hold project implementers accountable. The majority limitation of this study is that it was limited to stakeholder participation. The study does not provide detailed understanding about project efficiency.

Molaei et al. (2019) analyzed insights of project management professionals. The study assessed efficiency of project management in terms of adaptiveness, team management, and seeking best match. In terms of using efficient people, project monitoring, clearly defined scope, use of

appropriate technology. Adaptiveness was assessed by competency of project managers, information sharing, external stakeholders, clear organizational structure.

Ong`ondo et al.(2019) have assessed performance of implementation of construction projects in Kenya. The study has shown that construction projects are not completed on time. Delays in completion of projects is caused by financial constraints and lack of sufficient skills in estimation of time required to implement projects.

### **3.0 Methodology**

#### **3.1 Study Area**

The study was conducted in Arusha City Council. Arusha City Council is an administrative area of Arusha Region. Arusha City Council is composed of 46 public primary schools which include 55,412 pupils. The schools are populated in 17 administrative wards which include Baraa Ward, Daraja mbili Ward, Elerai Ward, Engutoto Ward, Kaloleni Ward, Kati Ward, Kimandolu Ward, Lemara Ward, Levolosi Ward, Ngarenaro Ward, Olorien Ward, Sekei Ward, Sokon I Ward, Sombertini Ward, Terrat Ward, Themis Ward and Unga Limited Ward (Mayala, 2017). Arusha City Council is selected as a study area because it allocates 62% of its revenues in implementation of development projects (ACC, 2019b).

#### **3.2 Research Design**

This study has utilized descriptive research design. Descriptive research design enabled the researcher to assess performance of ACC in project implementation by combining both primary and secondary sources of data. A combination of primary and second sources of data helped to assess effectiveness of Arusha City Council (ACC).

#### **Targeted Population and Sample Size**

The study was based on the population of 150 employees of Arusha City Council. They include 46 heads of public secondary schools, 16 Ward Executive Officers (WEOs), 16 Ward Education Coordinators (WECs), 10 planning officers, 20 financial officers, 12 accounting officers, 6 procurement officers, 15 school inspectors and 9 community development officers. A sample size of 109 respondents was selected. However, only 99 respondents participated in this study.

#### **Sampling Strategies**

The selection of respondents was done by using stratified sampling. Stratified sampling was appropriate for this study because the population is divided into sub groups (departments). This study used proportionate stratified sampling where by respondents from each stratum, were selected according to the size of the population as it is shown in Table 1.

#### **Data Collection Methods**

Questionnaires were used to collect primary data from respondents. Structured questionnaire included a list of closed ended items with pre-determined choices/responses. Responses were coded by using various Likert Scales. Questionnaire items for assessment of effectiveness of ACC in implementation were coded by Five Point Likert Scale for measuring frequency. For each of the questions respondents were asked to select choices ranging from 1= Strongly Disagree, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5=Strongly Agree.

## **Pilot Study**

Pilot study was conducted to test reliability of questionnaire tool for data collection. Prior actual data collection, the questionnaire was pre-tested with a sample size of 30 respondents who included education WEOs, WECs, teachers, and heads of schools from Arusha District Council. Pilot testing was done in the second week of July 2022. Respondents were asked to indicate unclear questions so as to allow the researcher to improve questionnaire prior data collection. Pilot study also helped to make adjustments of study population and sample size. Initially, the sample size targeted teachers.

## **Data Analysis**

Analysis of primary data collected from questionnaire was done by the following procedures. After data collection, variables were coded on SPSS on the variable section. Choices of Likert scales were coded on values section while items were listed on labels section. The next procedures were data entry. Data were entered on the Data View section of SPSS. Data were entered by selecting choices of Likert scales which are coded according to values. Then, data were analyzed by using percentages and mean values.

## 4.0 Findings and discussions

### 4.1 Effectiveness of ACC in Implementation of PEDPs

This sub-section is about findings for the first research objective which sought to assess effectiveness of Arusha City Council (ACC) in Implementation of Primary Education development projects (PEDPs) for public primary schools. Findings were presented by using table which is composed of percentage and mean (See Table 2). Mean values are interpreted as follows. 1.00-1.80= Strongly Disagree (SD), 1.81-2.60=Disagree (D), 2.61-3.40= Neither Agree Nor Disagree (NAND), 3.41-4.20=Agree (A), and 4.21-5.00=Strongly Agree (SA).

Findings presented in Table 2 indicate that respondents were asked to rate effectiveness of implementation of seven types of education development projects. The first type of project assessed was projects on *improvement of literacy rate*. Findings presented in Table 2 show that 16.2 %(16) said that they strongly disagree, 67.7%(67) said they disagree, 14.1%(14) said they neither agree nor disagree, and 2.0%(2) said they strongly agree. The mean value was 2.0202 which signifies that majority of the respondents said that they strongly disagreed. These findings entail that implementation of primary education development projects has not helped to improve literacy rate in public primary schools in Arusha City.

The second type of education development project assessed was *expansion of classrooms*. Findings in Table 2 indicate that 13.1 %( 13) said they agree, while 86.9 %( 86) said they strongly agree. The mean value for this item was 4.8687 which denotes that majority of the respondents said they strongly agree. These findings suggest that majority of the respondents said that implementation of primary education development projects has helped to expand classrooms at public primary schools in Arusha City.

The third education development project assessed was related to *improvement of schools' food security*. Findings presented in Table 2 depict that 70.7 %( 70) said they strongly disagree, while 29.3 % (29) said they disagree. The mean value for this item was 1.2929 which means that majority of the respondents said that they strongly disagree. These findings suggest that majority of the respondents said that implementation of primary education development projects has not helped to improve food security at public primary schools in Arusha City.

The fourth education development project assessed was related to *enhancing availability of teaching facilities and resources*. Findings in Table 2 reveal that 75.8(75) said they disagree while 24.2 %( 24) said they agree. The mean value for this item was 2.4848 which means that majority of the respondents disagreed. These findings suggest that majority of the respondents said that implementation of primary education development projects has not helped to improve availability of teaching facilities and resources at public primary schools in Arusha City.

The fifth education development project assessed was related to *increasing of desks*. Findings presented in Table 2 indicate that 11.1 % (11) said they neither agree nor disagree; 63.3% (63) said

they agree while 25.3%(25) said they strongly agree. The mean value for this item was 4.1414 which means that majority of the respondents said that they strongly agree. These findings suggest that majority of the respondents viewed that implementation of primary education development projects has helped to increase desks at public primary schools in Arusha City.

The sixth education development project assessed was related to *increase and improvement of toilets*. Findings presented in Table 2 indicate that 39.4% (39) said that they agree while 60.6% (60) said they strongly agree. The mean value for this item was 4.6061 which means that majority of the respondents said that they strongly agree. These findings suggest that majority of respondents perceived that implementation of primary education development projects has helped to increase and improve toilets at public primary schools in Arusha City.

#### **4.2 Efficiency of ACC in Implementation of PEDPs**

Efficiency of implementation of primary education projects was assessed by seven indicators. Findings are presented using a table which is composed of percent and mean values. Mean values are interpreted by using the following Likert scale of minimum and maximum range of mean values. 1.00-1.80= Strongly Disagree (SD), 1.81-2.60=Disagree (D), 2.61-3.40=Neither Agree Nor Disagree (NAND), 3.41-4.20=Agree (A), and 4.21-5.00=Strongly Agree. Findings are presented in Table 3.

The first indicator of used for assessing efficiency was *timely completion of projects*. Findings presented in Table 3 indicate that 63.6% (63) said they strongly disagree, 25.3% (25) said they disagree, 11.1% (11) said they neither agree nor disagree. The mean value for this indicator is 1.4747 which denotes that majority of the respondents strongly disagreed with the statement that ACC is able to complete implementation of education development projects on time.

The second indicator of used for assessing efficiency was *allocation of adequate time in implementation of projects*. Findings presented in Table 3 indicate that 14.1% (14) said neither agree nor disagree, 58.6% (58) said they agree while 27.3% (27) said they strongly agree. The mean value for this indicator is 4.1313 which denotes that majority of the respondents said they agree that ACC is able to complete implementation of education development projects on time.

The third indicator of used for assessing efficiency was *adequacy of finances*. Findings presented in Table 3 indicate that 65.7% said they strongly disagree, 24.2% said they disagree, and 10.1% said they neither agree nor disagree. The mean value for this indicator is 1.4444 which signifies that that majority of the respondents said they strongly disagree that with the statement ACC has adequate finances to implement education development projects.

The fourth indicator of used for assessing efficiency was *ability to implement project finances for intended purpose*. Findings presented in Table 3 indicate that 18.2% said they disagree, 19.2% said they neither agree nor disagree, and 62.6% said they agree. The mean value for this indicator

is 3.4444 which signify that that majority of the respondents said they agree that with the statement ACC is adequate finances to implement education development projects.

The fifth indicator of used for assessing efficiency was *ability to prevent diversion of funds*. Findings presented in Table 3 reveal that 26.3% said they disagree while 73.3% said they neither agree nor disagree. The mean value for this indicator is 2.7273 which signify that that majority of the respondents said they neither agree nor disagree with the statement that ACC is able to prevent diversion of funds for implementation of education development projects for public primary schools.

The sixth indicator of used for assessing efficiency was *ability to use its own sources of funds*. Findings presented in Table 3 reveal that 18.2% said they neither agree nor disagree, 60.6% said they strongly agree while 21.2% said they agree. The mean value for this indicator is 4.0303 which signify that that majority of the respondents said they agree with the statement that ACC is able to implement education development projects by using its own sources.

The seventh indicator of used for assessing efficiency was *ability to implement all planned projects*. Findings presented in Table 3 reveal that 51.5% said they strongly disagree, 28.3% said they disagree, 14.1% said they neither agree nor disagree, 6.1% said they agree. The mean value for this indicator is 1.745 which signifies that that majority of the respondents said they strongly disagree with the statement that ACC is able to implement all planned education development projects for primary schools in Arusha City.

#### **4.3 Challenges Affecting ACC in Implementation of PEDPs**

The findings were presented by using table which is composed of percentage and mean. Findings are presented in Table 4. Mean values are interpreted as follows. 1.00-1.80= a Not a Challenge At All (NC); 1.81-2.60= a Minor Challenge (MC); 2.61-3.40=Not Sure (NS); 3.4.1-4.20=a Moderate Challenge (MC); 4.21-5.00=a Serious Challenge (SC).

Findings presented in Table 4 show that the study assessed six challenges. The first challenge was *misuse of funds*. Findings show that 26.3% (26) said misuse of funds is a moderate challenge while 73.3%(73) said misuse of funds is a serious challenge. The mean value is 4.7373 which denote that misuse of funds is a serious challenge that affects ACC in implementation PEDPs.

The second challenge assessed in this study was *delays in disbursement of funds*. Findings presented in Table 4 indicate that 7.1% (7) said delays in disbursement of funds is a minor challenge, 19.2% (19) said delays in disbursement of funds is a moderate challenge while 73.3% (73) said that delays in disbursement of funds is a serious challenge. The mean value is 4.5960 which denote that delays in disbursement of funds are a serious challenge that affects ACC in implementation of PEDPs.

The third challenge was *unfeasible projects*. Findings presented in Table 4 show that 27.3% (27) said implementation of unfeasible projects is minor challenge, 72.2% (72) said implementation of unfeasible projects is not a challenge at all. Mean value is 1.2727 which denotes that implementation of unfeasible project does not affect ACC in implementation of EDPs.

The fourth challenge assessed in this study was *low level of citizens' participation*. Findings presented in Table 4.3-1 show that 21.2% (21) said that low level of citizens' participation is a moderate challenge while 78.8% (78) said it is serious challenge. The mean value is 4.7878 which denote that low level of citizens' participation is a serious challenge that affects ACC in implementation of PEDPs.

The fifth challenge assessed in this study was *shortage of funds disbursed*. Findings presented in Table 4 show that 24.2% (24) said shortage of funds disbursed is a moderate challenge while 75.8% (75) said it is a serious challenge. Mean value is 4.7576 which signifies that shortage of funds disbursed is a serious challenge that affect ACC in implementation of PEDPs.

The sixth challenge assessed was *shortage of human resources*. Findings presented in Table 4 show that 29.3% (28) said shortage of human resources is a moderate challenge while 70.7% (71) said shortage of human resources is a serious challenge. The mean value is 4.7071 which denote that shortage of human resources is a serious challenge that affects ACC in implementation of PEDPs.

The seventh challenge assessed was *lack of autonomy*. Findings presented in Table 4 show that 28.3% (28) said that lack of autonomy over implementation of PEDPs is a moderate challenge while 71.7% (71) said that lack of autonomy over implementation of PEDPs is a serious challenge. The mean value is 4.7172 which denote that of autonomy over implementation of PEDPs is a serious challenge that affects ACC in implementation of PEDPs.

## **5.0 Discussion of Findings**

This study found that majority of the respondents said that implementation of education development projects has not helped to improve literacy at public primary schools. These findings are consistent with *Report on Implementation of Development Projects in Arusha City Council for the Third Quarter of Financial Year 2018/2019*. Based on the review of the report, it is observed that a total of 43 education development projects were at different stages of implementation in order to improve primary education in Arusha City (ACC, 2019). None of the projects focus on improving literacy rate. Such projects focused on expansion of classrooms, chairs, desks and toilets. This trend has implication on literacy rate of pupils in public primary schools. For instance, Lorivi (2018) has shown that at least 50% of standard two and three pupils in public primary schools in Arusha City Council are not able to read and write properly.

This study found that majority of the respondents said that implementation of education development projects has helped to expand classrooms at primary schools. These findings are consistent with *Report on Implementation of Development Projects in Arusha City Council for the Third Quarter of Financial Year 2018/2019*. Based on the review of the report, it is observed that a total of 43 education development projects were at different stages of implementation in order to improve primary education in Arusha City. Projects which were completed include construction of classrooms, and making of desks for primary schools (ACC, 2019). Findings of this study are consistent with Mayala (2017) who has also shown that education development projects have helped to increase number of classrooms in several primary schools in Arusha City such as Levulosi, Mwangaza, Ngarenaro, Burka, Azimio, Elerai and Sombetini.

Findings of this study have shown that majority of the respondents said that implementation of education development projects has not helped to improve food security at public primary schools in Arusha City. This situation is attributed by several reasons. These findings are consistent with previous findings of a study by NBS, OCGS and UNICEF(2018) that has shown that only 40% of government owned public primary schools provide meals to pupils. One of the reasons is limited participation of parents in providing financial contributions. For instance, in 2019 the Arusha City Executive Director emphasized that despite the fact that parents are responsible for financial contributions for implementation of school feeding projects and programs, they have been reluctant to contribute to school feeding projects. As a result, children learn for long hours without food. Another factor that hinders Arusha City from effectively implementing school feeding projects is related to unclear education policy. Since, introduction of free education policy in 2015 parents have been avoiding the responsibility to contribute for school feeding projects based on the grounds that education is free.

This study found that majority of the respondents said they agree with the statement that ACC is able to implement education development projects by using its own sources. These findings are consistent with the recent report of PORALG (2022) which has shown that Arusha City Council is among three LGAs which use at least 60% of their own sources in funding development projects.

This study found that majority of the respondents said they strongly disagree with the statement that ACC is able to implement all planned education development projects for primary schools in Arusha City. This problem may be attributed to preparation of unrealistic project plans which do not match with organizational financial capacity. This trend has also been observed by report of PORLAG (2022) where it is recommended that LGAs should set realistic plans that match their fiscal capacity.

Findings of this study have shown that shortage of employees is a challenge that affects performance of ACC in implementation of PEDPs. The reports produced by NAO (2019) and NAO (2021) which have shown that ACC does not have adequate employees. Similarly, a previous study by Shenkondo (2015) has shown that existence of insufficient teachers affects LGAs in the

decentralized secondary education delivery as well as implementation of other education development projects, since teachers play a great role to the education delivery of the students.

This study found that inadequate funds disbursed for schools is one the challenges that hinder Arusha City Council to effectively implement education development projects. For instance, in attempt to analyze the challenge of inadequate funds, Shukia(2020) has shown that primary schools in Tanzania only receive funds amounting 10,000 Tanzanian shillings per pupil. In terms of distribution, 60% of the fund is transferred to school while 40% is retained by the government for purchasing textbooks. This challenge affects effectiveness of implementation of PEDPs.

## **6.0 Conclusions**

This study concludes that Arusha City Council is not effective in implementation of education development projects related to improvement of literacy rate and food security. This situation has negative implications in terms of poor academic performance of students in public primary schools.

Based on study findings this study concludes that Arusha City Council is putting moderate efforts in implementation of PEDPs for improvement of quality of teaching. This situation has negative implications on effectiveness of teaching and students' academic performance. Without adequate training and well equipped teaching facilities, teachers are likely to encounter difficulties in teaching students with special needs.

Based on findings, this study concludes that performance of Arusha City Council in implementation of EDPs is affected by both internal and external challenges. Internal challenges included shortage of funds and misuse of project funds. External challenges included low citizens' participation and delays in disbursement of funds. These challenges affect ability of ACC to complete PEDPs on the planned time.

## **7.0 Recommendations**

On basis of study findings, the following recommendations are provided to Arusha City Council (ACC).

ACC should expand the scope of PEDPs to include projects related to improvement of literacy rate. This should be done by increasing budgets for purchasing textbooks for primary schools. Moreover, projects for improving library facilities for primary schools should be included. This will help to improve quality of education.

ACC should strengthen internal control systems such as internal auditing and accountability of funds allocated for implementation of PEDPs. Auditing is necessary to detect and prevent misuse of project funds. Moreover, ACC should take immediate disciplinary measures against employees who misuse project funds.

ACC should conduct adequate feasibility studies prior preparation and planning of EDPs. Feasibility study is important to use that adequate time is allocated for implementation of EDPs. Feasibility studies are also important to make sure that ACC implements EDPs that match its financial capacity.

## REFERENCES

- ACC, 2019b. *Report on Implementation of Development Projects in Arusha City Council for The Fourth Quarter of Financial Year 2018/2019*, Arusha: Arusha City Council.
- ACC, 2019c. *Report on Implementation of Development Projects in Arusha City Council for the First Quarter of Financial Year 2019/2020* , Arusha: Arusha City Council.
- ACC, 2019. *with Report on Implementation of Development Projects in Arusha City Council for The Third Quarter of Financial Year 2018/2019*, Arusha: Arusha City Council.
- ADF, 2007. *Project Completion Report. Education II Project. United Republic of Tanzania*, s.l.: African Development Fund.
- Agboeze, M. U. et al., 2021. Role of Local Government in Community Development Projects in Nsukka Local Government Area of Enugu State, Nigeria: Implication for Adult Educators. *Sage Open*, Vol.11, No.2, pp. pp.1-19.
- Doriye, F., Muneja, M. & Ilomo, O., 2020. Challenges on the Implementation of Free Education Policy in Tanzania: A Case of Public Primary Schools in Babati Town. *East African Journal of Education and Social Sciences* ,1(3), pp. 32-38.
- Elias, A. A., 2016. Analysing the stakes of stakeholders in research and development project management: A Sytematic Approach. *Research & Development Management*, Volume Independent Evaluation Group, 2016. *LB - Education Development Project II*. World Bank.
- Kazhibekova, A. & Jusufovic, V., 2010. *Critical Success Factors in the Implementation of International Development Projects in Kazakhstan*, s.l.: European Commission.
- ACC, 2019b. *Report on Implementation of Development Projects in Arusha City Council for The Fourth Quarter of Financial Year 2018/2019*, Arusha: Arusha City Council.
- ACC, 2019c. *Report on Implementation of Development Projects in Arusha City Council for the First Quarter of Financial Year 2019/2020* , Arusha: Arusha City Council.
- ACC, 2019. *with Report on Implementation of Development Projects in Arusha City Council for The Third Quarter of Financial Year 2018/2019*, Arusha: Arusha City Council.
- ADF, 2007. *Project Completion Report. Education II Project. United Republic of Tanzania*, s.l.: African Development Fund.
- Agboeze, M. U. et al., 2021. Role of Local Government in Community Development Projects in Nsukka Local Government Area of Enugu State, Nigeria: Implication for Adult Educators. *Sage Open*, Vol.11, No.2, pp. pp.1-19.

- Anderson, K. & Lannon, J., 2018. Project Management Performance Assessment in the Non-Profit Sector. *Project Management Research and Practice*, Volume 5.
- Aretoulis, G. N., 2017. Gender Based Perception of Successful Construction of Project Managers' Attributes. *Social Sciences*, 7, pp. 1-18.
- Doriye, F., Muneja, M. & Ilomo, O., 2020. Challenges on the Implementation of Free Education Policy in Tanzania: A Case of Public Primary Schools in Babati Town. *East African Journal of Education and Social Sciences*, 1(3), pp. 32-38.
- Elias, A. A., 2016. Analysing the stakes of stakeholders in research and development project management: A Systematic Approach. *Research & Development Management*,
- Independent Evaluation Group, 2016. *LB - Education Development Project II*. World Bank.
- Kazhibekova, A. & Jusufovic, V., 2010. *Critical Success Factors in the Implementation of International Development Projects in Kazakhstan*, s.l.: European Commission.
- Lindsjö, K., 2018. Contextualizing the quality of primary education in urban and rural settings: The case of Iringa Region, Tanzania. *Norwegian Journal of Geography*, Vol.72, No.4, pp. pp.234-247.
- Lorivi, S., 2018. *Investigation on relationship between Teacher Quality Attributes and Literacy: A Case of Public Primary Schools in Arusha-Tanzania*, Dodoma: University of Dodoma.
- Mayala, C. J., 2017. *Contribution of Primary Education Development Program to Access and Quality of Primary Education. A Case of Arusha Municipality*, Dar es Salaam: The Open University of Tanzania.
- Molaei, M., Bosch-Rekvelde, M. & Bakker, H., 2019. Extending the View on Project Performance. *Administrative Sciences*, 9(65), pp. 1-18.
- Mtete, R., 2016. Challenges Facing Primary Education under Decentralisation of Primary School Management in Tanzania. *International Journal of Humanities and Social Science*, Vol.6, No.1, pp. pp.175-184.
- NAO, 2019. *Annual General Report on the Audit of the Local Government Authorities (LGAs) for the Financial Year 2017/2018*, Dodoma: National Audit Office.
- NAO, 2021. *Annual General Report on the audit of LGAs for the financial year 2019/20*, Dodoma: National Audit Office.
- NBS, OCGS & UNICEF, 2018. *2018 School Water, Sanitation and Hygiene Assessment*, s.l.: NBS, OCGS & UNICEF.

- Nel, H., 2001. A project management approach to the implementation of development programmes within the local government sphere: An empirical analysis. *Development Southern Africa, Vol.18, No.5*, pp. pp.605-624.
- Nzekwe, J. U., Oladejo, E. I. & Emoh, F. I., 2015. Assessment of Factors Responsible for Successful Project Implementation in Anambra State, Nigeria. *Civil and Environmental Research,7(8)*, pp. 39-57.
- Ocharo, R. N., 2018. Project Management Practices and Implementation of Power Projects in Kenya. *International Academic Journal of Information Sciences and Project Management, Volume 3, No. 1*, pp. pp.28-46.
- Ochieng, E. A., 2014. *Influence of Resource Management on Impelemntation of Projects in Global System of Mobile Communications Companies in Kenya*, s.l.: University of Nairobi.
- Ong`ondo, C. B., Gwaya, A. O. & Masu, S., 2019. Appraising the Performance of Construction Projects during Implementation in Kenya, 1963-2018: A Literature Review Perspective. *KICEM Journal of Construction Engineering and Project Management*, 9(2), pp. 1-24.
- PORLAG, 2022. *Report of Minister for the President's Office-Regional Administration and Local Government-Hon. Innocent Bashungwa (MP) on Revenue and Expenditure from Internal Sources of Local Government Authorities for Financial Year 2021/2022*, Dodoma: President's Office-Regional Administration and Local Government.
- Shukia, R., 2020. Fee-free Basic Education Policy Implementation in Tanzania: A 'Phenomenon' Worth Rethinking. *Huria Journal*, 27 (1), pp. 115-138.
- Sundqvist, E., Backlund, F. & Chronéer, D., 2014. What is project efficiency and effectiveness?. *Procedia - Social and Behavioral Sciences*, Volume 119, p. 278 – 287
- Tsotetsi, P. & Mugova , C., 2018. *Investigating the Efficiency and Effectiveness of Project Execution in a South African Project Based Organisation*. Paris, IEOM Society International, pp. 2462-2475.
- World Bank, 2014. *International Development Association Project Appraisal Document on a Proposed Credit in the Amount of US\$1006.2 Million to the Republic of India for a Third Elementary Education Project (SSA III)*. World Bank Group.
- World Bank, 2019. *Project Paper on Proposed Additional Grant in the Amount of US\$9.4 Million to the Republic of Kenya for the Kenya GPE Primary Education Development project*, s.l.: Education Global Practice.

Zwikael, O. & Smyrk, J., 2012. A general framework for gauging the performance of initiatives to enhance organizational value. *British Journal of Management*, Volume 23, pp. 6-12.

## APPENDICES

*Table 1 Stratified Sampling Procedure*

SN	Category	Population	Sampling	Sample Size (n)
1	Heads of Schools	46	46/150x109	33.4
2	Ward Executive Officers	16	16/150x109	7
3	Ward Education Coordinators	16	16/150x109	17
4	Planning Officers	10	10/150x109	7
5	Finance Officers	20	20/150x109	15
6	Accounting Officers	12	12/150x109	9
7	Procurement Officers	6	6/150x109	4
8	School Inspectors	15	15/150x109	10
9	Community Development Officers	9	9/150x109	7
	Total	150		109

Source: Researcher, (2022)

*Table 2 Effectiveness of ACC in Implementation of PEDPs*

SN	Effectiveness in Implementation of PEDPs	Rating Responses in %					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Implementation of education primary development projects has helped to improve literacy rate at schools	16.2	67.7	14.1	2.0	0	2.0202	Disagree
2	Implementation of primary education development projects has	0	0	0	13.1	86.9	4.8687	Strongly Agree

	helped to expand classrooms at schools							
3	Implementation of primary education development projects has helped to improve food security at schools	70.7	29.3	0	0	0	1.2929	Strongly Disagree
4	Implementation of primary education development projects has helped to improve availability of teaching facilities and resources at schools	0	75.8	0	24.2	0	2.4848	Disagree
5	Implementation of primary education development projects has helped to increase desks at schools	0	0	11.1	63.3	25.3	4.1414	Agree
6	Implementation of primary education development projects has helped to improve and increase toilets at schools	0	0	0	39.4	60.6	4.60061	Agree

**Source: Field Data (2022)**

*Table 3 Efficiency of ACC in Implementation of PEDPs*

SN	Items/Indicators of Efficiency of PEDPs	Rating Responses in %					Mean	Interpretation
		SD	D	NAND	A	SA		
1	ACC is able to complete implementation of education development projects on time	63.6	25.3	11.1	0	0	1.4747	Strongly Disagree
2	ACC allocate adequate time to implement education development projects	0	0	14.1	58.6	27.3	4.1313	Agree
3	ACC has adequate finances to implement education development projects	65.7	24.2	10.1	0	0	1.4444	Strongly Disagree
4	ACC is able to utilize project finances for intended purpose	0	18.2	19.2	62.6	0	3.4444	Agree
5	ACC is able to prevent diversion project funds	0	26.3	73.3	0	0	2.7374	Neither Agree Nor Disagree
6	ACC is able to use its own sources to implement education development projects	0	0	18.2	60.6	21.2	4.0303	Agree

7	ACC is able to implement all planned education development projects	51.5	28.3	14.1	6.1	0	1.7475	Strongly Disagree
---	---------------------------------------------------------------------	------	------	------	-----	---	--------	-------------------

Source: Field Data (2022)

**Table 4 Challenges Affecting Performance of ACC in Implementation of PEDPs**

SN	Challenges	Rating Responses in %					Mean	Interpretation
		NC	MC	NS	MC	SC		
1	Misuse of project funds	0	0	0	26.3	73.3	4.7374	Serious Challenge
2	Delays in disbursement of project funds	0	7.1	19.2	0	73.7	4.5960	Serious Challenge
3	Implementation of unfeasible projects	72.7	27.3	0	0	0	1.2727	Not a Challenge At All
4	Low level of citizen participation	0	0	0	21.2	78.8	4.7879	Serious Challenge
5	Shortage of funds disbursed for implementation of education development projects	0	0	0	24.2	75.8	4.7576	Serious Challenge
6	Shortage of human resources	0	0	0	29.3	70.7	4.7071	Serious Challenge
7	Lack of autonomy over implementation of education development projects	0	0	0	28.3	71.7	4.7172	Serious Challenge



