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Perceptions of efficiency and accountability in the public service within the public education sector: A comparison between South Africa and Tanzania.

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Declaration

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Signature : **W.P. Mutungi**

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Abbreviations

DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
IMF	International Monetary Fund
GURT	Government of the United Republic of Tanzania
GRSA	Government of the Republic of South Africa
KOIS	Korean Overseas Information Service
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NPC	National Planning Commission
NPM	New Public Management
OPM	Old Public Management
OAGC	Office of the Auditor General of Canada
PCAS	Policy Co-ordination and Advisory Service
PO-PSM	President's office Public Service Management
PSA	Public Service Act
PSC	Public Service Commission
SDGs	Sustainable Development Goals
SAPs	Structural adjustment programs
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEF	World Economic Forum
ZNC	Zimbabwe National Commission

Chapter one: Introduction

This section of the study will look into the background of the research question and the importance of the study. I will then analyse the methodology of the study by focusing on the research design, tools and sampling. I will also highlight the challenges faced during the research process. Lastly, I will lay out the structure of the paper.

1.1 Background of the research question

For the past few decades several African countries have embarked on a journey to ensure economic development of their nations. African states have been at the forefront of mainstreaming the United Nations' Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) into their national development plans so as to ensure development of human capital, provision of social services and economic development as one among several other strategies to alleviate poverty. One of the elements of this project is a shared belief that an essential mechanism to developing human capital is ensuring the development and improvement of the education sector. Thus education has been at the forefront of these nations' development agendas.

The provision of social services like education, health, water and sanitation are among the various duties of the government towards its citizens. Thus the government functions through its various public sectors to ensure the delivery of public goods and service (Kowalczyk and Jakubczqk 2014, 1282). Under the Old Public Administration model (OPM), the public sector was based on hierarchy and meritocracy and to this effect, was characterised by low efficiency, poor accountability, corruption and poor service delivery (Kowalczyk and Jakubczqk 2014, 1282; Robinson 2015, 5). In the mid-1980s and early 1990s most governments were shifting away from the OPM to New Public Management model (NPM). The shift to NPM characterizes the adoption of the managerial style, a focus on input and output control and evaluation on performance management (Robinson 2015, 7). It is important to focus on the education public sector within the context of the New Public Management model to understand how the adoption of the model translates within the ideas of efficiency and accountability of the public service.

This research project therefore seeks to analyse how perceptions of efficiency and accountability of the public service shape the perceptions of players within the public education sector in two case studies. Focusing on efficiency and accountability as the key concepts, this research seeks to examine and explain how these ideas are understood to affect the enrolment and

pass rate at the primary education level. The research will be conducted through a comparative case study that critically analyses the Ekurhuleni metropolitan municipality and Temeke municipality in South Africa and Tanzania respectively. It is important to note that this research does acknowledge that low enrolment and pass rate may be explained by several other factors such as poor infrastructure, poor curriculum planning, gender issues, dreadful impacts of HIV/AIDS and so forth. However, this research is focused towards understanding how players in the education sector respond to the challenges set out in the concept of education as a tool of economic development: which is how low enrolment and pass rates at the primary education level is explained in terms of the structures of the public service. Furthermore, this research acknowledges that the NPM model has been academically critiqued for applying private sector management practices into the public sector, adopting the business-managerial model, the emphasis on transparency and accountability has not really dealt with corrupt public servants and it is a model that was experimented in developed nations but developing nations implemented it without experimentation. Nonetheless, this research seeks to understand how the ideologies or characteristics of the NPM model have influenced the perceptions of efficiency and accountability.

The enhancement and development of the economy of a country entails better government policies, investment in and improvement of human capital, effective and accountable public service, government stability, well developed infrastructure and so forth. Failure to do so may result to poor economic progression. One could argue that the economic progression of various African states has been impaired by the effects of colonialism. One among the various sectors that was affected was the education sector.

In Tanzania, the British colonial regime focused in the provision of basic education skills that would feed into the colonial industrial sector (Al-Samarrai and Peasgood 1998). The education sector was highly gendered, less equipped with human capital, had a poor enrolment rate, insufficient resources and so forth (Al-Samarrai and Peasgood 1998). As a result, the education provided was basic and led to a lack of expertise in the various sectors. In the case of South Africa under the apartheid regime, segregation policies such as the Bantu Education Act institutionalized and denied black people the equal educational opportunities and resources enjoyed by whites, Indian and coloureds (Harley and Wedekind 2004, 195; Legotlo 2014, 3). Furthermore, due to the disparities in the financing of the education sector, educators were less motivated to perform their

duties, and poorly equipped to provide quality education (Legotlo 2014, 3-4). Thus the democratic South Africa inherited a racially biased education sector and a poorly educated black population (Harley and Wedekind 2004, 195).

The Tanzanian and South African governments have invested heavily in the improvement of their education sectors. This is because both governments have accepted that the improvement of the education sector is of significance as it creates room for the development of human resource capital therefore accounting to economic growth and social stability (Mbelle 2008). For instance, in Tanzania, the newly elected government has stipulated that industrialization is at the forefront of the nation's economic development. In addition, one could suggest that for effective industrialization to necessitate development there is a need for a well-skilled and educated manpower. Hence it is inevitable for such a nation to embark on improving its education sector which will necessitate the development of the human capital.

Moreover, the centrality of the education sector in general is witnessed by the lump sum of money allocated in the national budget towards education. According to the Nation's budget of 2013/14 for Tanzania, approximately 17.4% of the total budget was allocated towards the education sector (National Data 2014, 78). In South Africa approximately 15% of the total budget was allocated towards basic education sector (Estimates of national budget). One could argue that such allocation of the national budget towards education is an indication that the countries prioritise the provision of education. However, in the case of South Africa one could suggest that a lot of money is allocated to education but it may not be enough to cover the needs of education as the system is trying to cope with more enrolments and provision following the limited resource allocation under apartheid.

1.2 Importance of the study

Human capital plays a vital role in the economic development of a country, this is according to the Human Capital Report released by the World Economic Forum (World Economic Forum (WEF) 2013). The report stipulates that education is a pillar and an indicator in measuring how effective human capital is (WEF 2013, 4). In Tanzania, among several other strategies adopted, the Primary Education Development Plan seeks to ensure the universal provision of primary education in order to create room in the development and competitiveness of its human capital. In South Africa, through the National Development Plan 2030, the government stipulates its agenda

on education and the improvement of human capital (National Planning Commission 2013, 296). By 2030, the South African government foresees the improvement of its education sector and accessibility to all (NPC 2013, 296).

One could argue that even though the Tanzanian and South African government set out the agendas in the development of its education sector in different documents and with different approaches, at an initial stage of developing the human capital, primary education is a necessity for the population. Taking into account the several factors such as developed infrastructure, better learning environment, availability of equipped and well trained teaching staff and so forth that interplay to ensure the provision of education. One of the key role of the public service, among many, is to ensure the delivery of public goods and services such as education, health and so forth. Thus this research aims to critically analyse how efficiency and accountability of the public service within the public education sector influences rather than correlates to the enrolment and pass rate at the primary level education. It will use the case studies of South Africa and Tanzania focusing on the Ekurhuleni and Temeke municipality respectively. This research hopes to uncover some of the shortcomings within the public service in the mentioned municipalities and suggest mechanisms that will enhance perceptions of efficiency and accountability by drawing upon the similarities and differences. In addition, this research hopes to add onto the existing literature.

1.3 Methodology

This research will mainly use the case study methodology in collecting data and shaping of the narrative. Robert Yin states that there are three major categories to case study methodology and these are explanatory, exploratory and descriptive. This research is an explanatory case study seeking to answer the question '*how*'. In the process of collecting data, this research aims to;

1. Conduct interviews with various school principals, parents and civil servants in the public education sectors in the mentioned municipalities.
2. Alternatively, should the identified individuals above opt not to be interviewed, questionnaires will be handed out.
3. Analyse relevant data.
4. Critical analyse relevant policy documents.

1.3.1 Research design

Research design is the logical plan for the research process (Yin 2009, 26). It involves addressing four key questions which are: what questions to study, what data are relevant, what data to collect and how to analyse the results (Yin 2009, 26). Thus the key components of a research design are; a study's questions, its proposition, its unit of analysis, the logic linking the data to the proposition and the criteria for interpreting the findings (Yin 2009, 27).

The research design of this study was informed by the focus and methodology of this research. The key focus is to analyse how the perceptions of efficiency and accountability of the public service within the primary education sector influence on the enrolment and pass rate at primary level education while drawing a comparison between Temeke and Ekurhuleni municipality. This research is an explanatory case study taking a qualitative approach that seeks to analyse the perceptions and understanding of the respondents in correspondence to the research question. The unit of analysis in this study is a selection of key public primary schools and public office divisions in the selected municipalities. Moreover, the main theoretical framework that shapes this study is the Old Public and New Public Management model, which will be discussed in chapter three.

1.3.2 Research sampling

A sample "is a selected small collection of cases and units that closely reproduces or represents features of interest in a larger collection of cases" (Neuman 2014, 246). The sample for this research was selected using the non-probability sampling method of quota sampling. Quota sampling is "a nonrandom sample in which a researcher first identifies general categories into which cases or people will be placed and then selects cases to reach a predetermined number in each category" (Neuman 2014, 249). The criteria for the sample were;

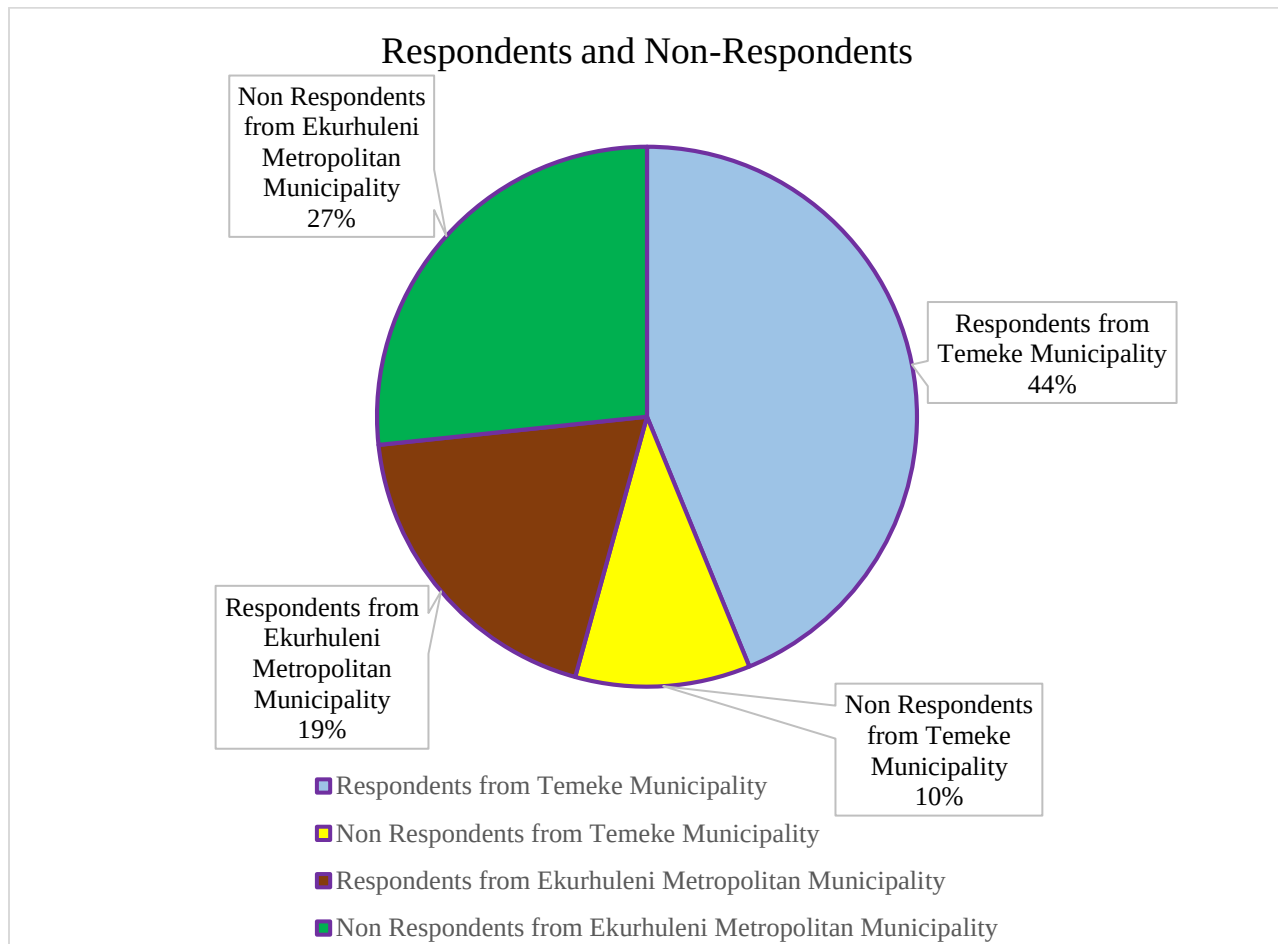
- From the selected municipalities a total of three individuals will be selected at random
- The selected primary schools should be located in Temeke and Ekurhuleni municipality in Tanzania and South Africa respectively
- The primary schools should exclusively offer public primary education
- From the municipalities, the selected schools should fall within the category of most, average and least performing schools

- Each category will entail a selection of a total of 2 schools each
- From the selected schools the selection of the respondent would therefore entail;
 - The school principal, the deputy school principal, the academic teacher, one teacher teaching the highest level for primary schooling, two teachers selected at random and three parents of pupils attending in the selected school selected at random.

From the above criteria, the research sample entailed;

- From the municipalities I focused on key three divisions, namely; budget allocation, primary education and human resource.
- From the school sample the selected schools from Temeke municipality are Kizuiani, Nzasa, Wailes, Mbagala, Kiburugwa and Ali Hassan Mwinyi primary schools.
- From Ekurhuleni municipality the selected schools are Edenglen, Dunvegan, Tlamatlama, Magalelagase, Nyiko, Kloppepark, Nqubela and Reverend Maphethu primary schools.
- Thus the intended selected sample was a total of 132 respondents. In Temeke municipality a total of 57 questionnaires were distributed in the selected sample and a total 46 were collected from the respondents. In Ekurhuleni municipality due to unforeseen circumstances a total of 48 questionnaires were distributed and a total of 20 were collected from the respondents.

Figure 1: A figure to represent the percentage of respondents and non-respondents in the municipalities



1.3.3 Data collection process

This section of the paper will look into the authorities consulted, the process of gaining entry into the selected schools and the selected tools for data collection. For the case study of Temeke municipality first, I received a letter from my supervisor that introduced me to the Dar es salaam regional and Temeke Municipality offices respectively (*See Annex 1 and 2*). I was then granted permission from the Dar es salaam regional office to access the relevant authorities in Temeke Municipality (*See Annex 3*). From the Temeke Municipality, I received a letter to introduce me to the selected schools (*See Annex 4*). I also received a letter to grant me access to interview public servants in the Temeke Municipality (*See Annex 5*). In South Africa, I first

completed the GDE research forms which once approved granted me the access to the selected sample of schools and municipality officials (*See Annex 6*).

The main selected tools of data collection initially were structured interviews or open-ended questionnaires. However, due to time and distance constraints and complexity of the selected research sample, questionnaires were the most convenient and effective research tool. Thus, I resorted to open-ended questionnaires only. In addition, due to the results from the pilot study conducted prior to the main study, the research had the categories of questionnaires in English for the Ekurhuleni Municipality case study and in Swahili for the Temeke Municipality case study. With Swahili being my first language, to the best of my abilities I translated the participant information sheet, participant consent form and questions as accurately as possible from English to Swahili so as to avoid inaccuracies in the transcription and capturing of the final information. (*See annex 9 to 21 for the details on the participant information sheet, participant consent form and the categories of questionnaires for the selected sample*).

1.4 Limitations on the research

There were several challenges that I faced during this study. Some could be attributed to the sensitivity of the question and the ongoing political tensions in the countries, poor focus and planning on the attaining of permits by the researcher, language barrier, distance and costs involved. In Tanzania under the new administration matters to do with the public service carry a lot of weight and sensitivity due to the current government abruptly dismissing or reprimanding public officials due to either inactions towards delivery of public goods and services or providing information that taints the public office. Hence, it took a lot of convincing of authorities in Tanzania to assure the educators and relevant authorities that the research at hand was neither politically motivated nor would it result to any consequence thereafter for one's involvement.

On the part of the researcher's planning, taking into account the costs, time and distance of travelling between South Africa and Tanzania much emphasis was paid on getting the right permits in Tanzania, visiting the selected sample of schools and distributing the questionnaires in time. To this effect there was a neglect of the time that would take to conducting similar procedures in South Africa. This impacted on the final number of questionnaires that were collected from the chosen case studies. Thus it was an approximate turnout of 81% in Temeke municipality and 42% for Ekurhuleni metropolitan municipality.

1.5 Roadmap of the research

This study is divided into seven chapters. Thus the framework of the research will follow the arrangement of the chapters. The first chapter has mainly focused on the research question by providing the background to the question, importance of the study and describing the methodology used and the limitations to the study. In the second chapter, I will critically analyse the chosen case studies by looking into them individually and then draw upon their differences and similarities. I will also highlight on some of the learning lessons by focusing on Zimbabwe and South Korea. The third chapter, will critically examine what the public service is, compare and contrast the Old Public Management (OPM) model from the New Public Management (NPM) model. I will also look into some of the reforms within the public service generally and the public education sector itself. The fourth will critically analyse the notion of efficiency by drawing upon the debates between the OPM and NPM model. In the fifth chapter, I will examine the notion of accountability by focusing on the OPM and NPM model. In the sixth chapter, I will critically analyse the findings of the research from the pilot study conducted and the questionnaires that were collected and information that was gathered from the main study. In the last chapter, I will sum up the main key arguments raised and put forward some of the recommendations.

Chapter two: Case studies

This chapter of the study will highlight the chosen case studies of Temeke and Ekurhuleni Municipalities by looking into their social and economic conditions and geographical locations. I will then critically examine the differences and similarities between them and why they were selected for this study. Later in the chapter, I will highlight the historical conditions of two alternate case studies of Zimbabwe and South Korea and explain why they are of relevance to the study. I will then examine the general structure and reforms of their education system. Moreover, I will examine the strengths and shortcomings of their education systems and learning lessons for Ekurhuleni and Temeke municipality.

2.1 Temeke municipality, Tanzania case study

Temeke is one among the three municipalities located in the Dar es salaam region of Tanzania (Temeke Municipality 2016). It was established in 1999 under the Local Government (Urban Authorities) Act of 1982 No.8 Section 8 and 9 (Temeke Municipal Council 2012). The municipality is divided into three (3) divisions, namely; Kigamboni, Mbagala and Chang'ombe (Temeke Municipal Council 2012, 8). The divisions are further divided into thirty (30) wards and one hundred and eighty (180) sub wards (Temeke Municipal Council 2012, 8).

The municipality covers approximately 787 kilometers square (National Bureau of Statistics and Regional Commissioner's Office 2014, 3). With a coastal line of approximately 70km, the municipality lies in the Tropical coastal belt of the country (Temeke Municipality 2016). The municipality is divided into three ecological zones, namely; the Northern upland zone of Kijichi escarpment, the Central zone and the Southern low land (Temeke Municipality 2016). The Northern upland zone includes Keko, Temeke, Mtoni, Kurasini and Tandika, the Central zone includes Mbagala, Chamazi, Yombo Dovya, Kongowe plateau and Kigamboni and the Southern Low land parts includes Kisarawe II, Amani Gomvu, Kimbiji, Pemba Mnazi and Chekeni Mwasonga (Temeke Municipality 2016).

According to the 2012 national population and housing census conducted, the municipality has an approximate population of 1,368,881 people of whom 669,056 are men and 699,825 are women (Temeke Municipality 2013). Trade and industries cover approximately 67% of the economy in which there are approximately 167 large and medium industries and 831 small industries (Temeke Municipality 2016). The industrial activities range from the tools for

production, consumer goods and revenue raising commodities (Temeke Municipality 2016). On the other hand, Agriculture and livestock keeping contributes approximately 13% to the economy (Temeke Municipality 2016). Furthermore, the informal sector accounts for 49% of active total labour in the municipality (Temeke Municipality 2016).

According to section 54(1) of the Local Authorities Act, the municipality has several functions to perform and oversee. These are;

- Maintain and facilitate peace, order and good governance
- Promote social welfare and economic well-being of its population
- Subject to the National Policy and Plans for the rural and urban development, it should ensure social and economic development within its jurisdiction
- Promote and ensure democratic participation and control of decision making of its population
- Establish and maintain reliable source of revenue and other resources while maintaining financial stability and effective function of the municipality
- Take necessary measures to protect and enhance the environment in order to promote sustainable development.

There are 107 government primary schools within the municipal (Temeke Municipality 2016). There is no specific data on how many people in the Temeke Municipality have completed primary education or how many have completed secondary education. However, at the national level, by 2013 approximately 92% of the primary education age population had enrolled to various government primary schools and the pass rate was at 50.6%. (National Data 2014, 59).

Map 1: A map to illustrate Temeke Municipality



Source: Regional Commissioner's Office, Dar es Salaam

2.2. Ekurhuleni metropolitan municipality, South Africa case study

Ekurhuleni is a metropolitan municipality covering approximately 1975 kilometers square of land (Statistics South Africa 2016). It is located in the East Rand region of the Gauteng province (Statistics South Africa 2016). It includes the towns of Alberton, Olifantsfontein, Springs, Tembisa, Bedfordview, Benoni, Boksburg, Brakpan, Nigel, Tokoza, Vosloorus, Edenvale, Germiston, Katlehong, and Kempton Park (The Local Government Handbook 2017). In the municipality the manufacturing sector which focuses in the production of goods and commodities is the main economic activity that contributes to 23% of the economy (The Local Government Handbook 2017). Other economic sectors are such as; finance and business services (22%), community services (19%), trade (15%), transport (11%), construction (5%), electricity (3%), mining (2%) (The Local Government Handbook 2017). The economy of the municipality is very diverse and it

accounts to approximately a quarter of the Gauteng's economy which in turn contributes over a third of the national Gross Domestic Product (The Local Government Handbook 2017).

The municipality is highly urbanised, with approximately 99,4% of the population living in urban settlements ranging from informal settlements to elite urban residential suburbs (Statistics South Africa 2017). The municipality has a population of approximately 3,379,104 people (The Local Government Handbook 2017). According to Census 2011, the municipality comprises of a culturally diverse population in which 78,7% are black African, whites are 15,8%, and other race groups are the remaining 5,5% (Statistics South Africa 2017). Approximately 35.8% have completed primary education and 38.5% have completed matric education (The Local Government Handbook 2017).

Map 2: A map to illustrate Ekurhuleni Metropolitan Municipality



Source: City of Ekurhuleni Metropolitan Municipality

2.3 Similarities and differences between the case studies

Despite the fact that Temeke's population is a third of Ekurhuleni's population and three times less the size of land, there are a few similarities between the above mentioned municipals. First, both municipalities are highly urbanized. In Temeke 99% of the population resides in an urban setting while in Ekurhuleni approximately 99.4% of the population resides in the urban settlements and elite urban residential suburbs (National Bureau of Statistics and Regional Commissioner's Office 2014, 26; Statistics South Africa 2016).

Second, they are both recent urbanizing spaces seeing a significant change in their economic and social policies towards delivery of social services, human capital development, infrastructure and so forth (Temeke Municipality 2016; Statistics South Africa 2016). Furthermore, both municipalities are geared towards industrial production and hence the presence of skilled and semi-skilled labour force is crucial. Overall, one could suggest that the economic conditions for the municipalities do not vary significantly and the available human capital is less educated. This makes the need to improve the education sector a matter of importance to the municipalities.

Third, at the national level, due to the legacies of colonialism in the education sector, Tanzania and South Africa are faced with shortcomings in their education sector. In South Africa due to the Bantu Education Act, education was provided on the basis of inequalities in which the quality of education provided was racialized into four categories thus black, white, Indians and blacks. In Tanzania the colonial administration focused on providing very basic education to a small black population. To this effect, the Tanzanian government inherited a population that was highly unskilled and uneducated. Generally, despite the different shortcomings both governments inherited malfunctioning and inadequate education systems.

Fourth, Tanzania is still faced with rampant poverty and a slow growing economy. One of the factors that the government has pointed to is the lack of a diverse human capital. The government has argued that to combat ignorance and poverty, it has to improve its human capital and therefore the need to improve the education sector (Basic Education Development Committee (BEDC) 2006, 1). The primary education sector of Tanzania is faced with several problems ranging from low enrolment rates, overcrowding, inadequate qualified teachers, shortage of

teaching and learning materials, increased poor attendance and drop outs and low enrolment rates, poor performance at primary school leaving examination and so forth (BEDC 2006, 1).

Moreover, one could argue that some of the problems faced by the education sector fall within the broader umbrella of the overall poor performance of the public civil servants and the civil service at large. Some similar arguments may be raised in the South African education sector and the demand for a skilled human capital in the economic system. One could argue that primary education lays the fundamental foundation in navigating towards higher learning and hence of great importance.

2.4 Learning lessons from Zimbabwe and South Korea

This section of the research will look into the alternative case studies of Zimbabwe and South Korea. It will highlight on the structure of their education systems and how similar they are to the selected case studies. One argues that the case study of Zimbabwe shares similar historical background with South Africa and Tanzania on the impacts colonialism had towards the education sector. I will also analyse the economic ideologies the Zimbabwean government adopted and the reforms that were introduced in the public service. I will also highlight on the influencing role that the public service plays in the public education sector. On the other hand, South Korea introduced political and reforms in its governance structure to ensure political stability and efficiency of the government. The introduction of the Confucianism ideology, meant the existence of an effective, less corrupt, less bureaucracy and driven towards attaining outcomes in the interests of the public. Thus the South Korea will provide insights as to how the debate on the public service can be shaped for the main study particularly on the principles that guide the public service.

2.4.1 The Case Study of Zimbabwe

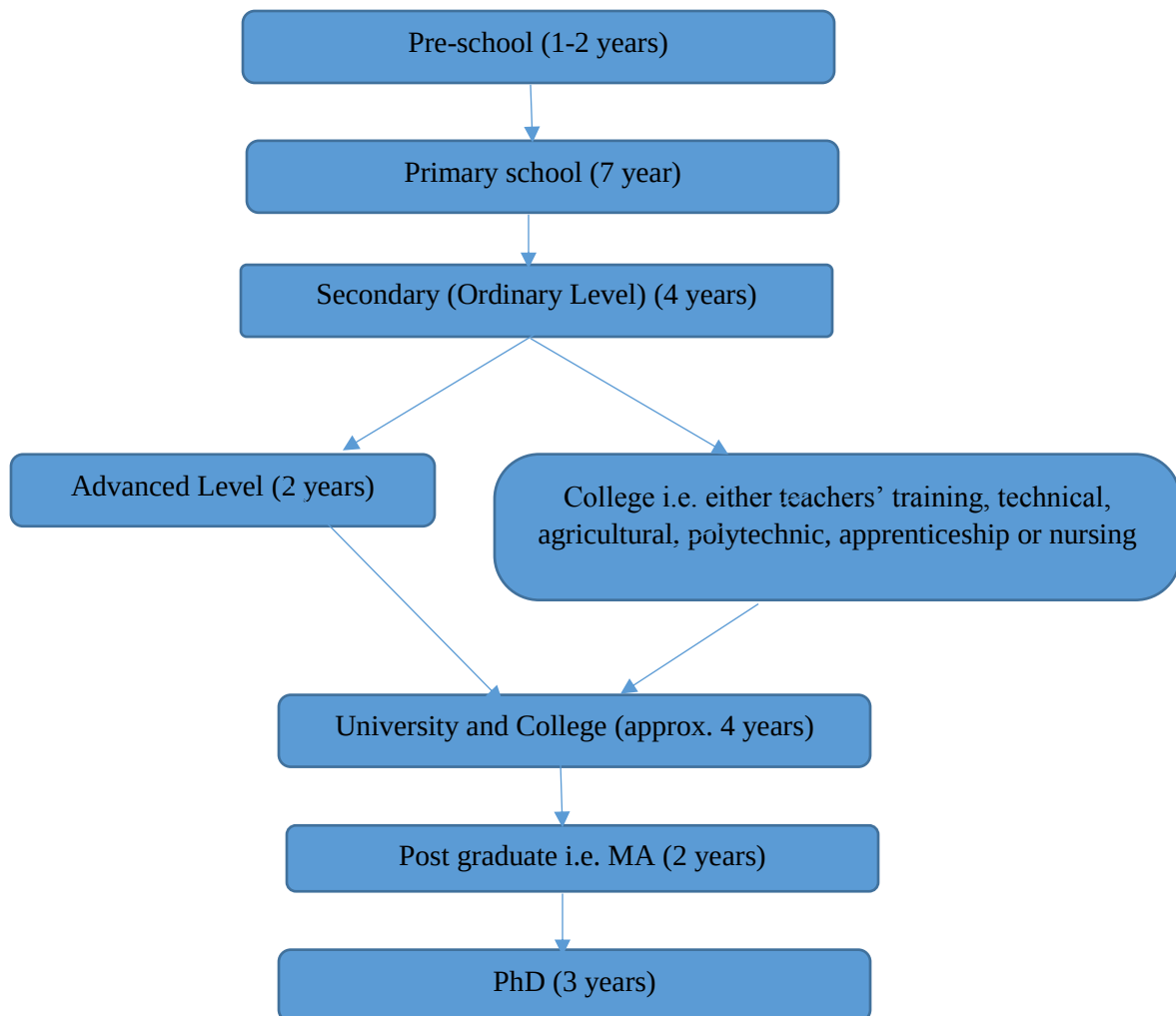
Zimbabwe is a landlocked country located in the southern part of the African continent. Like most African states, Zimbabwe underwent colonialism and was colonised by the British until 1980 when it attained its independence (Shizha and Kawiyo 2011, 3). The country's economy is mainly based on agriculture but other sectors such as mining, tourism and manufacturing also contribute (The Zimbabwe National Commission for UNESCO 2001, 3). According to the UNESCO report released on 2009, the Zimbabwean government has been very instrumental in skills development (Shizha and Kawiyo 2011, 5). To this effect as of 2009, the literacy level in Zimbabwe was approximately 91.4% (Shizha and Kawiyo 2011, 5).

As was the case in South Africa and Tanzania, colonialism played an influential role in the nature and manner in which the education system was structured in Zimbabwe. As a British settler colony, the provision of quality and equipped education was reserved for the white settlers' children over the majority black Zimbabwean population (Kanyongo 2005, 65; The Zimbabwe National Commission (ZNC) for UNESCO 2001, 4). On the one hand, the colonial settler government made education compulsory and offered universal education to all the European population in Zimbabwe (ZNC for UNESCO 2001, 4). On the other hand, black Zimbabweans were provided with basic education that mainly provided them with skills to work in the agricultural and industrial sectors as semi-skilled and cheap labourers (Kanyongo 2005, 65). Thus the education system inherited by the post-Independence government was racially biased and unequal in both governance, financing and quality (ZNC for UNESCO 2001, 4).

Embarking on the socialist ideologies, the post-Independence government adopted the principle of 'growth for equity' with the aim of redressing the inherited inequities and imbalances towards access to basic needs such as education and health facilities and services (ZNC for UNESCO 2001, 4). Nonetheless, the government recognised that education is a basic human right and also a good investment towards the development of human capital (Shizha and Kawiyo 2011, 6).

The post-Independent education system in Zimbabwe consists of primary, secondary and tertiary education (Kanyongo 2005, 67). Primary education runs from Grade 1 through Grade 7 (Kanyongo 2005, 67). Moreover, primary education is open to all and compulsory (Colclough and Lewin 1993, 93). Thus in Zimbabwe the government advocates for Universal Primary Education which means that it is essentially free however parents pay levies in the form of building and sports fees (Kanyongo 2005, 67).

Figure 2: The structure of the Zimbabwean Education system



Source: (The Zimbabwe National Commission for UNESCO 2001; Kanyongo 2005; Shizha and Kawiwo 2011).

To reform the education sector, Zimbabwe's post-independence government restructuring was categorised into three, namely;

- Planning and efficiency reforms
- Quality reforms
- Curricular reforms (Kanyongo 2005, 66).

The above reforms entailed the construction of schools in the marginalised areas and previously disadvantaged urban centres, increase and improve the training of the teachers, enhance the provision of teaching and learning materials, emphasis on science and technological capabilities, and increase enrolment rates through its principle of ‘education for all’ (Mehrotra 1998, 468-470; Kanyongo 2005, 66; Shizha and Kawiyo 2011, 9).

Zimbabwe’s education sector is characterised by an improved accessible and efficient manpower (Kanyongo 2005, 70). From a technical point of view, from 1990s, the government focused on improving the quality of education by restructuring the teaching technologies, skills provision and the decentralisation and devolution of technical and teachers’ colleges into degree awarding institutions (Kanyongo 2005, 67). Thus the Zimbabwean government embarked on training and equipping the teaching staff with skills to ensure efficiency of its public servants in the provision of education (Kanyongo 2005, 70).

The transformation of the education system was both ideological and politically motivated. Dorsey stipulates that on the one hand it was a political response by the newly democratically elected government to respond to the demands of the masses in making sure that education is accessible to many without discrimination, unlike under British rule (Dorsey 1989, 45). Thus one could argue that the transformation of the education system in this case was to gain political legitimacy from its population. On the other hand, it was ideologically rational to want to ensure the provision of education because the expansion and improvement of the provision of education would create a conducive environment for societal development by expanding and modernising the economy through a diverse, educated and well equipped human capital (Dorsey 1989, 46).

This research identifies efficiency within the broader aspects of the ratio of the inputs of the resources to the outcomes (Pfiffner 2004, 447). Thus it means delivering better outcomes and more effective government while using less public money in the smartest way possible (Hawkins et al. 2016). In the case of Zimbabwe one could suggest that the main outcomes the government aimed to achieve was to increase enrolment rate, do away with racialised education, increase the quality and supply of manpower, ensure gender equity and increase the country’s literacy (Kanyongo 2005, 69). With the provision of compulsory and universal free education, to some extent one could argue that the public service within the education sector was able to achieve the stated outcomes with very minimal resources at their disposal.

Despite the reforms made by the Zimbabwean government there were still challenges that impeded the provision of quality education in the country. Thus one could argue that even though the government might have been efficient in utilising less resources for great outcomes, the reforms were however not done in the right way. This is because over the years there have been mounting allegations of the corruption in the examination system, irrelevance of the curriculum, poor status of the technical and vocational colleges and poor quality of the manpower produced ZNC for UNESCO 2001, 39).

Following the triumphant of the Capitalist bloc and the demise of the Communist bloc, the Zimbabwean government adopted the highly controversial Structural Adjustment Program in 1990 (Kanyongo 2005, 71). One of the key impacts of the adoption of the liberal ideologies under SAP, meant the reduction of government expenditures in different sectors (Kanyongo 2005, 71). Education was one of the sectors (Kanyongo 2005, 71). Thus due to the poor economic policies adopted by the government it created a hostile environment, to this effect failed to retain qualified teachers and as a result it has witnessed 'brain drain' of its manpower who are escaping to neighbouring countries for better pay and better working conditions (Kanyongo 2005, 70). It also meant the shortage of books, science equipment and other essential learning facilities, poor students' performance due to lack of learning and teaching resources and low morale for the educators who stayed behind due to poor salaries (Kanyongo 2005, 71-72).

2.4.2 The Case Study of South Korea

Taking the example of South Korea, in the 1960s it was one among the poorest nations in East Asia whose economy was surpassed by African nations such as Ghana. But in 1990s, the government introduced reforms in its industrial sector which led to the incredible growth of its economy (Song 1997, 83). One among the initiatives the government undertook to improve its economy was introducing reform policies in the industrial sector and develop its human capital (Song 1997, 83). Thus the nation heavily invested on its education sector particularly in sciences and technology, increase of the national budget on education, strengthening of the competitiveness of university education, promoting the autonomy and accountability of private schools and the creation of different schools to cater for the needs of all people in the society. Thus education has been essential to improving the human capital and hence creating room for development. Taking

the example of South Korea one could argue that African states such as South Africa and Tanzania have lessons to learn.

However, not only did South Korea reform its education sector but also the public service and the dominating ideology. Thus the South Korean government introduced Confucianism as the dominant ideology. Within the public sector, Confucianism stipulated that the public servants needed to be geared toward attraction to public policy-making, commitment to the public interest, compassion and self-sacrifice (Yung 2014, 282). Thus through the indoctrination of the above ideology, South Korea is said to have created an effective, accountable and efficient public service whose aim towards delivery of public service and goods necessitated the development of the various sectors and hence development of the nation (Yung 2014).

Today, South Korea is among the most economically developed states in the East Asian region and is one among the members of the Asian Tigers. For over decades beginning from the early 18th Century, South Korea was a colony of Japan but its official annexation began in 1910. 1945 was a turning point for the Japanese rule in South Korea for their reign came to an end following their defeat by the Russian forces (Tayal 2014, 23). This was then followed by the division of the Korean Peninsula along the 38th parallel north in accordance to the directives of the United Nations (UN) (Tayal 2014, 24). Thus the Northern Korea was occupied by the Soviet forces while the Southern Korea was occupied by the USA forces (Tayal 2014, 24). Thus Northern Korea was dominated by the Communist ideologies while Southern Korea was dominated by the capitalist ideologies (Tayal 2014, 24).

South Korea has evolved from one of the unstable political systems to one of the most stable democratic systems in the world (Cummings 2005, 343). This has been characterised by political reforms in its governance structure to ensure political stability and efficiency of the government (Cummings 2005). Apart from the political reforms by the Korean government, it also introduced reforms in its public civil service. At present the Korean government consists of an effective public civil service that is based on open recruitment system (KOIS 2003, 131). In the previous years, it was based upon the grade system of seniority and closed recruitment (KOIS 2003, 131). Thus the newly introduced system focuses on experience and skills (KOIS 2003, 131). Thus with an effective system of governance in place and ethical and religious values based on Confucianism and Buddhism, South Korea has managed to develop a public civil service that is

effective in service delivery, less corrupt, and works in the interests of the public good (KOIS 2003, 134).

For any country's development, growth strategies must be compatible with the country's resource endowment, population size, economic system and other characteristics (Song 1997b, 85). Thus the adoption of a correct growth strategy is crucial in the initiation and maintaining of economic growth (Song 1997, 85). The Korean government was able to identify its source of income and population size and therefore adopted a growth strategy that was correct for the state (Song 1997, 85). Thus in 1960s, the government shifted from the in-ward looking strategy to the outward looking strategy that focused on export promotion (Korean Overseas Information Service (KOIS) 2003, 220).

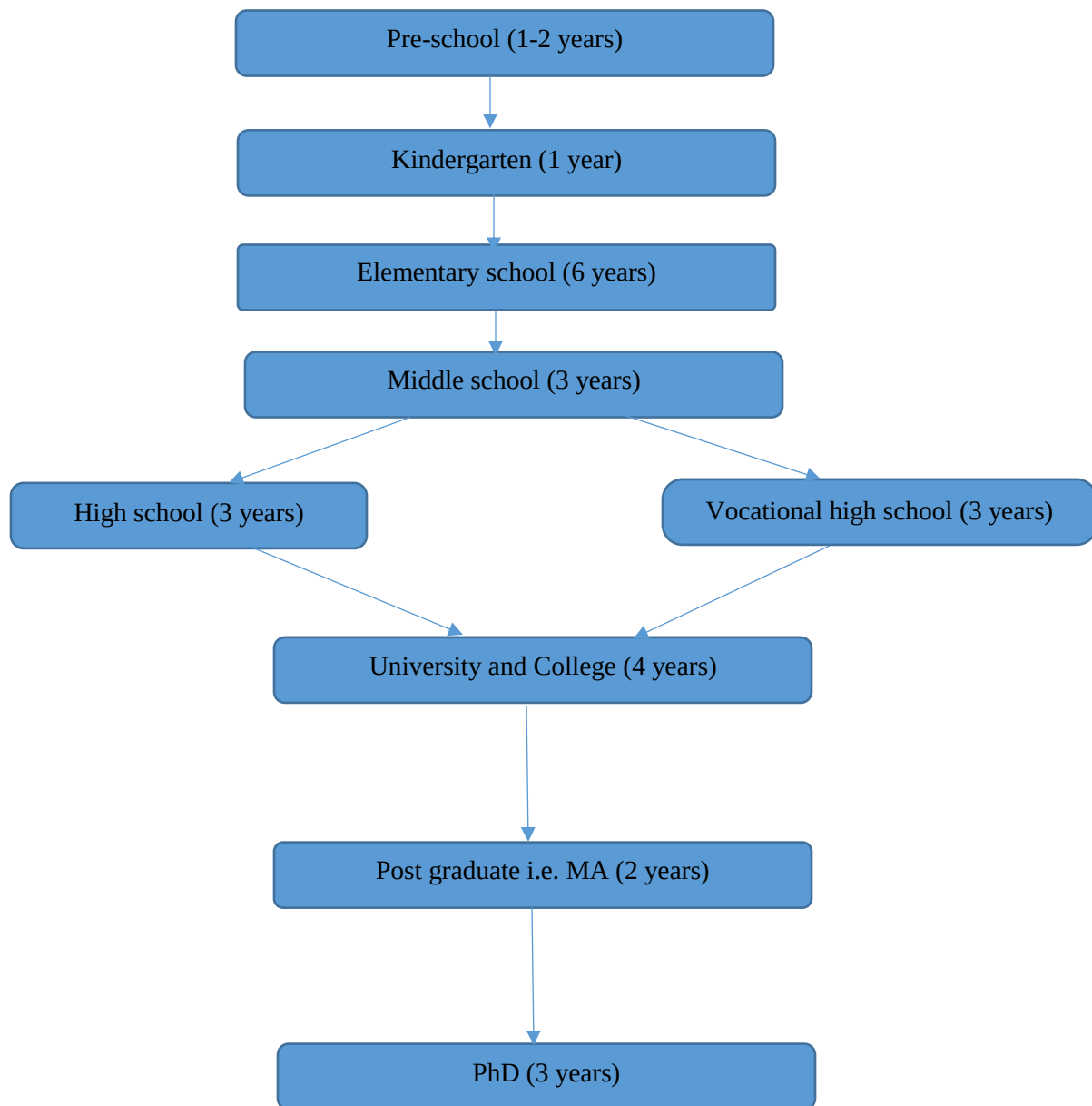
Under the above growth strategy, the Korean government was to focus on the export of light manufactured goods and consider the use of cheap labour. This was initiated through the industrial policy that was implemented by the state (Shelton 2009, 9). Additionally, some of the initiatives it used were the; devaluation of its currency by nearly 100%, replacement of the previous multiple exchange rate system with a unified exchange rate, provision of short-term export by allowing the tariffs rebates on materials imported for re-export use, simplification of customs procedures and the expansion and development of pre-existing forms rather than creating new ones (KOIS 2003, 220). Apart from the stated economic initiatives, several reasons have accounted for the extraordinary economic growth of Korea. These are; emphasis on education, the tradition of an industrious and well-disciplined agricultural labour force, and the Confucian ethics that shaped the public service (Kim 2002, 30; KOIS 2003, 224).

In South Korea, through its civil service labour relations bureau, the Ministry of Government Administration and Home Affairs is in overall charge of the implementation of the personnel policies of the public service (Kim 2003, 2). The Civil Service Commission is responsible for the formulation of the personnel policy of the administration (Kim 2003, 2). Nonetheless, the Ministry of Education also plays a vital role.

With a priority in the development of its human capital, some of the initiatives undertaken by the Korean government to reform its educational sector were; increase of the national budget on education, improvement of the quality of educators, strengthening of the competitiveness of university education, promoting the autonomy and accountability of private schools and the

creation of different schools to cater for the needs of all people in the society (Lee 2002, 1; KOIS 2003, 348). The government spends approximately 10% of its GDP towards the education system (Lee 2002, 8). Moreover, this has been a joint complementary and productive effort between the private- and public- sectors to provide good quality education to all the country's population without the discrimination of either sex, age, regional background or economic status (Lee 2002, 2).

Figure 3: The structure of the South Korean Education system



Source: Lee 2002, 6; G. Kim 2002, 29

In South Korea most nursery and kindergarten schools are private and pricey and hence very competitive and offer quality education (Lee 2002, 7; Kim 2002, 29). However, most elementary schools are predominantly public and do not charge tuition fees and hence in most cases universal (Lee 2002, 7). On the same note, there are private elementary schools that charge tuition fees depending on the market prices and offer quality education (Lee 2002, 7). Nonetheless, despite the difference in overcrowding between the public and private elementary schools, the quality of education offered is to some extent similar (Lee 2002, 7). One could argue that a combination of kindergarten and elementary school would be similar to the primary education offered in Tanzania and South Africa.

Despite the successes of their education system, there are several shortcomings that the country faces. These are poor quality of teaching personnel, less diversification of the curriculum, centralised and complicated government involvement and alienation of constructive competition (Lee 2002, Kanyongo 2005).

However, the case studies of Zimbabwe and South Korea are key to the research from different perspectives. From the above discussions the reforms introduced in the education sectors were ideologically, economically and politically motivated. Moreover, each country had devised the way forward to transform its education sector from the shortcomings of the inherited education system. With regards to transforming its public service within the education sector, Zimbabwe was geared towards increasing efficiency and effectiveness (ZNC for UNESCO 2001, 6). To some extent they were able to cut costs of providing primary education but the activity was not effectively carried out. On the other hand, South Korea was geared towards both accountability and efficiency. However, it was faced with the shortcomings as was the case in Zimbabwe, the government could not effectively execute the provision of education and hence shortcomings that continue to exist.

2.5 Summary

This chapter has looked into the case studies of Temeke Municipality and the Ekurhuleni Metropolitan Municipality. One has analysed the differences and similarities between the chosen case studies paying attention to the economic and social debate. In depth, the chapter looked into the alternative case studies of Zimbabwe and South Korea. The emphasis was paid on the political and economic reforms that were introduced and the influence it had towards the public service and

the provision of education as a public service. The literature above indicates that both governments comprehend the importance of the public service towards achieving the expected outcomes in the intended sector. The key question to this study is addressing how the perceptions of efficiency and accountability influence the enrolment and pass rate at the primary level education using the case studies of Temeke and Ekurhuleni municipality. Thus focusing on Zimbabwe and South Korea, they provided insights into why the public service reforms are influential and in what ways. Due the shortcomings that continue to face their education sectors, one could suggest that the reforms of the public service are one among many of the strategies that a government should take into account to ensuring the delivery pf public goods and services.

Chapter three: Public service

This chapter will define what the public service is generally and provide an in depth look at the public service in Tanzania and South Africa. I will then analyse the understanding of what the public service in the Temeke and Ekurhuleni municipality according to the responses given. Later in the chapter I will critically examine the OPM and NPM model; compare and contrast the two models and critically examine the perceptions of the respondents from the case studies. Moreover, I will generally examine the reforms within the public service in Tanzania and South Africa, specifically reforms of the public service within the education sector.

3.1 What is public service?

The Public service or public administration may be defined as the organisation and management of men and materials to achieve the purpose of the government (Kalimullah et al. 2012, 4). Thus the main role of the public service is to govern the manner in which public affairs and businesses are conducted, managed and the implementation of public policies (Kalimullah et al. 2012, 4). From the implementation context, the public service may also entail the actions involved in effecting the intent or desire of a government and public policy (Kalimullah et al. 2012, 5). Some of the sectors that fall within the public service are such as education, health, police, water supply, electricity supply, waste management, banking, postal services, transportation, military, telecommunications and so forth.

3.1.1 The Public Service of Tanzania

In the United Republic of Tanzania, according to the Public Service Act (PSA) of 2002, the public service office is defined as “a public paid office charged with the formulation of government policy and delivery of public services other than;

- a parliamentary office
- an office of a member of a council, board, panel, committee or other similar body whether or not corporate, established by or under any written law
- an office the emoluments of which are payable at an hourly rate, daily rate or term contract
- an office of a judge or other judicial office
- an office in the police force or prisons service” (Government of the United Republic of Tanzania (GURT) 2002)

The President's office of Public Service Management (PO-PSM) is in overall charge of the public service in Tanzania (Government of the United Republic of Tanzania (GURT) 2012). According to the PSA of 2002, the main function of the PO-PSM is to assist the Head of the Public Service in this case being the Chief Secretary in matters of personnel and administration pertaining to public service in the entire government system (GURT 2012). Categorically the functions of the PO-PSM are;

- Improvement of efficiency and effectiveness of delivery of public service
- Provide advisory services to Ministries, Departments and Regions
- Formulate, prepare and monitor the implementation of administrative and personnel policies
- Co-ordinate, monitor and administer all matters related to the allocation of human resources in the public service notably on recruitments, confirmations, appointment, promotions, training, discipline and terminations
- Develop the skills, knowledge and attitudes of Public Service Personnel
- Instill and maintain ethical behaviour and a higher level of integrity among public servants
- Co-ordinate and control the effectiveness of training in the public service
- Increase the quality of manpower running the economy
- Deal with policy analysis, research and review
- Enhance work morale among public servants (GURT 2002; GURT 2012).

3.1.2 The Public Service of South Africa

In South Africa, the public service has transformed over the years due to the historical and political legacies that characterises the country. Following the end of the apartheid regime, the newly elected democratic government was faced with the major challenge of building a democratic, inclusive and responsive public service (Department of Planning, Monitoring and Evaluation (DPME) 2014). Thus it had to be representative of the nation's racial composition and also inclusive and responsive to the needs of the all citizens irrespective of their racial, ethnicity, gender, sexual orientation (DPME 2014, 3). Thus in South Africa, the public service is a collection of organs at the national and provincial level (DPME 2014, 4).

The Department of Public Service and Administration (DPSA) is main organ that plays a crucial role in establishing policies, norms and standards for the public service in the country (DPSA 2017). Thus the key areas of focus are; transformation and modernisation of the public service, service-delivery mechanisms, integrated systems and access, human resources, institutional development and governance initiatives focused on responsiveness to the needs of the citizens (Government of South Africa 2017).

According to the PSA of 1994, as amended, the Minister of Public Service and Administration is responsible for establishing norms and standards relating to:

- The general functions of the public service
- Organisational structures and establishment of departments and other organisational and governance arrangements
- Labour relations, conditions of service and other employment practices for employees
- Ensure the health and wellness of employees
- Information management
- Ensure integrity, ethics, conduct and anti-corruption practices within the public service
- Enhance and implement the transformation, reform, innovation and any other matter to improve the effectiveness and efficiency of the Public Service and its service delivery to the public (Government of South Africa 2017).

In addition to DPSA, the Public Service Commission (PSC) is another main organ for the public administration of South Africa. The PSC regulated under the national legislation, is an independent and impartial organ whose main role is to maintain an effective and efficient public administration and a high standard of professional ethics in the public service (Government of the Republic of South Africa (GRSA) 1996, 100). According to Chapter 10, Section 196(5) of the constitution, the PSC is accountable to the National Assembly (GRSA 1996, 101).

3.1.3 Understanding of the public service from the Temeke and Ekurhuleni Municipality

In the municipalities, several responses were given with regards to what the public service is. However, there were themes that rose across the board. Thus there were those that defined the public service within the categorised five responses. These were;

- Response 1; according to the standardised definition of the public service
- Response 2; according to the functions the public service performs
- Response 3; the characteristics that should embody the public service
- Response 4; those that do not what the public service is
- Response 5; questionnaires that were never answered.

Response 1: standardised definition of the public service

This category of responses entails respondents who defined the public service within the standardised definition of what the public service. Thus some of the respondents were such as;

Respondent no 19 stated

“the public service is the organisation and management of men and materials in the different sectors of government such as health, education, military and so forth who aim to meet the demands of the society within the established rules and regulations by the government and in return create room for stability, peace and development”.

Response 2: functions the public service should perform

This category of responses entails respondents who defined the public service according the functions that it performs and the outcomes expected thereafter. Thus some of the responses were such as;

Respondent no 3 stated

“the public service are the functions and duties performed with the aim of providing services and goods so as to find solutions to some of the problems faced by the society.”

Respondent no 28 stated

“the public service is simply a sum total of the services provided to the society.”

Respondent 31 stated

“the public service entails the services authorised or rendered in the interest of the nation.”

Response 3: characteristics that should embody the public service

This category of responses entails respondents who defined the public service according the characteristics or features that should embody the public service. Thus some of the characteristics categorically were such as;

- The public service should entail individuals employed by the government and are governed by a set of rules and regulations that have been set by the government
- The government has the main responsibility for the payment of the salaries of those employed
- The mandate to employ and monitor the functionality of those employed lies with the government
- The public service are individuals who work on behalf of the government in power to implement the policies put forward
- All the works and services should be provided in the interests of the public
- The public service such as education, health can be provided within public facilities that are provided for by the government

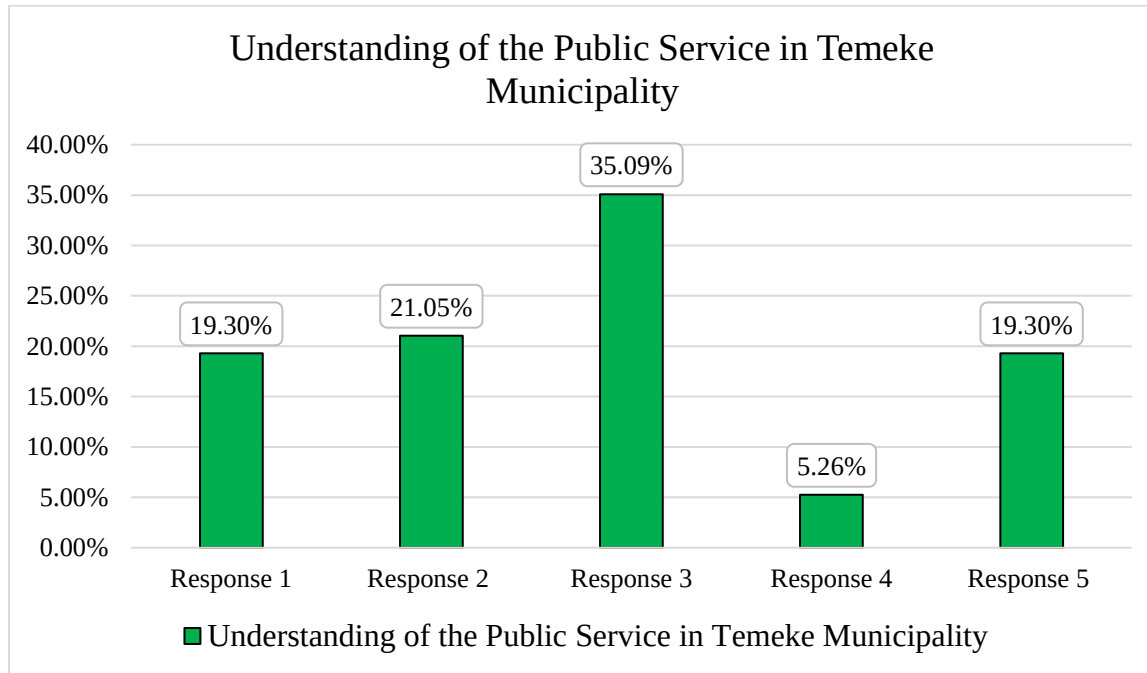
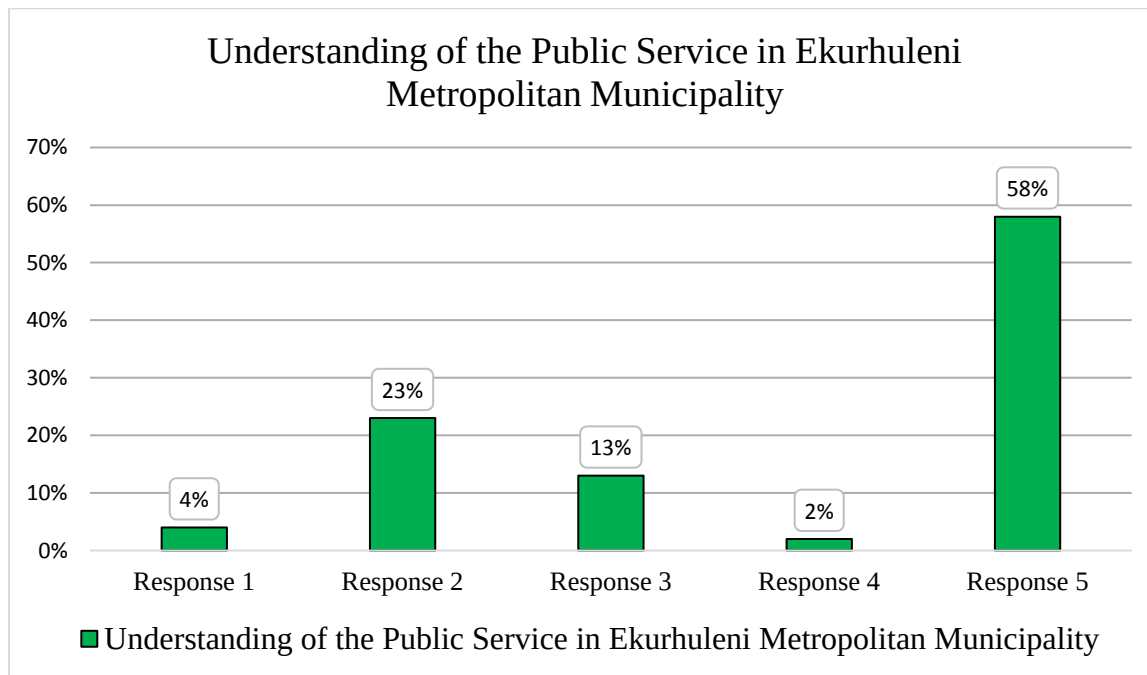
Response 4: don't know what the public service is

This category of response entails the respondents who do not know that the public service is.

Response 5: non-respondents in the municipality

This category of entails the set of questionnaires for the non-respondents in the municipality.

From the respondents in the municipalities, one could suggest that most of them identified or defined the public service either according to the functions the public service performs or as the characteristics that should embody the public service. Relatively few identified the public service according to the standardised definition of the public service.

Figure 4: Understanding of the public service in Temeke Municipality*Figure 5: Understanding of the public service in Ekurhuleni Metropolitan Municipality*

3.2 The Old Public Management (OPM) Model

The OPM model was theoretically developed in the early 1920s in the wake of theorising the public administration (Pfiffner 2004; Kalimullah et al. 2012). Thus it was modeled on the principle of division of labour and specialisation, meritocracy, homogeneity, unity of command, hierarchy with respect to the delegation of authority, accountability (Kalimullah et al. 2012, 7; Robinson 2015, 5). Focusing on ideologies of the nature of bureaucracy built on by Weber, the OPM model was built on the assumptions that control of the public administration needs to adopt the top to bottom approach in the form of monocratic hierarchy (Pfiffner 2004, 1). Thus the policies were set up at the top and carried out through a series of offices with each manager and worker reporting to and held accountable by one superior (Pfiffner 2004, Robinson 2015). Moreover, it was to be built on principle of meritocracy (Robinson 2015, 5). Hence, one could suggest that there was the concentration of power to the few.

In addition, the public service once attached to a certain public policy it then had to adhere to the policy in delivering the goods and services (Kalimullah 2012, 7). Thus the public service was therefore an instrument to carry out instructions while the matters of policy and strategy were to preserve the political leadership in existence. On the same note, this meant that measurements for the outcomes were not a personal responsibility of those tasked but rather the organisation (Kalimullah 2012, 7).

The OPM model suggests that the public office needed to be subordinate to the existing political system existing in power (Pfiffner 2004, 3). On this note, the civil servants executed conscientiously the order of the superior authorities within the existing political system (Pfiffner 2004, 3).

Some of the key features that accompanied the OPM model were:

- Politically motivated public administration
- Hierarchy and rules
- Permanence and stability
- An institutional civil service
- Internal regulation (Pfiffner 2004).

3.3 The New Public Management (NPM) Model

Generally, the NPM model advocates for the redefinition and the restructuring of the scope, size, and role of the state in society and its relationship with the market alongside the reforms for improving competence of public administration (Lufunyo 2013, 3). The transition from OPM to NPM entails both economic, political, social, intellectual and technological factors which took place at a national, regional and/or a global level (Tolofari 2005, 76). At a global level the development of the NPM model can be associated with two major developments. These were; the development of the ‘new institutional economics’ and the succession of ‘business-type’ managerialism in the public sector (Hood 1991, 5).

On the notion of new development economics in the post-World War II entailed the advancement of public choice, transaction cost and principal agent theory (Hood 1991, 5). Hood stipulates the adoption of the new institutional economics into the public sector influenced the doctrines built on contestability, user choice, transparency and close concentration on incentive structures (Hood 1991, 5).

On the other hand, the notion of ‘business-type’ managerialism entailed that the public sector was built on the doctrines of professional management expertise as portable, paramount over technical expertise, high discretionary power to achieve results, central and indispensable to better organisational performance through the development of appropriate cultures and active measurement and adjustment of organisational outputs (Hood 1991, 6). Under the business-type managerialism, the introduction of contracts is to create room for competition among service providers and the public service is to be motivated by the objectives and mission rather than rules and regulations (Baraldi, Paletta, and Zanigni 2015, 2). Furthermore, under the ‘business-type’ managerialism, a focus was paid on entrepreneurial leadership amongst the public servants in which managers of different divisions in the public service were expected to come up with various alternatives of delivering the public goods and services (Robinson 2015, 7).

At a regional level with a key focus in Africa, most governments in the 1960s were facing fiscal crisis, imperious bureaucracy, poor performance, lack of accountability in public sectors, wide spread corruption, changes in public expectation and emergence of better alternative forms of service delivery (Kalimullah et al 2012, 3). Furthermore, in the 1980s developed nations were undergoing financial pressures forcing the governments to cut down expenditures and hence the need to adjust the public service to meet the demands of a competitive market economy (Robinson

2015, 7). On the other hand, the 1980s witnessed the spread of liberal ideologies and the introduction of the highly controversial Structural Adjustment Programs (SAPs) amongst developing nations whose effects were also felt in the public administration (Robinson 2015, 8).

Furthermore for most African governments, the debate on the legacies of colonialism is inevitable on the nature of the public service post-colonial African states adopted (Achille 1992, 3). For decades, under colonialism, African administrations were either directly or indirectly run by the colonial masters (Achille 1992, 3). Africans on the other hand were passively involved on the day to day government operations with poor or little experience (Achille 1992, 3). During independence, even though there was transfer of power, there was little or no experience provided to the newly democratic elected governments. Moreover, most of the new governments were politically unstable and malfunctioning (Hope 2001, 123). From this context, most governments were highly in demand to transform the public service so to enhance the systems of governance, devise institutions that are more democratic, promote and build civil society, and restructure the relationships and engagements with citizens (Hope 2001, 123).

The other contributing factor was the institutional debate. Most African states understood as a means to enhancing development and good governance, there was the need for improved institutions however this would not happen if handicapped public administrations continue to exist (Hope 2001, 124). Centralised and bureaucratic nature of the public service places limitations towards effectively responding to the national, regional and global needs (Hope 2001, 124). The re-engineering processes advocated for through the NPM model would therefore create room for increased capacity and accountability for effective and efficient policy management and implementation (Hope 2001, 124).

Nonetheless, within the public administration in general the shift to NPM can be associated with several other major shifts that were taking place within the public administration in different states. Thus for most governments globally, there was the need to;

- Reduce or slow down the government spending and staffing to ensure the delivery of public goods and services
- Rigorous emphasis on outcomes and hence increased focus on accountability and efficiency
- Shift towards privatisation and quasi-privatisation and away from the centrality on the government

- Automate the public service especially with the introduction of information technology in the evaluation, production and distribution of public service and goods
- Increase involvement of the international community on its international agenda focusing on public management, policy design and intergovernmental cooperation
- Shift from ‘management by hierarchy’ to ‘management by contract’ and hence the replacement of the ‘faceless bureaucrat’ with ‘visible responsible managers’ (Hood 1991, 3; Kalimullah et al. 2012, 6-13; Baraldi et al. 2015, 5).

One could argue that the shifting from OPM to NPM was not a universal transition process for all states. However, Hood (1991) notes that there is some sort of evidence to suggest that the shift did take place for most of the public administration across states. He analyses the debate within three broad ideologies i.e. portability, diffusion and political neutrality (Hood 1991, 8). Focusing the case studies of developed and developing nations, he argued that most governments were faced with shortcomings in their public administration. Nonetheless, he states that the shift from OPM to OPM rather impacted national government rather than international governments (Hood 1991, 8). On the context of political neutrality, he argues that NPM does not align itself with the far right or left but rather it accommodates the demands of the different political priorities within the public administration (Hood 1991, 9).

3.4 The Old Public Management vs. New Public Management model

The paradigm shifts of the public service happened at different phases and varied factors led to such transition (Kalimullah et al. 2012). The argument on the OPM and NPM model is neither a universal nor a static one (Kalimullah et al. 2012, 2). The manner in which the public service is structured, operates and the outcomes of it thereafter is what draws a great difference between OPM and NPM Model. This section of the research will look at some of these differences.

In the 1980s and 1990s most governments were shifting their attention towards the ‘private-sector managerial model’ which places emphasis on increased competitiveness, more accountability, more outputs for less value of money, flexibility and increased transparency (Kalimullah et al. 2012, 6). Moreover, the NPM model falls under the principle of public choice and managerialism within the broader context of liberal ideology (Kalimullah et al. 2012, 2). In this context governments seek to work better and deliver more to the public at low costs. Furthermore, just the like private sector, the NPM model insists on the reward structures which would encompass performance-related pay and more flexible working practices (Kalimullah et al.

2012, 13). On the same note flexibility in this case would entail exploring and implementing alternatives to direct public provision and regulation at more cost-effective outcomes (Hope 2001, 121).

The OPM model argues that the public service is there to serve a population that plays the role of ‘citizens’ (Robinson 2015, 6). Thus citizens have little or no say in the manner in which the public administration operates and the outcomes of it thereafter. On the other hand, the NPM model stipulates that the public administration ought to be 'community-owned' in which the citizens are empowered to exercise self-governance (Pfiffner 2004, 8). On this context, the citizens are given more of an active role in the public services to ensuring the delivery of goods and services. Rather than solely being the recipients of the public goods and services, citizens are expected to be involved in the efficiency, accountability, effectiveness and competitiveness aspects of the public service (Pfiffner 2004, 8).

Under the OPM model, the public service was hierarchical, bureaucratic and uniform in nature. This maybe attributed by the fact the public administration existed to serve the political interests of the government in power. However, NPM calls for anti-hierarchical, anti-bureaucratic and anti-uniform so as to pave room for a diverse, less centralised, more accountable public service. Moreover, on the debate of decentralisation it encompasses the existence of management environment in which decisions on resource allocation and service delivery are made closer to the point of delivery and which provide scope for feedback from clients and other interested parties (Hope 2001, 120).

Table 1: Table to tabulate the difference between OPM vs. NPM

<i>Elements</i>	<i>Old Public Management Model</i>	<i>New Public Management Model</i>
Theory	Political theory based on the ideologies of Max Weber on hierarchy and meritocracy	Public choice theory
Principle	Bureaucracy in which the organisations was set up on a top-down authority and limited discretion granted to the public officials.	Managerialism which entails the creation of manageable units, separate provision and production interests. This aims at increasing efficiency.

Economic model	Specialisation	Marketisation
Structure of the public service	Traditional bureaucratic style operating as a single aggregated unit. Thus centralised and integrated.	Hands-on and entrepreneurship style in which there is assignment for responsibility of action and not diffusion of power. Thus disintegration and decentralisation.
Inputs vs. Outputs	Great emphasis on the resource allocation in ensuring effective delivery.	Great emphasis on the results rather than the procedures that go into accomplishing delivery.
Performance measurement	Measurement of performance is based on the inputs	Measurement of the performance is dependent on the outputs
Administrative execution of tasks	Limited discretion granted to public officials	Through term contracts and public tendering services, NPM emphasises on competence which is built upon rivalry as the key to lower costs and better standards.
Role of the community	Citizen- user	Customer (Client)
Approach to accountability	Hierarchical administrators responsible to elected leaders	Market drive outcomes result from the accumulation of self-interests.
Achieving policy objectives	Administering programmes through government agencies	Create alternative mechanisms and incentives through private and non-profit agencies

Sources: Pfiffner 2004; Tolofari 2005; Robinson 2015

3.5 Criticisms of the NPM Model

The spread of the NPM model has been identified as a notable international trend in the public administration (Mongkol 2011, 35). Many governments have introduced reforms in their public service associated with the principles that the NPM model upholds. This research does acknowledge that the NPM model is not a definite measure of the public service rather the modus operandi in which the recent public service adopts some of its principles. There are a number of criticisms that have been raised. This section of the study will analyse the criticisms that are associated with the principles of the business-managerial practices, the NPM model being a Western model and the emphasis on the principles of transparency and accountability having failed to address corruption.

First, the business-managerial model which entails applying the private sector managerial practises in the public sector (Atreya and Armstrong 2002; Mongkol 2011). It is important to note that the private sector is a profit-oriented entity while the public sector is a service-oriented entity to ensure social equity (Atreya and Armstrong 2002, 10). Also the public sector produces goods and services on non-market values while the private sector produces goods and services at a market value (Atreya and Armstrong 2002, 11). Nonetheless, existing assumptions is that the private sector functions or operates better than the public sector (Mongkol 2011, 36). Several criticisms have therefore been raised against the NPM model and its principle of the business-managerial practices. They argue that the public sector has complex objectives, more intricate accountabilities and in most cases turbulent political environment unlike the private sector (Mongkol 2011, 36). Therefore, most academics argue that the applicability from the private sector may neither be equal nor superior to serve as a benchmark for the public sector (Mongkol 2011, 36).

Second, is the notion of the NPM model being a Western phenomenon whose internationalisation is questioned (Atreya and Armstrong 2002, 8). In the 1980s and 1990s, the NPM model came into practice so as to the replace the OPM model in response to its inadequacies (Mongkol 2011, 35). The reforms under the NPM model were therefore geared towards reducing costs, increasing efficiency, increasing accountability and improving the quality and accessibility of the public goods and services (Mongkol 2011, 35). Furthermore, the NPM model originated from developed Western nations. There is a difference in the political culture, practices and historical backgrounds between developed and developing nations. In addition, the implementation and adoption of the NPM model for most developed nations underwent the phase

of empirical assessment, trial and errors and modifications (Atreya and Armstrong 2002, 9). For most African states, it was an implementation of the principles that the developed nations found to be operative with little or no prior empirical assessments (Mongkol 2011, 38).

Third, the NPM model emphasises on the principles of transparency and accountability. Thus the model stipulates on the need of information to be made available to the public and individual accountability over structural accountability. This aspect of the debate speaks more on the notion of contractual services. For most African states, the public service offices have retained centralised decision making process within the different units amongst the public managers (Mongkol 2011, 37). However, there have been poor formulation and implementation of policies and regulations to ensure that the provision of contractual services is made open to the public and the forms of accountability of one's actions or inactions are adhered to. For most critics, they argue that due to the vacuum in policy formulation and implementation, for most public offices in the developing nations the adoption of the NPM has not really addressed deep seated issues of corruption.

3.6 Perceptions of the OPM vs NPM in Temeke and Ekurhuleni Metropolitan Municipality

A number of responses were given by the respondents in the selected samples on drawing a comparison between OPM and NPM. Some of these were;

First, some respondents argued that under NPM there has been an increase in the emphasis of accountability. Moreover, to ensure increased accountability there has been a call for increased involvement of citizens in ensuring effective delivery of public goods and services. One of the ways to be involved is making ensure that there are ways that independently and discreetly guarantee citizens or users of public service to lay a complaint when the public servants are not responsible.

Second, some respondents stated that under the NPM model there has been decentralisation and increased innovation in the managerial practices and as a result paved more room for efficient delivery of the public goods. On the other hand, some have argued that due to decentralisation of the public service, there has been a sense of reduced urgency across the board of managerial practices. Thus while one public office is able to deliver due to innovative managerial styles another public office fails to do so either by adopting poor managerial styles or simply the managerial styles do not produce the expected outcomes in the same manner.

Third, a considerable number of respondents stipulated that the public service under NPM has focused on efficient delivery of public goods and services within the expected time frame. Moreover, the public service is focused on delivery of services and goods at low costs unlike under the OPM model.

Fourth, there those that have argued under NPM the public service is geared towards professionalising the public service unlike the OPM. This resonates to the digitalisation of the public service. Thus there has been an increased emphasis to digitally record the inputs and outputs and hence keeping a good recorded of the resources deployed and what the outcomes have been. Digitalisation has also been effective in the monitoring of the management practises such as distribution of salaries for public servants, recording the operations of the public servants and offices.

Fifth, there are a few that stipulated that under the NPM model the public service has transitioned from the traditional bureaucratic style operating as a single aggregated unit on enacting and implementation of policies. Thus it is no longer policies being formulated by top authorities and implemented by the those below but there is decentralisation of policy formulation and implementation. Moreover, there should be a considerable involvement of the local community.

Sixth, there is an average number of respondents who indicated that they do not know what OPM or NPM models are and how the public service has transitioned due to the shift from one model to the other.

From the responses above, in practice the transition from the OPM to the NPM model has led to several reforms within the public service. The emphasis on accountability called for individual accountability rather than structural accountability. Moreover, the managerial practices are more innovative, emphasis on efficient over effective delivery, professionalisation of the public service, and digitalisation to enhance data capturing and record keeping of the inputs and outputs.

3.7 Reforms of the public service in Tanzania and South Africa

In the 1960s soon after independence, the Tanzanian government adopted a nationalist approach and nationalised all major means of economy, restructured the administrative system, politicised the army and proclaimed a one-party state (Lufunyo 2013, 5). This had major impacts

on the public service which had now become a source of patronage, nepotism, corruption and influence (Lufunyo 2013, 5). However, with the demise of socialism globally and proving to be a failure in Tanzania and the adoption of liberal ideologies, reforms of the public service were inevitable (Lufunyo 2013, 6). The government of Tanzania focused to make sure that the public service is geared towards;

- being more responsive to the needs of citizens
- increase level of accountability
- promote efficiency and effectiveness
- introduce participative decision making
- adopt a customer focused practices in all the public offices (Lufunyo 2013).

Furthermore, in 1980s most developing nations were faced with declining economies. Thus the IMF introduced the SAPs which were economic policies aimed at improving the living standards and the economies of the countries at large (Hope 2001, 123). Nonetheless, this study acknowledges that some aspects of the SAPs were also highly controversial. However, one among the problems the IMF identified was the bureaucratic nature of the public service which then resulted to the poor delivery of goods and service (Hope 2001, 123). To this effect there was a growing push for nations to transform their public service. In the early 1990s governments were thus largely shifting from the OPM to the NPM model. The debate on OPM and NPM is one that comprises the debate on results versus input orientation (Pfiffner 2004, 447). There are distinct features that were said to distinguish NPM from OPM and these are; increased productivity, marketization, service orientation geared towards quality of goods and services provided, decentralization, a policy orientation and accountability for results (Pfiffner 2004, 447; Hope 2001, 120). Thus the Tanzanian government introduced several reform programs. Some of these were the Public Service and Local Government Reform Programmes and the Tanzania Government Poverty Reduction Strategy which all influenced the reformation of the public service.

From 1948 up to 1994, South Africa's economy, political and social affairs were dominated by the policy of segregation which also impacted upon the public service operations (Rakate 2006, 11). The public service was characterised of poor quality of service delivery, a low skill base, inefficiencies, a lack of commitment and no respect for citizens particularly for the majority black population (Rakate 2006, 12). In addition, civil servants were held accountable for adherence to the rules and procedures rather than for service delivery outcomes and as a result corruption and

maladministration were prevalent (Rakate 2006, 12). Operating under the apartheid ideology, the public service was structured in a particular model. Thus it was authoritarian, centralized and rule focused (Rakate 2006, 13). It also adopted a top-down approach in the decision making process in which there was little room for lower ranks officials to effectively contribute towards the operations of the public service (Rakate 2006, 13). Decisions were Pretoria conceived and implemented in the likewise manner (Rakate 2006, 13). For the majority oppressed population there was low level of trust and confidence in the public institutions and the public service (Rakate 2006, 14). Having analysed characteristics of the public service under the OPM model earlier in this chapter and what embedded the public service under the apartheid regime, one could suggest that the public service then operated under the OPM model.

In 1994, as a newly democratic state, the South African government was making changes to its public service to ensure that it caters for the whole nation (Chipkin and Meny-Gibert 2012). Following the legacies of apartheid, the challenge ahead for the newly elected government was to create a democratic political transition which was accompanied by a systematic transformation of all institutions, agencies and organs of the state (DPME 2014, 5). To this effect transforming the public service was the bedrock to such transformation. It was crucial that the newly elected government to be democratic, inclusive and have responsive public service (DPME 2014, 5). Thus it had to be representative of the nation's racial composition and also inclusive and responsive to the needs of the all citizens irrespective of their racial, ethnic, gender, sexual orientation (DPME 2014, 6).

Chapter 10 of the 1996 South Africa Constitution states the principles by which the public administration ought to be guided by. These are;

- Maintain and promote high standard of professionalism
- Promote efficient, economic and effective use of resources
- Must be development-oriented
- Provide impartially, fairly, equitable services without biasness
- Encourage the public to participate in policy-making
- Promote an accountable public service
- Foster transparency by providing the public with timely, accessible and accurate information

- Enhance good human-resource management and career-development practices to maximise human potential
- Must be broadly representative of the South African people with employment and personnel management practices being based on ability, objectivity, fairness and the need to redress the imbalances of the past (GRSA 1996).

Thus the Policy Co-ordination and Advisory Service (PCAS), taking into account the guiding principles of the constitution, as a result of the manner in which the public service operated under the apartheid regime, the newly elected democratic government would be faced by two major challenges in ensuring the effective delivery of public goods and services (Rakate 2006, 50). These were; the transformation of the public institution and the introduction of new policies in line with the democratic constitution (Rakate 2006, 50).

3.8 The public service within the education sector

The provision of education is one among the crucial social services that the public service provides to its citizens. In general, the reforms sort out within the public administration was to address the economic aspects of spending of public funds, improving the quality of public services, increasing efficiency and accountability of the public service and servants (Kowalczyk and Jakubczak 2014, 2).

There were several challenges that faced the public service within the public education sector of South Africa under the apartheid state. Under the apartheid regime, through the Bantu Education Act, for the majority black population, the primary education sector was characterised of;

- Provision of minimum and basic education to the majority blacks
- Shortage of learning and teaching resources such as books, classrooms etc.
- Nonetheless, there was also a shortage in the supply of skilled teachers
- Overcrowding of the classrooms and hence a high teacher-pupil ratio.

To this effect there were are certain attributes that characterised the education sector. Some of these were; inequality, fragmentation and inefficiency, authoritarian and autocracy. Some reforms within the education sector took place so as the create room for innovation, increase efficiency,

combat segregation and social inequality within the sector (Kowalczyk and Jakubczak 2014, 1284).

In Tanzania, following the legacies of colonialism and the poor reforms introduced by the government soon after independence, some of the shortcomings that faced the primary education sector were such as;

- shortage supply of skilled teachers
- shortage supply of learning and teaching resources
- uneven provision of education along the lines of gender, race, religion and class
- less diversity in the education provided
- the dramatic and rapid expansion of primary education in the 1980s and 1990s together with poor economic performances and constrained government finances, poor quality education became a resultant (Al-Samarrai and Peasgood 1998, 3).

Hence reforms in the education sector were geared towards fiscal and administrative decentralisation and increased involvement of the local community so as to enhance effectiveness, efficiency, transparency and accountability of the public service (Al-Samarrai and Peasgood 1998).

3.9 Summary

This section of the study has generally defined what the public service is and highlighted what the public service is in Tanzania and in South Africa as documented by the different relevant authorities. In depth, the researcher examined the responses provided from the case studies on the understandings of the public service. In depth one analysed the features of the OPM and NPM model and drew a comparison between the two. Furthermore, one briefly examined the criticisms against the NPM model by focusing on the principles of the business-managerial practices, the NPM model being a Western model and the emphasis on the principles of transparency and accountability having failed to address corruption. The researcher also examined the reforms of the public service which aimed towards being more responsive to the citizens, increasing accountability and efficiency and enhance participative decision making processes. Following the legacies of colonialism towards the education sector reforms introduced in this public sector were geared towards inclusivity, representativeness, increased provisions of resources, an emphasis on the outcomes rather than inputs and enhancement of the skills and supply of public servants.

Chapter four: Efficiency

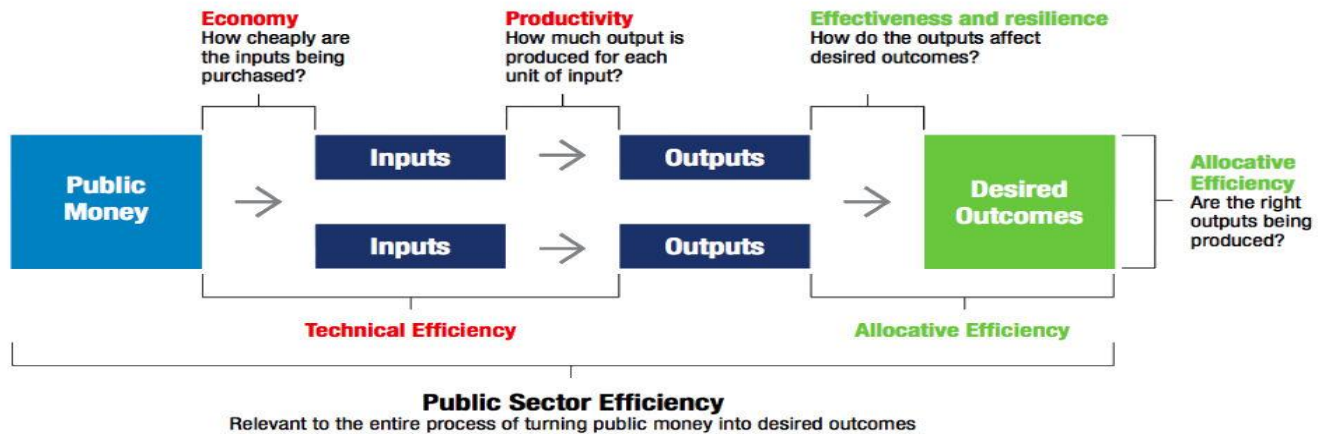
This chapter aims to examine what the terminology “efficiency” in the public service is. It will also analyse the literature on efficiency by focusing on the two categories of efficiency, namely; technical and allocative efficiency and the understanding of efficiency under the NPM model. In depth, the researcher will examine the responses from the municipalities on the perceptions of efficiency which will be categorised into six responses.

4.1 What is efficiency under New Public Management model?

Efficiency within the public service may be explained by the ratio of the inputs of the resources to the outcomes (Pfiffner 2004, 447). It also entails the process of turning public money into positive outcomes for individuals and society (Hawkins, Xuereb, and Aldridge 2016). In this case, it means delivering better outcomes and more effective government while using less public money in the smartest way possible.

Efficiency can either translate to technical or allocative efficiency (Hawkins et al. 2016). Technical efficiency entails the tangible or more physical aspect of government engagement. This would include the increase of inputs into the public sector such as the purchase of school materials, construction of infrastructure, provision of health equipment, payment of salaries and so forth (Hawkins et al. 2016). Allocative efficiency entails the intangible aspects of government involvement which includes the formulation of policies (Hawkins et al. 2016). It requires asking further more difficult questions like are we doing the right things? does this policy really work? (Hawkins et al. 2016).

Figure 7: Technical and Allocative efficiency in the public service



Source: Hawkins, Xuereb, and Aldridge 2016

4.2 Literature review on efficiency

Efficiency and effectiveness aim to achieve the end goals of the public service in delivery public goods and services. However, efficiency entails doing the right things the right way cost effectively while effectiveness entails doing the right things the right way at high costs (Mihaiu, Opreana, and Cristescu 2010, 133). Under the OPM model, the public administration functioned effectively rather than efficiently and to this effect the high costs of government expenditure towards delivery of public good and services (Robinson 2015, 7). However, as stated earlier, the adoption of the NPM model entailed the incorporation of the ‘business-type’ managerialism and hence a focus was paid on entrepreneurial leadership amongst the public servants in which managers of different divisions in the public service were expected to come up with various alternatives of delivering the goods and services cost effectively (Robinson 2015, 7). To this effect, the public service is expected to function efficiently rather than effectively.

(Hawkins et al. 2016) identifies key factors that drive efficiency. These are;

- The use of markets and competition
- Service re-design and alternative delivery mechanisms
- Organisation and workforce drivers

- Technology, data and targeting
- Hard budget constraints and spending flexibility

Furthermore, the ideal measure of efficiency in any organisation, takes into account the relationship between the outputs it produces and the inputs it uses (Mihaiu et al. 2010, 137). Inputs would entail the resources which could either be physical or non-tangible that the government allocates towards delivery while outputs would entail the outcomes (Pfiffner 2004, 447). It is difficult to measure the inputs in the public service because in most cases the public services overlap and the resources from several sources are used (Mihaiu et al. 2010, 137). Moreover, inputs are given by the expenses incurred for the project/service in matter (Mihaiu et al. 2010, 137). On the other hand, outputs refer to the end products. Under the public sector due to the absence of market forces, there is no direct measure of the outputs and indicators are evaluated instead (Mihaiu et al. 2010, 137).

Nonetheless, having highlighted the differences between technical and allocative efficiency, it is nearly impossible to get a precise measure of efficiency because unlike the private sector, the public sector produces goods for consumption that do not necessarily compete with the market forces (Chote, Emmerson, and Simpson 2003, 106). Thus, most goods for consumption are either free at the point of consumption or given at a price that is not determined by the market forces (Chote et al. 2003, 106). With earlier arguments included and the debate on decentralisation, for this section of the research an emphasis will be placed on;

1. Could efficiency either be technical or allocative or both?
2. To what extent does the allocation of finances by the respective governments allocated to the earlier mentioned municipalities towards the primary education sector influence the perceptions of efficiency?
3. What are the perceptions that finances should be allocated towards building classes, provision of learning materials, provision of meals et cetera, and whether the allocation of finances do influence the enrolment and pass rate in the respective municipalities?
4. NPM model stipulates that the wage or pay reform influences the manner in which the public servants work towards delivering the public good. Taking this aspect of the debate into account, this section of the research will focus on the teaching personnel on the top positions. Thus a critical analysis of the perceptions of the wage system particularly for the

school principals'/head teachers in the selected schools will be analysed to assess as to whether they are believed to influence efficiency and accountability of the educators and how that impacts on the perceptions of enrolment and pass rate in the respective schools?

4.3 Perceptions of efficiency in Temeke and Ekurhuleni Metropolitan municipality

This section of the study will look into the responses from the selected samples in the municipalities. The aim to draw upon the understandings of efficiency by the focusing on six main responses, namely;

- Response 1: efficiency within the broader notion of technical and allocative efficiency
- Response 2: efficiency can be enhanced by increased technical efficiency
- Response 3: efficiency can be enhanced by increased allocative efficiency
- Response 4: irrelevant responses
- Response 5: did not know what efficiency is
- Response 6: non-respondents in the municipality

Response 1: efficiency within the broader notion of technical and allocative efficiency

This category of responses analyse efficiency within the broader notion of the two categories of efficiency, namely; technical and allocative. Thus most respondents argue that efficiency of the public service entails finding a balance between technical and allocative forms of efficiency in which the one form of efficiency cannot exist without the other. Some of the responses were;

Respondent no 2 stated

“efficiency should entail the improvement of the educators working conditions, improved salaries, provision of equipment needed by the learners and the educators, formulation and implementation of conducive policies”

Respondent no 24 stated

“efficiency entails attaining the right outcomes by formulating and implementing the right policies alongside the employment of public servants with the right skills”

Respondent no 32 and 33 stated

“efficiency entails the delivery of the expected outcomes cost effectively, timely with positive benefits”

Respondent no 56 stated

“efficiency is the delivery of the expected outcomes within the expected time frame”

Respondent no 57 stated

“efficiency is the provision of quality goods and services at a reasonable price with no forms of bureaucracy and corruption to affect the process”

Respondent no 59 stated

“efficiency is the measure to determine to what extent the government achieved its goal”

Respondent no 64 stated

“efficiency is the lack of wastage in terms of the public funds deployed and the productivity of the people employed. Moreover, it is the skillful deployment of public funds to ensure service delivery however corruption and poor economic growth remain to be the greatest challenge”

For most of the respondents, efficiency would entail;

- measurement of the ratio of the inputs to the outcomes
- finding a balance between allocative and technical efficiency. Thus, there will be a need to enhance the working conditions and salaries of the educators in the school. Additionally, there is a need to improve the provision of necessary equipment that enhance the learning process for the learners and the educators, improve the infrastructure and so forth
- the formulation of policies which would be followed by effective implementation accordingly
- employment of the right people with the right skills whose delivery of the outcomes should be in a timely manner
- a key emphasis on the outcomes rather than the inputs
- the provision of quality outcomes at cost effective inputs.

Response 2: efficiency can be enhanced by increased technical efficiency

In this category, respondents argue that efficiency in the public service can be enhanced by increased inputs towards technical efficiency. For instance;

Respondent no 20 stated

“efficiency of the public service within education sector can be attained by increased provision of required learning materials, improved infrastructure and so forth”

Respondent no 49 stated

“efficiency is the manner in which the government aims to meet the needs of the community through deployment of the right public resources”

Response 3: efficiency can be enhanced by increased allocative efficiency

This category of respondents looks into the aspect of allocative efficiency through the formulation and implementation of the right policies which aims to attain the expected outcomes. For example;

Respondent no 11 stated

“efficiency would entail the process in which policies are formulated, how effectively they are monitored and implemented to attain the expected outcomes”

Response 4: irrelevant responses

This category represents the list of responses which were irrelevant to the research question asked.

Response 5: did not know what efficiency is

This category of response entails the respondents who indicated that they did not know what efficiency within the public service is. Furthermore, in the selected sample of the case study of Temeke, a total of 18 questionnaires were distributed to a random sample of parents of which 12 were collected back. In all the questionnaires, even though parents indicated what the public service is and how it influences towards the enrolment and pass rate, none of them could state or explain what efficiency is. For the Ekurhuleni case study from the collected questionnaires, only

one was from a parent and unfortunately similar analysis cannot be drawn upon due to the sample size being very small to generalise the response.

Response 6: non-respondents in the municipality

This category represents the number of the questionnaires that were never responded to in the selected samples.

Figure 6: Perceptions of efficiency in Temeke Municipality

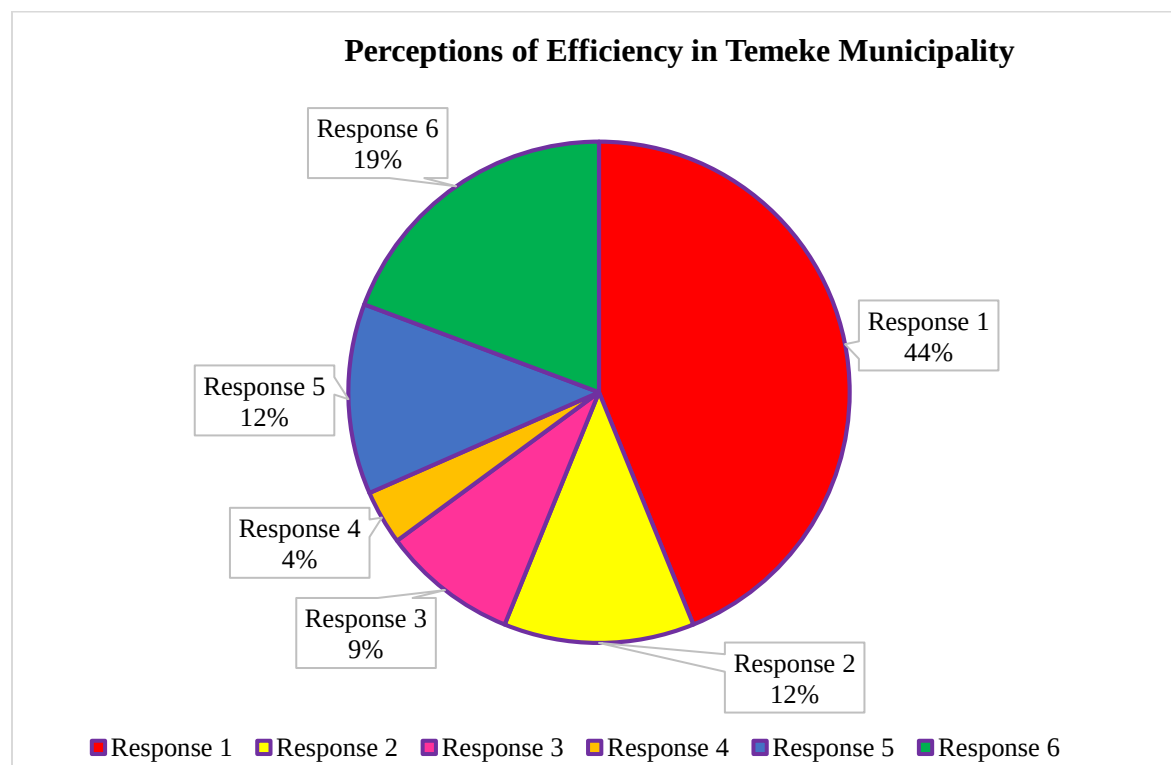
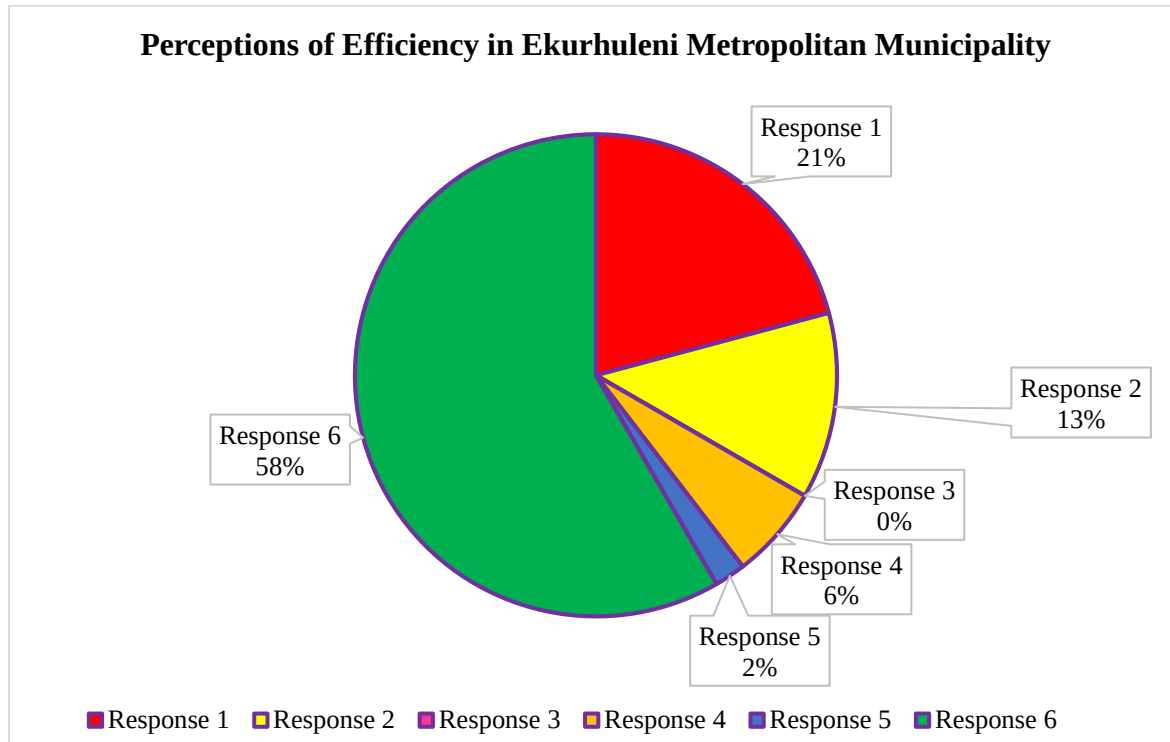


Figure 7: Perceptions of efficiency in Ekurhuleni Metropolitan Municipality



4.4 Summary

In this section of the study I examine what the terminology ‘efficiency’ applies to in this research. Thus looking into the two categories of efficiency, namely; technical and allocative efficiency from which the responses from the municipalities were therefore categorised into six. Thus a majority of responses indicated that efficiency is the measurement of the ratio of the inputs to the outcomes. Also efficiency can also be attained through a balance between technical and allocative efficiency. Moreover, in Temeke municipality from the selected samples for the category of parents, most of the respondents indicated that they did not know what efficiency in the public service is. One could suggest that; this may be an indication of the extent in which the public is aware or knows the guiding principles of the public service.

Chapter five: Accountability

This section of the study will provide the general definition of accountability and an in depth analysis within the context of the public service. The literature review will focus on the forms of accountability namely; bureaucratic, professional, legal and political accountability systems. Furthermore, with a key focus on the private-sector managerial style to necessitate easy decision making process, one will focus on four key angles. These are; what needs to be done, who needs to be held accountable, what policies should be formulated and what the compliance mechanisms are. In depth, the researcher will examine the responses from the municipalities on the perceptions of accountability which will be categorised into five responses.

5.1 What is accountability under New Public Management model?

Accountability in the most generic terms refers to the answer-ability of one's actions or behaviour (Romzek and Dubnick 1987, 228). Moreover, within the public service, accountability is a relationship based on obligations to demonstrate, review, and take responsibility for performance, both the results achieved in light of agreed expectations and the means used (Office of the Auditor General of Canada (OAGC) 2013). Thus, accountability entails establishing criteria to measure the performance of public officials and oversight mechanisms to ensure that standards are met (Pfiffner 2004, 4). Also, it is the means by which the public agencies and their workers manage the diverse expectations generated within and outside the organisation (Romzek and Dubnick 1987, 228). In measuring accountability one could argue that the public servants not only pay attention to the market forces but also to statutory and constitutional law, community values, political norms, professional standards and citizens interests (Hope 2001, 122).

Focusing on ideologies of the nature of bureaucracy built on by Weber, the OPM model was built on the assumptions that control of the public administration needs to adopt the top to bottom approach in the form of monocratic hierarchy (Pfiffner 2004, 1). Policies were set up at the top and carried out through a series of offices with each manager and worker reporting to and held accountable by one superior (Mulgan 2000, 87; Pfiffner 2004, 1). However, through the NPM model, accountability is not only regarded as a means of making suppliers of goods and services responsive but giving the clients a voice (Mulgan 2000, 88). Thus accountability is a means of providing agency or giving voice to the clients or customers who are recipients of the goods and services (Mulgan 2000, 88).

5.2 Literature review on accountability

There are four forms of accountability whose categorisation is dependent on

- whether the ability to define and control expectations is held by some specified entity inside or outside the agency or
- the degree of control that entity is given over the defining of those agency's expectations (Romzek and Dubnick 1987, 228).

To this effect the interplay between the two aspects results in four forms of accountability. These are; bureaucratic, professional, legal and political accountability systems (Romzek and Dubnick 1987, 228).

Bureaucratic accountability characterises the system in which the expectations of the public service are managed through focusing attention on the priorities of those at the top of the bureaucratic hierarchy (Romzek and Dubnick 1987, 228). Under this form of accountability there tends to be a superior and subordinate figure in which the subordinate takes orders from the superior without questioning under close supervision of clearly stated rules and regulations (Romzek and Dubnick 1987, 228). In legal accountability the relationship is between two relatively autonomous parties and involves a formal or implied principal/agent agreement between the public agency and its legal overseer (Romzek and Dubnick 1987, 229). Professional accountability is based on meritocracy in which the government must rely on skilled and expert employees to provide appropriate services and goods (Romzek and Dubnick 1987, 229). In the context of political accountability, operations of the public service are politically motivated (Romzek and Dubnick 1987, 229). The fundamental question under this form of accountability is to whom is the public servant accountable to in which could either be the public, elected officials, agency heads, agency clientele, other special interest groups and future generations (Romzek and Dubnick 1987, 229). In most cases political accountability creates room for favouritism and corruption.

Figure 8: The forms of accountability systems

		Source of Agency Control	
		Internal	External
Degree of Control Over Agency Actions	High	1. Bureaucratic	2. Legal
	Low	3. Professional	4. Political

Source: Romzek and Dubnick 1987, 229

Taking into account the above diagram one could suggest that bureaucratic and political systems of accountability fall within the OPM model while legal and professional systems of accountability fall within the NPM model. Moreover, within the broader scope of the NPM model focusing on private-sector managerial style to necessitate easy decision making process, one will focus on four key angles. These are; what needs to be done, who needs to be held accountable, what policies should be formulated and what the compliance mechanisms are. In addition, much emphasis will therefore be paid on the civil servants and accountability measures put in place to ensure effective delivery of public education. It will also look into the role of parents who in this case are the clients with a voice in ensuring accountability. Thus this research seeks to analyse how the contexts on accountability of the public service influences the enrolment and pass rates at the public primary education level.

5.3 Perceptions of accountability in Temeke and Ekurhuleni Metropolitan municipality

This section of the study will look into the responses from the selected samples in the municipalities. The aim to draw upon the understandings of accountability by the focusing on six main categories, namely;

- Response 1: accountability within the broader scope of the NPM model
- Response 2: accountability within the public service could be equated to the efforts put in by the civil servants
- Response 3: accountability within the broader scope of the OPM model
- Response 4: did not know what accountability is
- Response 5: non-respondents in the municipality

Response 1: accountability within the broader scope of the NPM model

This category of respondents stipulate accountability according to the broader scopes of the NPM model. Some of these were;

Respondent no 2 and 19 stated

“accountability within the public service entails a system in which the public servants are aware and understand the laws and regulations by which the public service is governed and hence a key focus is therefore paid on management, implementation and monitoring according to the laws so as to attain the expected outcomes”

Respondent no 8 stated

“accountability entails the process in which the public servants and/or service function towards the expected outcomes regardless of race, tribe, religion or political affiliations”

Respondent no 13 stated

“accountability is the process in which the expected outcomes are attained without discrimination”

Respondent no 25 stated

“in a decentralised context, accountability entails the manner in which public servants adhere to and implement on the stated laws and regulation rather than focus on the superior and subordinate relations towards achieving the expected outcomes”

Taking into account the above stated understanding of accountability and several others, categorically accountability is;

- the effective measurement of the outcomes rather than the inputs
- the process in which the civil servants are be held accountable for the expected outcomes
- the manner in which the public service and servants function within the stated laws and regulations so as to achieve the expected outcomes promised to the public timely
- the public service and servants monitoring and implementing on the outcomes without any form of discrimination.

Response 2: accountability within the public service could be equated to the efforts put in by the civil servants

This category of response entails the respondents who argue that accountability within the public service could be equated to the efforts put in by the civil servants towards delivery of the required goods and services. Thus accountability is not necessarily purely a character of the public service rather than that which is attributed by the existence and the manner in which the public servants operate. Hence, the public servants should be held accountable for the expected outcomes. Nonetheless, to ensure that the public service is accountable to its citizens it entails the public servants knowing and understanding their duties, the laws, rules and policies that govern them, the expected outcomes and for the public servants to work effortlessly to ensure the delivery of goods and services. Thus one could suggest that this category of response lays the burden of accountability on the functionality of the public servants.

Respondent no 61 stated

“accountability is one understanding and acknowledging the guiding policies and hence being answerable for the implementation or non-implementation”

Respondent no 64 stated

“accountability implies that the public servants are goal orientated and take responsibility for their own successes and failures”

Response 3: accountability within the broader scope of the OPM model

This category of response entails the respondents who argue that the perceptions of accountability within the public service lie within the broader scope of the OPM model.

Respondent no 10 stated

“accountability of the public service entails the manner in which the subordinate civil servants adhere to and implement the orders given by the superiors”.

To this effect one could argue that for this category of respondents, the bureaucratic type of accountability is what embodies accountability within the public service.

Response 4: did not know what accountability is

This category of response entails the respondents who indicated that they did not know what accountability within the public service is.

Response 5: non-respondents in the municipality

This category represents the number of the questionnaires that were never responded to in the selected samples.

Figure 9: Perceptions of accountability in Temeke Municipality

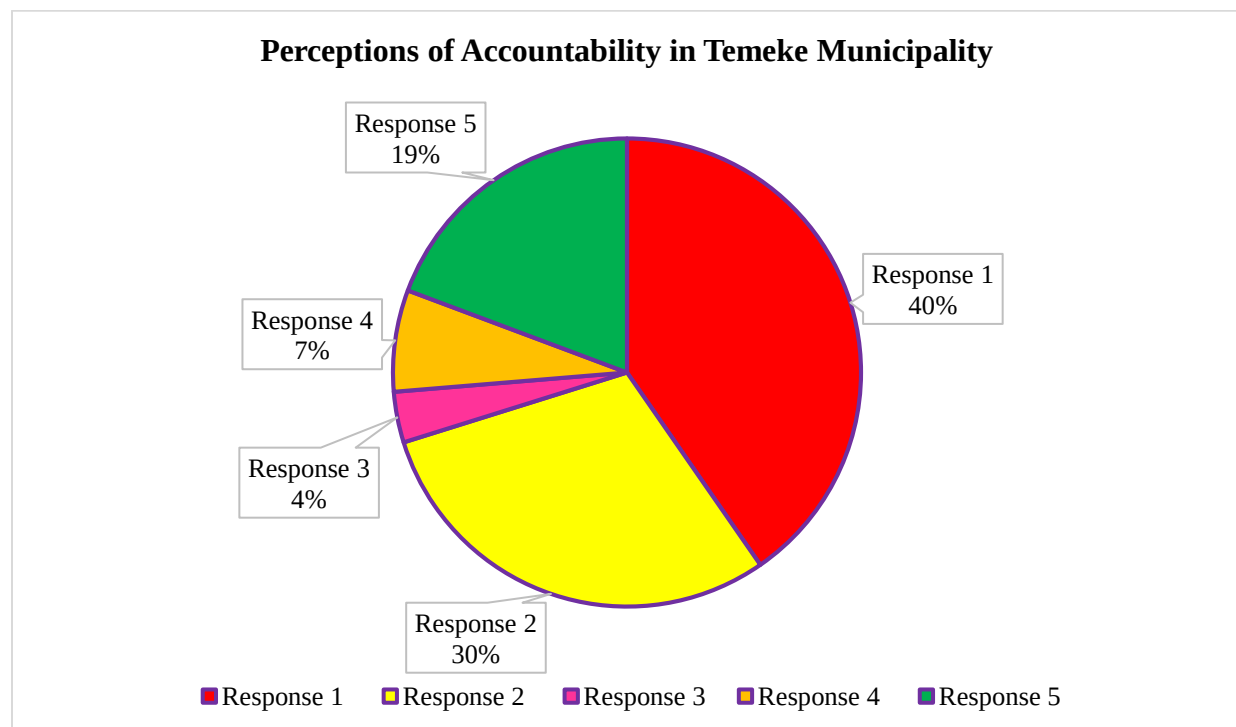
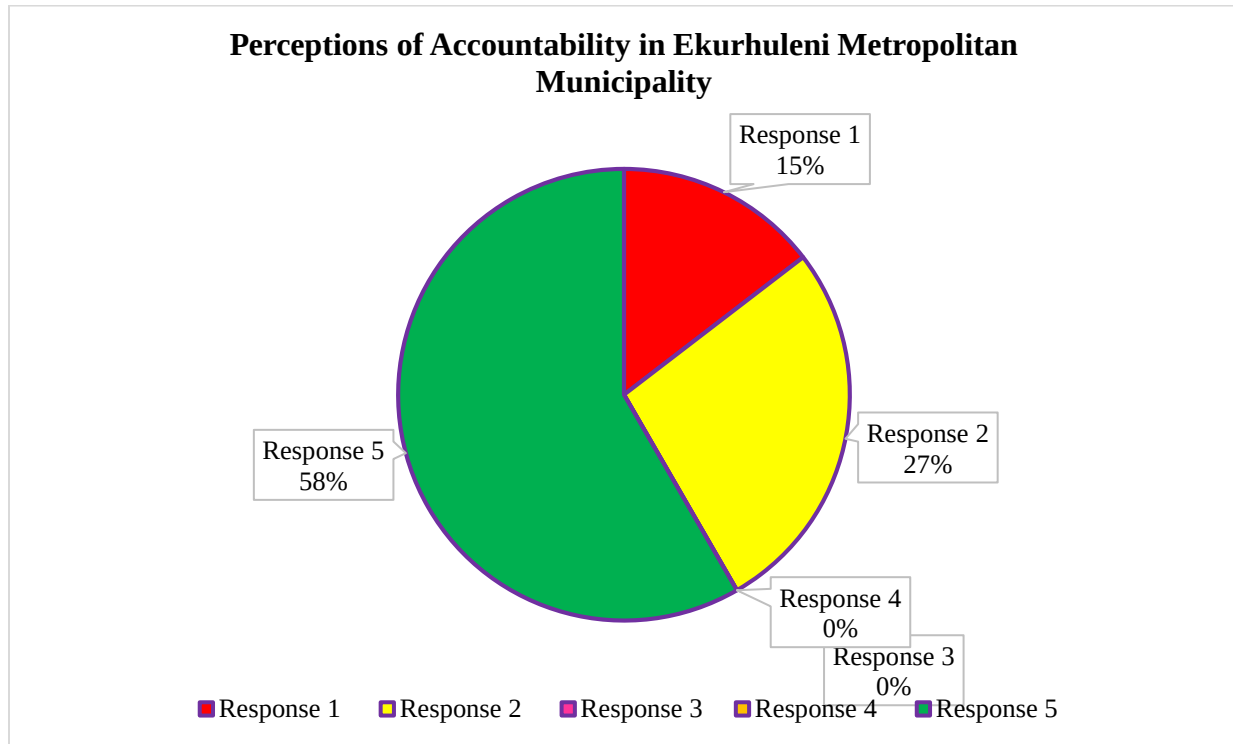


Figure 10: Perceptions of accountability in Ekurhuleni Metropolitan Municipality



5.4 Summary

In this section I have analysed what the terminology ‘accountability’ is in this study. Generally, accountability entails taking responsibility for one’s actions or inactions. Under the OPM model, accountability was a top to bottom approach in the form of monocratic hierarchy but under the NPM model accountability is individually accessed among the civil servants. Thus for a majority of the responses in the municipalities, accountability is the process in which the public servants function within the stated laws and regulations so as to achieve the expected outcomes. Moreover, civil servants are held individually accountable for the outcomes. Furthermore, a relative number of respondents in the category of parents indicated that they did not know what accountability is.

Chapter six: Analysis of the findings

This section of the research is further subdivided into seven sections. The first section, will critically analyse the pilot study that was conducted in Tanzania prior to the main study. The main focus will be on what the research sample was, the modifications on the ethical considerations and the final format of the research questionnaires. The second section, will examine the general structure of the education system in South Africa. It will also highlight on the characteristics of Model B, C and D primary schools in the South Africa. The third section, will examine the general structure of the education system in Tanzania and highlight on the characteristics of government primary schools. Sections four and five will critically examine the similarities and differences in the perceptions of efficiency of the public service respectively. Sections six and seven will critically examine the similarities and differences in the perceptions of accountability. Thus sections four to seven seek to critically examine the perceptions of efficiency and accountability therefore explain the key players of the enrolment and pass rate at the primary level education in the case studies chosen. Finally, sections eight and nine will analyse the mechanisms or suggestions put forward towards the enhancement of efficiency and accountability of the public service so as to positively influence the enrolment and pass rates at the primary level education.

6.1 The pilot study and the outcomes on the final research question

A pilot study is a small-scale study conducted in preparation of a major research (Teijlingen and Hundley 2001). In most cases, a pilot study is done to test feasibility of the major study in terms of whether the proposed instruments are appropriate, what are the limitations on the study and where and how do the research protocols need to be adhered or altered and so forth (Teijlingen and Hundley 2001, 1).

The pilot study for this research was conducted at Elite Dignity Primary School. It is an English medium school, located in Goba in Kinondoni municipality which is one among the three municipalities in Dar Es Salaam region. The school has approximately 450 students and 20 members of staff. The aim of the study was to test the research tools chosen, the aspect of language barrier, the research sample, and the understandability of the research questionnaire. As stated earlier, this study is a qualitative research whose aim is to focus on understanding of the perceptions of accountability and efficiency on the enrolment and pass rate and to this effect the

quality of the questionnaire, language of communication and research sample for the major study is crucial.

In total ten questionnaires were handed out. 3 questionnaires were handed to the school director, head teacher and academic teacher. In addition, 3 questionnaires were handed out to educators in the school whose children attend a different school. Moreover 3 questionnaires were handed to educators at the school who are neither parents nor have children attending in a different school. Lastly, 1 questionnaire was handed to a parent in the school body council whose child is attending Elite Dignity Primary school.

The pilot study revealed some crucial aspects of the research that I had initially overlooked. First, was the aspect of language barrier. Initially, I had set the questionnaire in English only. It was through the pilot study that I found out that I will need to set the questionnaire in Swahili for easy communication and collection of the right information. In the case of South Africa, it was clear that I would need to get an interpreter particularly for easy communication with individuals in the selected samples. Second, with the research focusing on the efficiency and accountability of the public servants and the recent ongoing feud between the government and teachers' association in Tanzania, most educators in the school were reluctant to provide information. Furthermore, the new administration has vowed to deal with slacking public servants and to some extent has dealt vigorously with underperforming civil servants. To this effect, I was left with the challenge of having to prove that my research was neither politically motivated nor attached to the recent government actions. Hence to combat this barrier I had to make sure that the participants consent and information sheet provides the participants the assurance that my research would not have further implications as a result of their involvement beyond the purpose of fulfilling a Master's degree requirement.

There are several ways in which the pilot study influenced the modification of the questionnaire. First, before the pilot survey was conducted, there was only one set of questionnaire that was set. However, through the pilot study, it was clear that the set of questions set did not fit into all categories of the research sample chosen for the main study. To this effect, there were four sets of questionnaires set to fit into the four categories of the research sample (*Kindly refer to annex 13 to 21 for the different set of questionnaires*). Second, the pilot study enabled me to alter the participant and consent forms to address the political effect on the data collection process. Thus

there were sections added stating clearly the purposes and position of the researcher and also to ensure the participants that their involvement in the research would not result to any political action. However, it is important to note that due to time, distance and money constraints, the pilot study was only conducted in Tanzania at Elite Dignity Primary school as stated earlier and modifications for the main study were thereafter finalised.

6.2 The structure of the Primary Education System in South Africa

Primary education in South Africa comprises of the foundation and the intermediate phase which in total lasts up to seven (7) years (EP-Nuffic 2015, 7). The central government is responsible for education as a whole and issues national education guidelines (EP-Nuffic 2015, 6). Furthermore, each province consists of its own education department which enjoys a reasonable degree of autonomy and implements the national policy (EP-Nuffic 2015, 6). As stipulated in the South African Constitution, Chapter 2 Section 29(1), “Everyone has the right to a basic education including adult basic education” (The Republic of South Africa 1996, 12). To this effect primary education in South Africa is compulsory. Nonetheless, for majority of the primary schools that are subsidised by the state the ratio of teacher-to-pupil is approximately 1:30 (EP-Nuffic 2015, 7).

Due to the apartheid legacies on the South African education system, in an attempt to rectify the quality of education provided amongst the different race groups, the government introduced different schooling systems namely Model-B, Model-C and the Model-D system.

Characteristics of Model- B schools are;

- They receive state funding which is partly used for staff salaries and partly for operations and administration
- All staff is appointed by the Department of Education
- The building maintenance is the responsibility of the state
- The Minister of Education determines the pupils’ admission policy
- School fees are not compulsory and not enforceable (Fiske and Ladd 2003).

Characteristics of Model- C schools are;

- They receive state funding which is used entirely for staff salaries including administration
- All staff is selected and appointed by the governing body in which the governing body is a parent teacher association, elected by parents with representatives of teachers and learners also being members

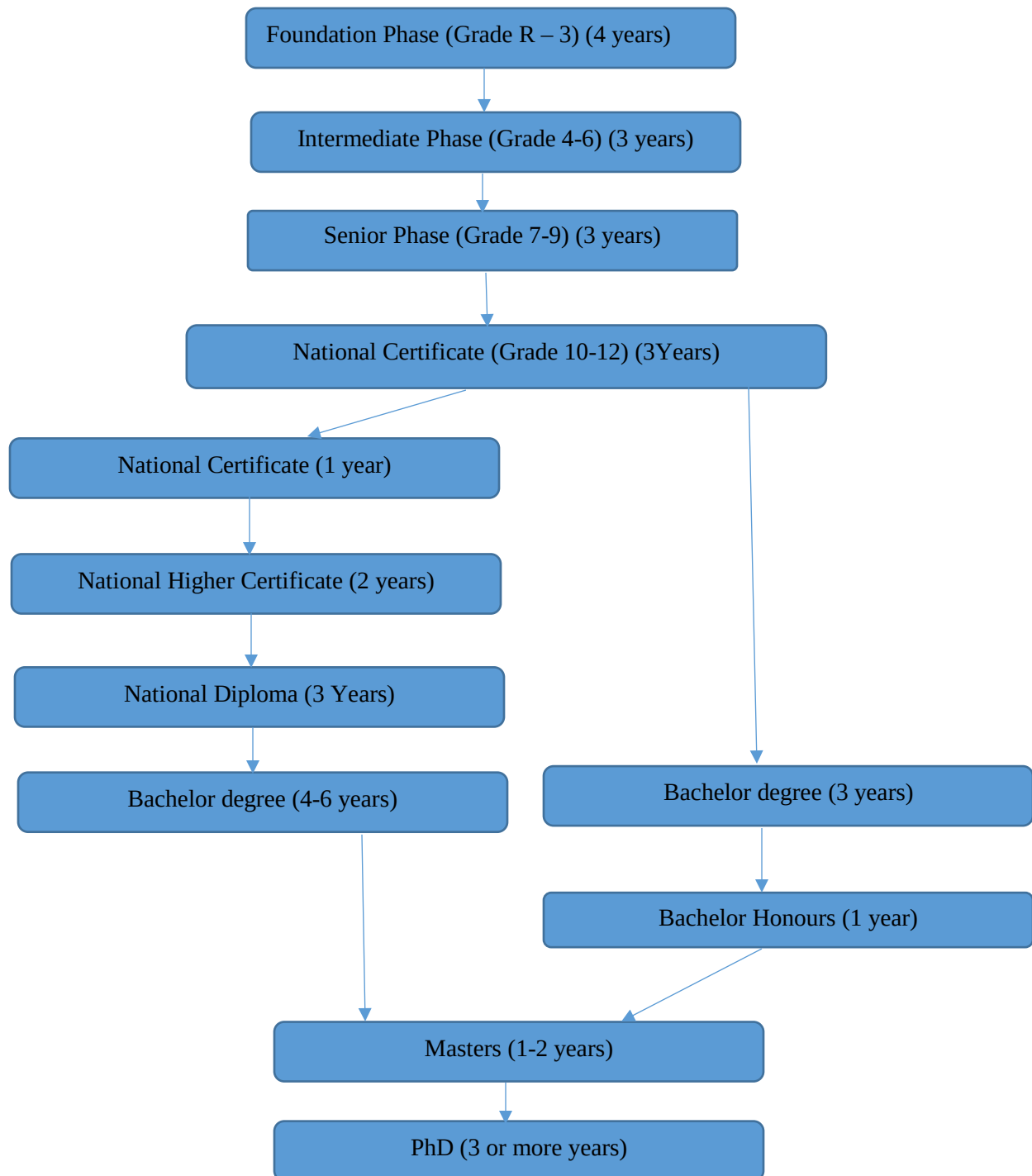
- Additional staff members can be appointed but are paid for by the governing body
- The school determines the pupil admissions policy
- School fees are legally enforceable but no child under the age of sixteen can be removed for non-payment of fees (Fiske and Ladd 2003; Mncube 2009).

Characteristics of Model-D schools are;

- They are run and maintained by the government
- They consist of a majority black student population
- Most staff teachers are from ex-white schools
- They are specifically aimed at the previously disadvantaged pupils (Fiske and Ladd 2003).

Both Model-B and Model-C schools receive equal amount of state funding (Fiske and Ladd 2003; Mncube 2009). However, Model-B schools are entirely the responsibility of the government and the schools have very little extra funds granted to it while Model-C schools are the responsibility of the respective governing bodies besides the government staff salaries (Fiske and Ladd 2003; Mncube 2009). In addition, very few Model-D schools were established by the state and exist to date (Fiske and Ladd 2003). The selected sample of schools in Ekurhuleni metropolitan municipality is an inclusion of Model-C and Model-B schools. The Model-C schools are Edenglen and Dunvegan Primary schools. Model B schools are Tlamatlama, Magalelagase, Nyiko, Kloppepark and Nqubela Primary schools.

Figure 11: The structure of the South African Education system



Source: EP-Nuffic 2015

6.3 The structure of the Primary Education System in Tanzania

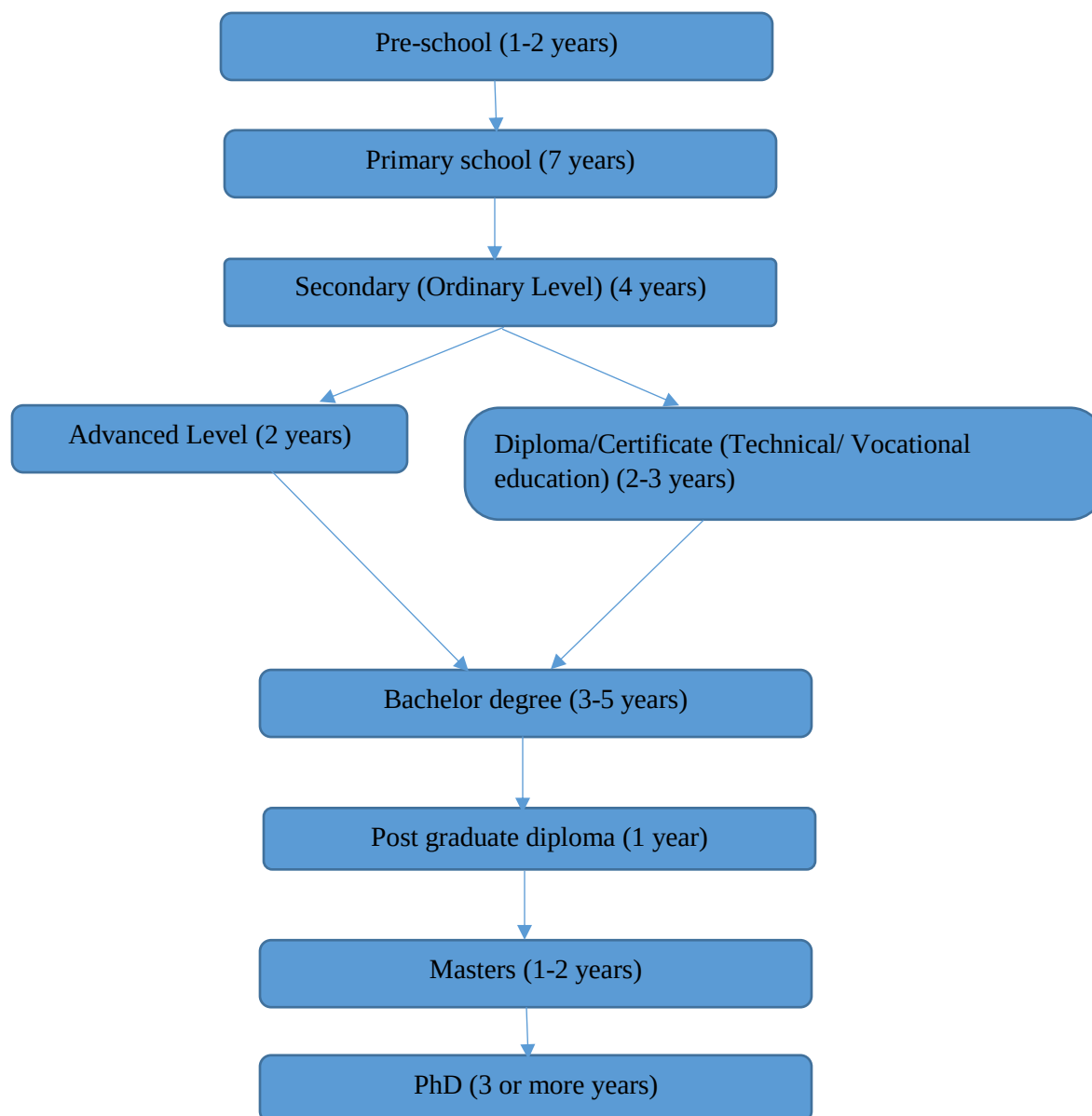
In Tanzania, primary education entails seven (7) years for completion for those enrolled (EP-Nuffic 2014). The Ministry of Education and Vocational Training has general responsibility for primary and secondary education system in the country (EP-Nuffic 2014). Furthermore, the Regional Administration and Local government are in charge of governance and monitoring of education services in their respective allocations (EP-Nuffic 2014). As in the case of most African states, primary education is compulsory for all within eligible age group (EP-Nuffic 2014).

In Tanzania, education as a basic need for the community is provided both by the public and private sectors. There are two forms of primary education schools, namely; government and private schools. All government schools are characterised of;

- No school fees payment but contribution towards school supplies from 2002
- Swahili is the medium of communication
- Due to the policy of “*compulsory primary education*” which is free there has been an overcrowding in the classrooms resulting to a higher teacher pupil ratio and hence poor quality of education offered (The Ministry of Education and Vocational Training (MoVET) 2011, 79).

In Temeke municipality, the selected sample of schools are; Kizuiani, Nzasa, Wailes, Mbagala, Kiburugwa and Ali Hassan Mwinyi primary schools. They are all government schools.

Figure 12: The structure of the Tanzanian Education system



Source: MoEVT 2011; EP-Nuffic 2014

6.4 Similarities in the perceptions of efficiency on the enrolment and pass rate at the primary education level in the municipalities

In the earlier chapter, an analysis on the perceptions of efficiency resulted to the categorisation of the understanding of efficiency in the municipalities into six categories. Similarities arose on responses 1 and 2. These were;

- Response 1: efficiency within the broader notion of the two categories of efficiency, namely; technical and allocative and the NPM model
- Response 2: efficiency in the public service can be enhanced by increased inputs towards technical efficiency

A majority of the respondents in the municipalities indicated that efficiency falls within broader scope of the NPM model and striking a proper balance between technical and allocative efficiency. In Temeke it is 44% while in Ekurhuleni it is 21% who gave such a response. Thus respondents in this category stated that efficiency is a measure of the ratio of the outputs to the inputs. In addition, respondents argued that efficiency of the public service that would have to influence the enrolment and pass rate at the primary level education would need to maintain a balance between the provision of learning materials, infrastructure and ensure effective policy formulation and implementation on efficiency.

Technical efficiency refers to the resources deployed towards the delivery of public good and services. For this study one could argue that it relates to the debate on budget allocations and how the finances are spent in the municipalities. There were similarities in the responses from the selected sample. Thus respondents stated that efficiency of the public service would have to incorporate the finances being allocated towards;

- improving the learning environment
- innovation and creativity on syllabus and curriculum planning
- improving the infrastructure such as classrooms
- provision of learning and teaching materials
- improving the provision of salaries and bonuses for the educators
- provision of regular training for the educators

On drawing upon the importance of shifting from the OPM model to the NPM model, most

respondents in the selected sample argued that one of the key significances was the emphasis on efficiency. Thus the shift towards the NPM model meant that the governments were more focused towards the outcomes rather than inputs and hence an emphasis on efficiency.

6.5 Differences in the perceptions of efficiency on the enrolment and pass rate at the primary education level in the municipalities

Allocative efficiency refers to the formulation of policies in the public service to ensure the cost-effective delivery of public goods and services. In addition, it entails addressing key questions as to whether, the policies are right and if so do they really work to attain the desired outcomes. In the case study of Temeke 9% of the respondents stipulated that in the process of ensuring efficiency, it is essential that the government formulates the right policies. Thus policies should be formulated around;

- addressing grievances of the educators timely and equally
- working relations between the educators
- policies on the delivery of the required materials or resources in the schools

However, in the case of Ekurhuleni none of the respondents indicated the importance of formulating policies. One could argue that this speaks more broadly to the debate on policy formulation and their implementation thereafter. In the case of South Africa, there are several policies and documents that shape the manner in which the public service ought to operate in general. Some of these are;

- Public Service Act of 1994
- Chapter 10 of the 1996 South African Constitution
- Basic Conditions of Employment Act No. 75 of 1997
- Batho Pele Principles of 1997
- Public Finance Management Act (PFMA) of 1999

The above policies either directly or indirectly address efficiency in the public service. However, in the case of Tanzania there are few policies that address the manner in which the public service ought to operate. Some of these are;

- Public Service Management and Employment Policy of 1998
- Public Service Act of 2002

Thus the difference between the selected case studies would therefore be the lack of or poor implementation of policies that would drive for efficiency. Hence, one could suggest that the fact that there are few policies or documents that address the public service in Tanzania may be considered as a trigger as to why some respondents in the Temeke case study would call for increased formulation of policies so as to enhance efficiency.

Moreover, on the debate of technical efficiency even though both respondents called for an emphasis on technical efficiency the difference lies in the prioritisation. A number of respondents in the case study of Temeke argued that provision of infrastructure would have to incorporate the provision of housing for the educators and proper toilets in the schools. On the notion of housing, educators argued that due to long travel distance and poor transport systems, most of the time is spent on travelling from one point to the other. This results to exhaustion hence impacting on functionality of the educators. To this effect, they argued that budget allocations towards education should cater for nearby housing facilities for the educators. Moreover, due to hazardous working and learning environment contributed by poor sanitation and toilet facilities in the schools, most educators pointed out that indirectly this impacts on the day to day operations in the schools which in the long term impacts on efficiency.

In the case of Ekurhuleni case study, respondents argued that even though the shift from OPM to NPM model led to an emphasis on efficiency there were several shortcomings that came thereafter. First, NPM model was experimented in developed nations which did not experience similar political and economic history like most African countries. Furthermore, the legacies the apartheid regime had towards education it was nearly impossible for the new democratic South African public administration to be as efficient as expected. This is because while efficiency calls for greater outcomes at low costs, the government did not foresee the population pressure with the distribution of a public good as education now that inclusivity was a guiding principle. Second, with the NPM model adopting the “business-managerial” model and the use of contracts, it created a leeway for rent-seeking individuals and hence corruption.

6.6 Similarities in the perceptions of accountability on the enrolment and pass rate at the primary education level in the municipalities

Several responses were raised with regards to what the perceptions of accountability are. There were similarities in the case studies on response 1 in which respondents stipulate accountability according to the broader scopes of the NPM model and response 2 in which respondents argue that accountability within the public service could be equated to the efforts put in by the civil servants towards delivery of the required goods and services. Thus in this research study respondents argue that accountability is;

- the effective measurement of the outcomes rather than the inputs
- the process in which the civil servants are held accountable for the expected outcomes
- the manner in which the public service and servants function within the stated laws and regulations so as to achieve the expected outcomes promised to the public timely
- the public service and servants monitoring and implementing on the outcomes without any form of discrimination
- within the public service could be equated to the efforts put in by the civil servants towards delivery of the required goods and services
- to ensure that the public service is accountable to its citizens it entails the public servants knowing and understanding their duties, the laws, rules and policies that govern them, the expected outcomes and for the public servants to work effortlessly to ensure the delivery of goods and services.

6.7 Differences in the perceptions of accountability on the enrolment and pass rate at the primary education level in the municipalities

In Temeke and Ekurhuleni municipalities, the difference in the perceptions of accountability lie in the prioritisation of what entails accountability. While a majority in Temeke municipality prioritised response 1 it was an average number in Ekurhuleni municipality. On the other hand, while a majority prioritised response 2 in Ekurhuleni, it was an average number in Temeke municipality. Thus one could argue that even though both municipalities may have indicated that accountability of the public service entails both responses 1 and 2, the difference lies in the prioritisation.

Other responses in the category of accountability in the public service were;

- Response 3: respondents who argue that the perceptions of accountability within the public service lie within the broader scope of the OPM model
- Response 4: respondents who indicated that they did not know what accountability within the public service is

In the Temeke case study an average of 4% defined accountability within the broader scope of OPM model. They argued that there should be a form monocratic hierarchy in which the school principals take charge of the affairs of accountability in their respective schools. This relates to the notion of authority and fiscal decentralisation. Thus relating back to the budget allocations and the expected outcomes. They argue that due to less involvement for the junior educators on how finances are allocated in the respective schools and less address on the grievances raised thereafter, it is unfair for the community or the government to call junior officials into account for failure to deliver on the expected outcomes while orders are carried out at the top authority.

From the above discussion, one could argue that the sentiments raised by the respondents draws us back to the bureaucratic form of accountability under the OPM model. A key feature of the bureaucratic model is that relationship is hierarchical and based on the ability of the supervisors to reward or punish their subordinates (Romzek and Dubnick 1987, 229). With lack of transparency, the disadvantage of such form of accountability is that it may create room for favouritism and hence poor accountability.

With regards to response 5, 7% in the Temeke case study indicated that they did not know what accountability in the public service is. This again speaks to how well the public or community is informed on what are the key features that embody the public service. One could argue that even though the community members may understand what the public service is, they may not necessarily understand what are the key features that should characterise it. All respondents in this category were parents and hence it indicates that there is less understanding of what accountability is among the community members.

Having looked at the perceptions of efficiency and accountability and the influence it has towards the enrolment and pass rate at the primary level education, this study conducted a survey to summarise the responses. The key question addressed was *“to what extent do the perceptions*

of efficiency and accountability in the public service within the public education sector influence the perceptions of enrolment and pass rate at the primary level education?” The responses were categorised into four responses. These were;

- very high
- average
- very little
- and no effect at all.

Both in Temeke and Ekurhuleni case study a majority of respondents indicated that the perceptions of efficiency and accountability within the public service have an average influence towards the enrolment and pass rate. However, while 15.2% of respondents from the Temeke case study indicated that the perceptions of efficiency and accountability within the public service have no effect at all towards the enrolment and pass rate it was a 0% indication from the Ekurhuleni case study. To this effect one could argue that the Ekurhuleni case study indicates whether highly or averagely, somehow the perceptions of efficiency and accountability within the public service do take an influential role towards the enrolment and pass rate at the primary level education.

Figure 13: Perceptions of efficiency and accountability on the enrolment and pass rate at the primary level education in Temeke Municipality

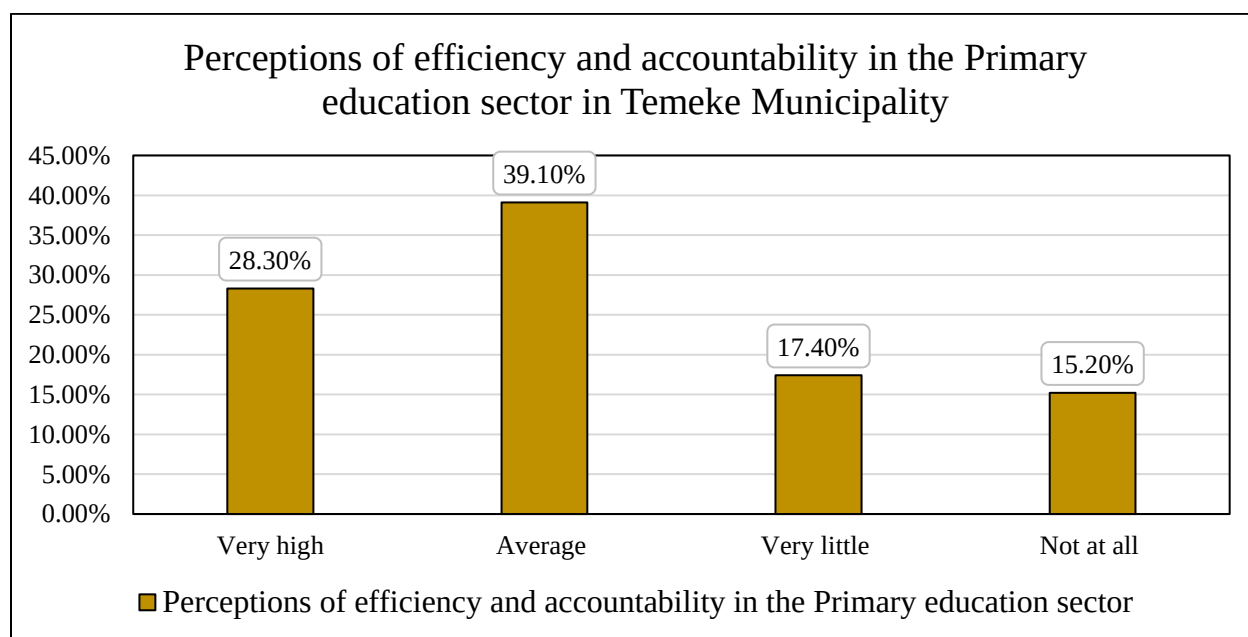
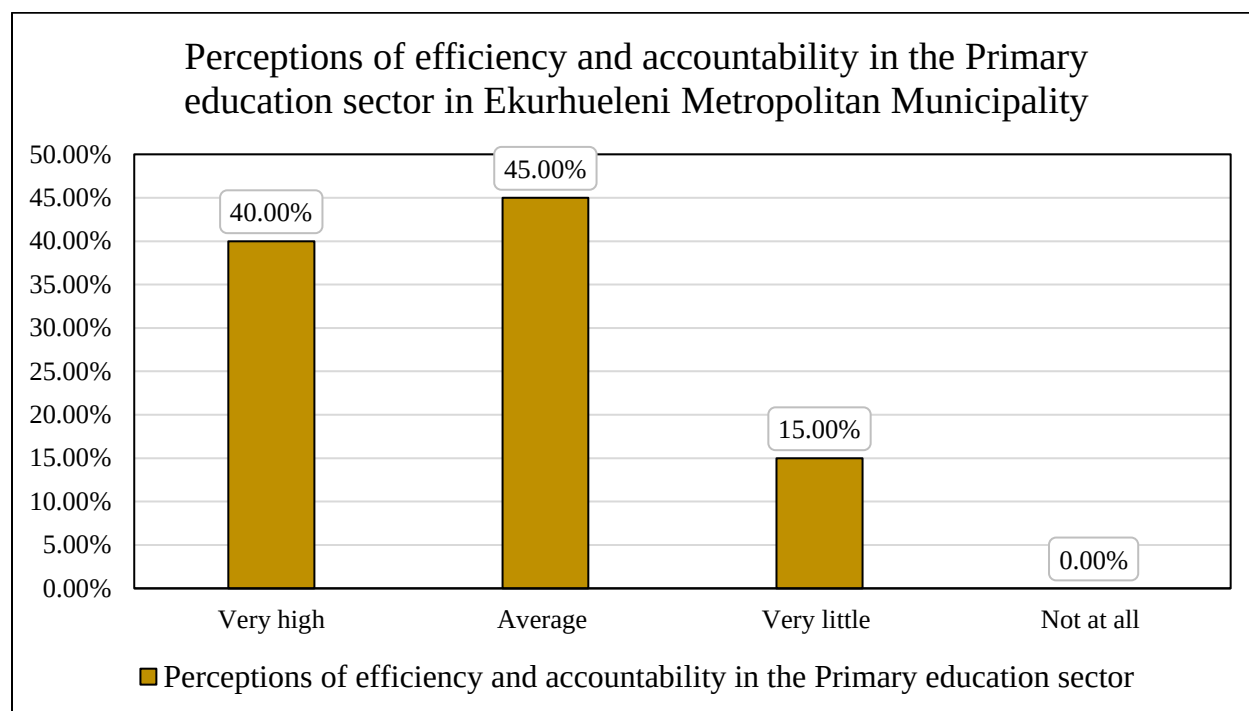


Figure 14: Perceptions of efficiency and accountability on the enrolment and pass rate at the primary level education in Ekurhuleni Metropolitan Municipality



6.8 Mechanisms to enhance the perceptions efficiency in the municipalities

The above sections in this chapter analysed the similarities and differences in the perceptions of efficiency by the respondents in the municipalities. This section will analyse some of the suggestions or mechanisms on the perceptions brought forward by the respondents. Several factors account to the enhancement of the perceptions of efficiency within the public service. These factors can be categorised into four, namely;

- practices that ensure increased results orientation
- arrangements that increase flexibility
- methods for strengthening competitive pressures
- nature of the various workforce issues such as representativeness, diversity and inclusivity (Curristine, Lonti, and Joumard 2007, 9).

Category one: practices that ensure increased result orientation

In this category one could argue that efficiency is focused towards achieving the greatest outcomes at lower costs. Thus it is emphasis on practices that ensure increased result orientation.

With regards to the study one could argue that it addresses the broader context on the budget practices procedures and performance measurement arrangements. To this effect some of the mechanisms to enhance perceptions of efficiency would therefore entail;

- The provision of learning and teaching resources. One could argue that the responsible bodies in the schools should conduct thorough research to know what resources are needed, how will they be deployed and what are the ways to ensure that such resources are accounted for accurately ahead of the school year. Moreover, the government should not simply provide resources but rather resources such as books need to be up to date. In addition, the government should consider digitalising the process which would mean efficiency on data collection and recording for the resources requested, deployed and utilised.
- To ensure that the educators are up to date, there should be regular workshops and training opportunities for all without favouritism or biasness.
- Recruitment process should be documented into policies to ensure that educators are recruited in the right manner for the right positions. Moreover, the hiring process should consider people who are altruistic, hold right values and ideologically motivated to serve the communities. This is because unlike the private sector, the public service is not geared towards the maximisation of profit but rather serving and catering for the community.
- The “*parent effect syndrome*” has to be addressed. In the Temeke case study, most educators stated that most parents detach themselves from the schools’ operations by either not effectively participating in the Parents School Body or meetings called by the schools. Thus there should be policies or regulations to ensure that parents are actively involved in the schools through their respective Parents School Body.
- There should be strict timeframes by which the expected outcomes should be attained which should coincide with proper policies, implementation and finances deployed

Category two: arrangements that increase flexibility

This section of the study looks into the devolution of functional and fiscal responsibilities from central to sub-national governments, intra-governmental co-ordination, human resource management arrangements and e-government. To this effect some of the mechanisms to enhance the perceptions of efficiency would be;

- Budget allocations may not be the problem, the problem exists if the budget allocated does not necessarily cater for the needs of the educators and the learners. To this effect one could argue that funds need to be utilised in the right way for the right purposes depending on the needs of the respective schools.
- For most government schools there is overcrowding which mounts pressures on the educators on day to day assessments of the pupils. Thus even though there might be a higher enrollment rate, passing rate tends to drop due to poor systems in how the education is delivered. To deal with such shortcomings, the governments may consider e-learning for students between grade 5 to 7. Thus assessments and minor tests may be done digitally. On the other hand, introduce final year university students to become course coordinators for the e-learning process.

Category three: methods for strengthening competitive pressures

This category addresses the debate on methods to strengthening competitive pressures through privatisation and motivation. As was the case in South Korea, the government emphasised on healthy competition between the educators to ensure greatest outcomes. Some of the suggestions by the respondents were such as;

- Introduce rewards mechanisms in the schools that recognise the teachers' efforts such as categories of the employee of the month, the hall of fame, yearly bonuses and so forth
- Revisit the working hours, benefits and division of tasks amongst educators
- Wage categorisation between educators should place emphasis on one's education, deliverables, achievements rather than classism and favouritism

Category four: nature of the various workforce issues such as representativeness, diversity, inclusivity and working environment

Wages are essential for attracting and retaining qualified staff. In a sector such as education where there is shortage of teachers, wages are important. Several factors need to be taken into account under this category such as the workforce size, its composition, the extent and nature of unionisation, the attractiveness of the public sector, inclusivity, representativeness, and diversity. Thus while wages and wage systems may be an incentive, non-monetary incentives are also necessary. This would therefore look into the aspects of;

- School principals who in this case are vested with the roles of managers should be a leading example and bridging gap between the state, teachers' associations and the educators. They should thoroughly follow up to ensure that the educators adhere the principles to which they are governed by, their grievances such as delay in salaries, poor housing and sanitation facilities are dealt with justly and timely and promotions at work are fairly and timely carried out.
- Proper categorisation and timely payment of salaries for the educators
- Effectively dealing with hardships faced by educators and/or learners such as the housing problems, sanitation and toilet facilities
- For misconduct at the working stations such as sexual assault allegations, nepotism, favouritism, corruption and so forth, there should be proper authorities to address such issues.

6.9 Mechanisms to enhance perceptions of accountability in the municipalities

The feature of accountability within the public service plays a vital role in ensuring the delivery of public goods and services. It addresses the key questions of what needs to be done, who needs to be held accountable, what policies should be formulated, what other features of the public service need to be taken into account and who needs to be involved in the accountability process. Thus some of the suggestions to enhance the perceptions of accountability are;

- Pfiffner states that some of the key features of NPM such as decentralisation and managerialism is to influence accountability and give more powers to the managers to be more flexible to use their judgment to hold accountable those that are under their watch (Pfiffner 2004, 4). Looking into the primary education system, one could argue that in such a case, school principals or headmasters or headmistresses are the managers vested with the responsibility to ensure accountability of the educators in their respective schools. Hence, it would be vital for the school principals to fully take on the role and guiding policies to ensure that processes of accountability are conducted fairly and equally.
- Transparency is another element that needs to be emphasised on. This is because through transparency it makes it possible for the public to make allegations when a public office or servant is not acting according to the state's rules and regulations. Thus there should be transparency in the allocation of funds, formulation and implementation of policies.

- For reporting mechanisms and feedback systems from those served by the educators or public servants, taking into account the expansion of technology, the schools should make effective and responsible usage of the social media platforms in the laying of anonymous complaints or feedbacks. However, this should also entail effective regulation to ensure that it is not a platform for verbal abuse, bullying or degrading of the educators or members addressed.
- Most educators have argued that the education sector has become a politicised tool for the politicians during campaigns. To this effect, little is being done at the forefront to ensure delivery. Hence, effective policies should be formulated to depoliticise the education sector. This would have an impact on accountability because promises made during political rallies for the expected outcomes will no longer be an act for political gains but rather a focus on the expected outcomes even with or without the change of a government.
- Also there needs to be great navigation on cross-cultural communication and overcoming regulatory hurdles particularly on the senior-junior work relations when issues of race, gender, education and economic status are also embodied.
- Provide the right information to the public that would aid policy formulation and follow-up thereafter.
- There needs to be strict emphasis on public reporting and involvement particularly amongst parents and guardians.
- Regular training and workshops to remind the educators and other public servants of what is expected of them according to the positions they hold or will hold and the consequences for their actions or inactions.

Chapter seven: Conclusion

The main focus of this research was to examine the perceptions of efficiency and accountability of the public service towards the enrolment and pass rate at the primary level education. The main case studies for the research were selected sample of primary schools and municipality officials of Temeke and Ekurhuleni Municipality in Tanzania and South Africa respectively. This research adopted an explanatory qualitative approach and the main research tool was open-ended questionnaires. Furthermore, one analysed the case studies and highlighted on the learning lessons from the alternative case studies of Zimbabwe and South Korea. I then critically examined what the public service is and drew a comparison between the OPM and the NPM model. I also looked into the reforms within the public service generally and the public education sector itself. Nonetheless, I critically analysed the notions of efficiency and accountability by drawing upon the debates between the OPM and NPM model.

The findings from the selected samples in the municipalities indicated that the perceptions of efficiency and accountability within the public service have an average influence towards the enrolment and pass rate at the primary level education. To this effect it is important to enhance the perceptions of accountability and efficiency so as to attain the desired or expected outcomes. Hence, several recommendations were put forward to enhance the perceptions of efficiency. First, the emphasis on practices that ensure increased result orientation such as the provision of learning and teaching resources, the government should provide regular and up to date workshops and training opportunities for educators, restructure the recruitment processes, increase parents' participation in the school affairs and clearly definite timeframes for agreed outcomes. Second, the government should facilitate arrangements that increase flexibility such as digitalising the monetisation and budget allocations and introducing e-learning so as to overcome overcrowding and poor assessment. Third, enhance methods for strengthening competitive pressures amongst educators so as to attain greatest outcomes such as introduce rewards mechanisms for outstanding results, revisit the working hours, benefits and division of tasks amongst educators and restructure wage categorisation. Fourth, address non-monetary incentives particularly on power and work relations in the offices.

In addition, the research findings suggested several mechanisms to enhance the perceptions of accountability. These were; school principals or head teachers should take on an active role in upholding the values and policies of the public offices, emphasis on transparency in the allocation

of funds, formulation and implementation of policies to the public so as to create room for engagement, make effective and responsible usage of the social media platforms and also digitalise reporting mechanisms and feedback systems. Furthermore, depoliticisation of the education sector and great navigation on cross-cultural communication and overcoming regulatory hurdles in the working environments. Also provide the right information to the public that would aid policy formulation and follow-up thereafter and on the same note the government and the schools should strictly emphasise on public reporting and involvement particularly amongst parents and guardians. Lastly, the government and/or the schools should facilitate or provide regular training and workshops to remind the educators and other public servants the guiding principles of the public office, what is expected of them according to the positions they hold or will hold and the consequences for their actions or inactions.

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Map

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Annex**Annex 1****Political Studies**

School of Social Sciences • Private Bag 3, Wits, 2050, South Africa • Tel: +27 11 717 4363 • Fax: +27 11 717 4374
E-mail: politics@social.wits.ac.za • Website: <http://social.wits.ac.za/politics.htm>



June 29, 2016

Regional Commissioner's Office,
Dar es salaam Region,
P.O Box 5429,
Dar es Salaam,
Tanzania.

To whom it may concern

Re: Request for the permission to access the relevant information for a research project for the mentioned student below.

This letter is to confirm that **WINNIE PETER MUTUNGI** of student no. **607108** is a student at the University of Witwatersrand. For the year 2016, she is registered for a Master of Arts by Coursework and Research Report in the field of Political Studies.

To complete the above mentioned degree, all registered students are expected to submit a research report. With the guidance of her supervisor, Dr. Julian Brown, the university hereby grants her the permission to carry out her research in Tanzania. Her research topic as presented to the panel is:

'How does the efficiency and accountability of the public service within the public education sector influence the enrolment and pass rate at the primary level education. She intends to draw a comparison between Temeke Municipality in Tanzania and the Ekurhuleni Metropolitan Municipality in South Africa.'

For the above research to be completed she will be required to collect the relevant information from the relevant government departments and identified groups of interest, carry out interviews and hand out questionnaires to be filled.

The university hereby, on her behalf asks for the permission to the accessibility of the relevant information and it will be treated with high confidentiality. No information obtained shall be used otherwise.

For any queries please do not hesitate to contact the supervisor who is overseeing the work of the above mentioned student on behalf of the university.



Kind regards

Dr. Julian Brown

University of Witwatersrand

Political Studies Lecturer

Department of Political Studies

Johannesburg, South Africa

Tel: +27 11 717 4363

Email: julian.brown@wits.ac.za

Annex 2

Political Studies

School of Social Sciences • Private Bag 3, Wits, 2050, South Africa • Tel: +27 11 717 4363 • Fax: +27 11 717 4374
E-mail: politics@social.wits.ac.za • Website: <http://social.wits.ac.za/politicals.htm>



June 28, 2016

Temeke Municipal Council,
P.O Box 46343,
Dar es Salaam,
Tanzania.

To whom it may concern

Re: Request for the permission to access the relevant information for a research project for the mentioned student below.

This letter is to confirm that **WINNIE PETER MUTUNGI** of student no. **607108** is a student at the University of Witwatersrand. For the year 2016, she is registered for a Master of Arts by Coursework and Research Report in the field of Political Studies.

To complete the above mentioned degree, all registered students are expected to submit a research report. With my guidance as her supervisor, the university hereby grants her the permission to carry out her research in Tanzania. Her research topic as presented to the panel is;

'How does the efficiency and accountability of the public service within the public education sector influence the enrolment and pass rate at the primary level education. She intends to draw a comparison between Temeke Municipality in Tanzania and the Ekurhuleni Metropolitan Municipality in South Africa.'

For the above research to be completed she will be required to collect the relevant information from the relevant government departments and identified groups of interest, carry out interviews and hand out questionnaires to be filled.

The university hereby, on her behalf asks for the permission to the accessibility of the relevant information and it will be treated with high confidentiality. No information obtained shall be used otherwise.

For any queries please do not hesitate to contact me as the supervisor who is overseeing the work of Ms Mutungi on behalf of the university.



Kind regards

Dr. Julian Brown

University of Witwatersrand

Political Studies Lecturer

Department of Political Studies

Johannesburg, South Africa

Tel: +27 11 717 4363

Email: julian.brown@wits.ac.za

Annex 3

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION

Phone Number: 2203156/2203158

In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,

P.O. Box 5429,

DAR ES SALAAM

Date: JUNE 30, 2016

Reg. No.

✓ District Administrative Secretary,

TEMERU

DAR ES SALAAM

RE: RESEARCH PERMIT

Pro/Dr/Mr./Mrs/Ms/Miss WINNIE PETER MUTUNGI is a student/researcher from UNIVERSITY OF WITWATERSRAND has been permitted to undertake a field work research on THE PUBLIC SERVICE WITHIN THE EVALUATION SECTOR FOCUSING ON THE ASPECT OF EFFICIENCY AND ACCOUNTABILITY AND HOW IT INFLUENCES THE ENROLLMENT AND PASS RATE AT THE PRIMARY LEVEL EDUCATION DRAWING A COMPARISON BETWEEN TEMERU AND EKURHULENI MUNICIPALITY IN TANZANIA AND SOUTH AFRICA RESPECTIVELY From JUNE 2016 to FEBRUARY 2016

I kindly request your assistance to enable him/her to complete his/her research.


For: Regional Administrative Secretary
DAR ES SALAAM

Copy to: Municipal Director,
TEMERU
DAR ES SALAAM

" Principal/Vice Chancellor,
UNIVERSITY OF WITWATERSRAND



Annex 4

TEMEKE MUNICIPAL COUNCIL*[All letters should be addressed to the Municipal Director]*

Tel: +255 22-2928132/22-2928138
Fax: +255 22- 28928137
Barua pepe: temeke@tmc.go.tz
Tovuti: <http://www.tmc.go.tz>



MUNICIPAL DIRECTOR
92 MANDELA/TAIFA ROAD
P. O. Box 46343
15833 - DAR ES SALAAM
TANZANIA

REF: TMC/ED/T.1/37

Date 4th July, 2016

HEADTEACHER,
KIZUANI, NZASA, MGULANI, KIBONDEMAJI, WAILES, MBAGALA, YOMBO
DOVYA, JITHADA, KIBURUGWA, A. H. MWINYI NA RANGITATU
PRIMARY SCHOOLS,
TEMEKE-DAR ES SALAAM.

RE: RESEARCH PERMIT TO WINNIE PETER MUTUNGI

Kindly refer to the above heading.

Research permits has been granted to the researcher from **UNIVERSITY OF WITWATERSRAND PUBLIC SERVICE WITHIN PRIMARY EDUCATION** to conduct research on Temeke Municipality.

The research will be conducted from **July, 2016 to February 2017.**

For this letter I do request you to assist her accordingly.

Yours Sincerely,

A. Frank
For: **TEMEKE MUNICIPAL DIRECTOR**
TEMEKE

Annex 5

TEMEKE MUNICIPAL COUNCIL

[All letters should be addressed to the Municipal Director]

Tell: +255 22-2851054
 Fax: +255 22-2850640
 E-mail: temekemanspaa@tmc.go.tz
 website: www.tmc.go.tz



P.O.Box: 46343,
 Mandela Road
 DAR ES SALAAM,
 TANZANIA.

Ref. No. TMC/MD/ U.21/30

Date: 06/12/2016

MAHARO / MAFPO / MEO
 TMC

RE: RESEARCH PERMIT WINNIE PETER MUTUNGI

Please refer to the heading above

This is to inform you that, permission is granted to the above mentioned student/Researcher from UNIVERSITY OF WITWATERSRAND to conduct research on TEMEKE MUNICIPAL COUNCIL

case study of PUBLIC SERVICE WITHIN PRIMARY EDUCATION.
 This permit will effect from the date of this letter.

Please give with necessary assistance.

L. Neshary
 For: MUNICIPAL DIRECTOR
 TEMEKE

Kny: MKURUGENZI WA MAMSPAA
 TEMEKE

Copy to: - Researcher WINNIE PETER MUTUNGI
 From UNIVERSITY OF WITWATERSRAND.

Annex 6

For administrative use only:
Reference no: D2017 / 367



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	28 November 2016
Validity of Research Approval:	6 February 2017 to 29 September 2017
Name of Researcher:	Mutungi P.
Address of Researcher:	22 De Beer; unit 10; Marie Court Flats; Braamfontein; 2001
Telephone / Fax Number/s:	074 810 7977
Email address:	winnie.suzana@yahoo.com
Research Topic:	Efficiency and accountability in the public service within the public education sector drawing a comparison between Ekurhuleni Metropolitan Municipality and Temeke Municipality in South Africa and Tanzania respectively.
Number and type of schools:	EIGHT Primary schools
District/s/HO	Ekurhuleni North and Ekurhuleni South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB) must be presented with a copy of this letter.

Handwritten signature and date:
2016/11/29

Making education a societal priority

Office of the Director: Education Research and Knowledge Management ER&KM)

8th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;
3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 3 and 4 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.
10. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2016/11/29

Office of the Director: Education Research and Knowledge Management ER&KM)

8th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0505
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Annex 7:**Participant Information Sheet for Pilot Study****Research Title**

The ideas of efficiency and accountability in the public service within the public education sector and how they influence the perceptions of key players in primary level education in South Africa and Tanzania.

Aim of the research

Focusing on the New Public Management model, the purpose of this research is to understand how the ideas of efficiency and accountability within the public sector influence the perceptions of key players in primary level education. This will be achieved through a comparative case study critically analysing the Ekurhuleni municipality and Temeke municipality in South Africa and Tanzania respectively.

Taking into account the several factors such as developed infrastructure, better learning environment, availability of equipped and well trained teaching staff and so forth that interplay to ensure the provision of education, the public service also plays a vital role. This research aims to critically analyse how the perceptions of efficiency and accountability of the public service within the public education sector explains the enrolment and pass rate at the primary level education.

Notes for participants

1. You are invited to take part in a study on “*Efficiency and accountability of the public service within the primary education sector*”.
2. This Participant Information Sheet will help you decide if you’d like to take part. It provides you with information on why the study is being conducted and what your participation would involve.
3. I will go through the information with you and answer any questions you may have. Should you agree to take part in the study, you will be asked to sign the Consent Form. You will be given a copy of both the Participant Information Sheet and the signed Consent Form for your record.

4. You will be actively involved in the research for the duration of the interviews being conducted and/or filling out of questionnaires. Once this process is completed you will no longer be an active participant in the research.
5. The interview process may take up to a day, however this is subject to change depending on the nature of the interview and interviewee.
6. All participants will be identified numerically and information recorded or provided will be stored in a password protected computer.
7. Participation in this research is voluntary and you are free to withdraw at any time. If you do want to take part now, but change your mind later, you can pull out of the study at any time. Please note your refusal or withdraw to participate in the study will not result to penalty or any loss of benefit.
8. You may have access to the final report once completed. with prior agreements and arrangements with the researcher.

Please make sure you have read and understood all that has been stated in this document.

Annex 8:

Participant Consent Form for Pilot Study

Name of researcher:

Winnie Mutungi, Master's student in Political Studies at the University of Witwatersrand.

Contact of researcher:

winnie.mutungi@students.wits.ac.za

Name of supervisor:

Dr Julian Brown, Lecturer at the Department of Political Studies at the University of Witwatersrand.

Contact of supervisor:

julian.brown@wits.ac.za

I have read, or I have had the Participant Information Sheet read to me in my first language, and I understand the information provided.	Yes ☐	No ☐
I have been given sufficient time to consider whether or not to participate in this study.	Yes ☐	No ☐

I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form and information sheet.	Yes ☐	No ☐
I consent to the research staff collecting and processing my information.	Yes ☐	No ☐
I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without this affecting my medical care.	Yes ☐	No ☐
If I decide to withdraw from the study, I agree that the information collected about me up to the point when I withdraw may continue to be processed.	Yes ☐	No ☐
I understand that my participation in this study is confidential and that no material, which could identify me personally, will be used in any reports on this study.	Yes ☐	No ☐
I know who to contact if I have any questions about the study in general.	Yes ☐	No ☐
I understand my responsibilities as a study participant.	Yes ☐	No ☐
I wish to receive a summary of the results from the study.	Yes ☐	No ☐
I agree to the use of anonymized quotes in the publications.	Yes ☐	No ☐

Declaration by the participant;

I hereby consent to take part in the study

Name of participant

Signature

Date

Declaration by the researcher or member of the research team;

I have given verbal explanation about the research project to the participant and have answered the participant's question(s) for clarity throughout the interview or filling out of the questionnaire.

I believe that the participant understands the objectives of the research and has voluntarily consented to participate.

Name of researcher

Signature

Date

Annex 9:

Participant Information Sheet for the Main Study

Research Title

The ideas of efficiency and accountability in the public service within the public education sector and how they influence the perceptions of key players in primary level education in South Africa and Tanzania.

Aim of the research

Focusing on the New Public Management model, the purpose of this research is to understand how the ideas of efficiency and accountability within the public sector influence the perceptions of key players in primary level education. This will be achieved through a comparative case study critically analysing the Ekurhuleni municipality and Temeke municipality in South Africa and Tanzania respectively.

Taking into account the several factors such as developed infrastructure, better learning environment, availability of equipped and well trained teaching staff and so forth that interplay to ensure the provision of education, the public service also plays a vital role. This research aims to critically analyse how the perceptions of efficiency and accountability of the public service within the public education sector explains the enrolment and pass rate at the primary level education.

Notes for participants

1. You are invited to take part in a study on “*Efficiency and accountability of the public service within the primary education sector*”.

2. This Participant Information Sheet will help you decide if you'd like to take part. It provides you with information on why the study is being conducted and what your participation would involve.
3. I will go through the information with you and answer any questions you may have. Should you agree to take part in the study, you will be asked to sign the Consent Form. You will be given a copy of both the Participant Information Sheet and the signed Consent Form for your record.
4. You will be actively involved in the research for the duration of the interviews being conducted and/or filling out of questionnaires. Once this process is completed you will no longer be an active participant in the research.
5. The interview process may take up to a day, however this is subject to change depending on the nature of the interview and interviewee.
6. All participants will be identified numerically.
7. During the interviews, the researcher, Winnie Mutungi, will record the conversation for transcribing purposes thereafter of the information gathered. In filling out the questionnaires, the filled questionnaires will be collected by the researcher so as to record the information.
8. Kindly be informed that all information recorded or provided will be stored in a password protected computer.
9. This research is conducted for the sole purpose of completing a Master's degree at the University of Witwatersrand. To this effect, the researcher, Winnie Mutungi hereby declares that none of the information shared by the interviewees will be released to the government of the United Republic of Tanzania, the Republic of South Africa or any controversial authority.
10. Participation in this research is voluntary and you are free to withdraw at any time. If you do want to take part now, but change your mind later, you can pull out of the study at any time. Please note your refusal or withdraw to participate in the study will not result to penalty or any loss of benefit.
11. In any circumstance, should you think the researcher used the information for any other purpose than stated above, you are welcome to raise your concerns with the University

through Dr. Julian Brown, research supervisor (details provided in the consent form) and take legal measures required through the appropriate channels.

12. You may have access to the final report once completed with prior agreements and arrangements with the researcher.

Please make sure you have read and understood all that has been stated in this document.

Annex 10:

Participant Consent Form for the Main Study

Name of researcher:

Winnie Mutungi, Master's student in Political Studies at the University of Witwatersrand.

Contact of researcher:

winnie.mutungi@students.wits.ac.za

Name of supervisor:

Dr. Julian Brown, Lecturer at the Department of Political Studies at the University of Witwatersrand.

Contact of supervisor:

julian.brown@wits.ac.za

Please tick to indicate you consent to the following;

I have read, or I have had the Participant Information Sheet read to me in my first language, and I understand the information provided.	Yes ☐	No ☐
I have been given sufficient time to consider whether or not to participate in this study.	Yes ☐	No ☐
I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form and information sheet.	Yes ☐	No ☐
I consent to the research staff collecting and processing my information.	Yes ☐	No ☐

I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without this affecting my medical care.	Yes ☐	No ☐
If I decide to withdraw from the study, I agree that the information collected about me up to the point when I withdraw may continue to be processed.	Yes ☐	No ☐
I understand that my participation in this study is confidential and that no material, which could identify me personally, will be used in any reports on this study.	Yes ☐	No ☐
I am aware I can raise my concerns should the researcher use the information provided for other purposes than stated in the Participants Information Sheet. I am also aware that I can take legal measures should the researcher fail to address my concerns accordingly through the appropriate authorities.	Yes ☐	No ☐
I know who to contact if I have any questions about the study in general.	Yes ☐	No ☐
I understand my responsibilities as a study participant.	Yes ☐	No ☐
I wish to receive a summary of the results from the study.	Yes ☐	No ☐
I agree to the use of anonymized quotes in the publications.	Yes ☐	No ☐

Declaration by the participant;

I hereby consent to take part in the study

Name of participant

Signature

Date

Declaration by the researcher or member of the research team;

I have given verbal explanation about the research project to the participant and have answered the participant's question(s) for clarity throughout the interview or filling out of the questionnaire.

I believe that the participant understands the objectives of the research and has voluntarily consented to participate.

Name of researcher

Signature

Date

Annex 11:

MAELEZO KWA MSHIRIKI KWA AJILI YA UTAFITI MKUU

Mukhtasari wa Utafiti

Namna dhana ya “ufanisi na uwajibikaji” katika utumishi wa umma husani katika sekta ya elimu ya umma inaathiri mitizamo muhimu katika uandikishaji na ufaulu kwenye elimu ya msingi nchini Afrika Kusini na Tanzania.

Maudhui ya Utafiti

Kwa kuzingatia muundo mpya wa umma, “New Public Management model”, dhumuni la utafiti huu ni kuelewa ni namna gani dhana ya “ufanisi na uwajibikaji” katika sekta ya umma inashawishi au kuathiri mitizamo muhimu katika uandikishaji na ufaulu katika kiwango cha elimu ya msingi. Uchambuzi na upembuzi yakinifu utafanyika katika manispaa ya Ekurhuleni na manispaa ya Temeke nchini Afrika Kusini na Tanzania kwa mtiririko huo.

Maelezo kwa ajili ya washiriki

1. Umealikwa kushiriki katika utafiti wa "ufanisi na uwajibikaji wa utumishi wa umma hususani katika sekta ya elimu ya msingi".
2. Kiambatanisho hiki kinakusaidia kupata maelekezo na uelewa wa utafiti huu kukusaidia kufanya maamuzi ya kukubali/kukataa kushiriki.
3. Mtafiti atapitia fomu hii kwa kina na mshiriki na kujibu maswali yoyote atakayokuwa nayo kuhusiana na utafiti utakaofanyika. Endapo utakubali kushiriki katika utafiti huu, itakubidi kutia saina katika fomu ya maridhiano kuashiria ushiriki wako.

4. Kama mshiriki, utapatiwa nakala ya fomu kuhusiana na taarifa kwa mshiriki na fomu ya Idhini kwa ajili ya kumbukumbu yako.
5. Endapo utakubali kushiriki katika utafiti huu, utahitajika kuwa mshiriki kikamilifu katika kujaza maswali ya dodoso au kufanya mahojiano. Mara baada ya mchakato huu kukamilika, ushiriki wako hautohitajika.
6. Mchakato wa kujaza dodoso au mahojiano unaweza kuchukua dakika thelathini (30) hadi masaa mawili (2) kulingana na hali halisi ya mahojiano na mhojiwa.
7. Washiriki wote watatambulika kwa nambari.
8. Wakati wa mahojiano, mtafiti, Winnie Mutungi, atarekodi mazungumzo kwa kipaza sauti au kwa kuandika kwa madhumuni ya kukusanya taarifa. Hali kadhalika katika kujaza dodoso, mtafiti atakusanya madodoso yaliyojazwa ili kurekodi taarifa.
9. Tafadhali kuwa na taarifa kwamba taarifa zote zilizorekodiwa au zilizojazwa kwenye madodoso zitahifadhiwa katika kompyuta yenye ulinzi wa nambari za siri.
10. Utafiti huu unaofanywa ni kwa lengo kuu la kukamilisha shahada ya Uzamili katika Masomo ya Siasa katika Chuo Kikuu cha Witwatersrand Johannesburg, Afrika Kusini. Hivyo basi, mtafiti, Winnie Mutungi anapenda kukufahamisha kwamba taarifa zilizotolewa pamoja na mahojiano yaliyofanyika hazitapitiwa kwa serikali ya Jamhuri ya Muungano wa Tanzania, Jamhuri ya Afrika Kusini au mamlaka yoyote yenye utata.
11. Ushiriki katika utafiti huu ni wa hiari na mshiriki anaweza kujitoa wakati wowote. Kama utafanya maamuzi kushiriki katika hatua ya awali na kupendelea kujitoa baadae, unaweza kufanya hivyo. Tafadhali kumbuka kukataa au kujiondoa katika kushiriki katika utafiti hautasababisha au kupelekea kwa adhabu au hasara yoyote.
12. Katika hali yoyote ile, endapo utagundua mtafiti katumia maelezo uliyotoa kwa madhumuni mengine yoyote zaidi ya yale yaliyotajwa awali, kama mshiriki, unayo ruksa kuwasiliana na Chuo husika kupitia msimamizi wa utafiti huu, Dk Julian Brown, (taarifa zimetolewa awali) na kuchukua hatua za kisheria kupitia njia sahihi.
13. Unaweza kupatiwa ripoti ya utafiti huu baada ya kukamilika kwa kuzingatia mawasiliano na mtafiti husika.

Tafadhali hakikisha umesoma na kuelewa yote ambayo yametajwa katika waraka huu.

Annex 12:

FOMU YA MARIDHIANO KWA AJILI YA UTAFITI MKUU

Jina la Mtafiti:

Winnie Mutungi, Mwanafunzi wa Shahada ya Uzamili kwenye Masomo ya Siasa, Chuo Kikuu cha Witwatersrand, Johannesburg, Afrika Kusini.

Barua pepe ya mtafiti:

winnie.mutungi@students.wits.ac.za

Jina la Msimamizi:

Dk Julian Brown, Mhadhiri katika Idara ya Masomo ya Siasa, Chuo Kikuu cha Witwatersrand, Johannesburg, Afrika Kusini.

Barua pepe ya msimamizi:

julian.brown@wits.ac.za

Tafadhali, weka alama ya tiki ☒ panapostahili;

Nimesoma na nimeelewa kila kilichoandikwa kwenye fomu ya “maelezo kwa mshiriki”.	Ndio ☐	Hapana ☐
Nimepewa muda wa kutosha wa kutafakari ushiriki wangu katika utafiti huu.	Ndio ☐	Hapana ☐
Nimeridhia majibu yote niliyopewa kwa maswali niliyouliza na nina nakala za fomu ya maridhiano na maelezo kwa mshiriki.	Ndio ☐	Hapana ☐
Nakubaliana na mtafiti kukusanya na usindikaji wa habari zangu.	Ndio ☐	Hapana ☐
Ninaelewa kwamba ushiriki katika zoezi hili ni wa hiyari na iwapo nitaamua kutokushiriki katika utafiti huu, wakati wowote ninayomaamuzi kufanya hivyo bila adhabu yoyote.	Ndio ☐	Hapana ☐

Iwapo nitaamua kujitoa katika utafiti unaofanyika, nakubaliana na taarifa zilizokusanywa hadi hatua ya mimi kujitoa katika utafiti, kuendelea kutumika.	Ndio ☐	Hapana ☐
Naelewa kwamba ushiriki wangu katika utafiti huu ni wa siri na kwamba hakuna nyenzo zozote ambazo zinaweza kunitambua mimi binafsi zitatumika katika kutoa taarifa yoyote juu ya utafiti huu.	Ndio ☐	Hapana ☐
Ninatambua ninaweza kuwasilisha wasiwasi wangu endapo mtafiti atatumia taarifa nilizotoa kwa madhumuni mengine zaidi ya yale aliyoyataja katika karatasi ya maelezo. Pia, natambua kwamba naweza kuchukua hatua za kisheria dhidi ya mtafiti endapo atashindwa au kutokuonyesha kushughulikia malalamiko yangu ipasavyo kupitia mamlaka husika.	Ndio ☐	Hapana ☐
Najua nani wa kuwasiliana naye endapo nina maswali yoyote kuhusu utafiti kwa ujumla.	Ndio ☐	Hapana ☐
Ninaelewa majukumu yangu kama mshiriki katika utafiti tajwa.	Ndio ☐	Hapana ☐
Nitapendelea kupokea muhtasari wa matokeo ya utafiti baada ya majadiliano kwa kina na mtafiti husika.	Ndio ☐	Hapana ☐
Nakubaliana na matumizi ya nakuu bila utambulisho katika machapisho.	Ndio ☐	Hapana ☐

Uthibitisho wa mshiriki;

Katika hili naridhia kushiriki katika utafiti tajwa;

Jina/ Nambari ya mshiriki

Sahihi

Tarehe

Uthibitisho wa mtafiti;

Nimetoa maelezo ya kutosha kwa mshiriki na nimejibu (ma)swali yake yote kwa ajili ya yeye kuweza dodoso au kushiriki kwenye mahojiano.

Naamini mshiriki ameelewa nia na madhumuni ya utafiti huu na amekubali kwa hiyari yake mwenyewe kushiriki.

Jina la mtafiti

Sahihi

Tarehe

Annex 13:**SWALI LA UTAFITI:**

Jinsi gani fikra za ufanisi na uwajibikaji katika utumishi wa umma katika sekta ya elimu ya umma inaathiri mitizamo muhimu katika uandikishaji na ufaulu kwenye elimu ngazi ya msingi nchini Afrika Kusini na Tanzania?

MUONGOZO WA DODOSO/ MAHOJIANO**SEHEMU A: TAARIFA ZA MSINGI**

1. Jina/ Nambari ya Mshiriki

2. Wilaya

3. Umri

4. Jinsia
 - a. Kiume ☐
 - b. Kike ☐
5. Kiwango cha elimu

a. Elimu isiyo rasmi ☐	d. Diploma ☐
b. Elimu ya msingi ☐	e. Chuo kikuu ☐
c. Sekondari ☐	f. Cheti ☐
	g. Nyingine
6. Ajira
 - a. Ajira ya muda ☐
 - b. Ajira ya kudumu ☐
7. Cheo/Nafasi

MASWALI YA UTAFITI KWA WALIMU

1. Unaelewa nini kuhusu utumishi wa umma?
2. Ni jinsi gani utumishi wa umma umebadilika chini ya “*New Public Management Model*” (mfumo mpya wa usimamizi wa umma) ukilinganisha na “*Old Public Management Model*” (mfumo wa zamani wa usimamizi wa umma)?
3. Kwa kuzingatia kuwa sekta ya elimu imo katika uangalizi wa utumishi wa umma, je ni kwa namna gani utumishi wa umma umeathiri sekta ya elimu?
4. Unaelewa nini kuhusu 'ufanisi' katika sekta ya umma?
5. Unaelewa nini kuhusu 'uwajibikaji' katika sekta ya umma?
6. Kwa kina, eleza ni taratibu zipi zinaweza kuongeza ufanisi zaidi wa watumishi wa umma?
7. Kwa kina, eleza ni taratibu zipi zinaweza kuongeza uwajibikaji zaidi wa watumishi wa umma?
8. Ni kwa kiasi gani mitizamo ya ufanisi na uwajibikaji katika utumishi wa umma kwenye sekta ya elimu ya umma inashawishi mitizamo ya uandikishaji na kiwango cha ufaulu katika elimu ya msingi?
 - a. Inaathiri sana
 - b. Inaathiri kiasi
 - c. Inaathiri kiasi ila kwa kiwango cha chini sana
 - c. Haiathiri kabisa
9. Je mgao wa bajeti wa serikali iliyoelekezwa katika sekta ya elimu ina athiri hasi/ chanya katika masuala ya ufanisi na uwajibikaji miongoni mwa watumishi wa umma?
 NDIO HAPANA
10. Kama ni ndio au hapana, ni kwa jinsi gani? (Maelezo yanategemea na jibu katika swali nambari 9).

Annex 14:**MASWALI YA UTAFITI KWA WAFANYAKAZI WA MANISPAA**

1. Unaelewa nini kuhusu utumishi wa umma?

2. Ni jinsi gani utumishi wa umma umebadilika chini ya “*New Public Management Model*” (mfumo mpya wa usimamizi wa umma) ukilinganisha na “*Old Public Management Model*” (mfumo wa zamani wa usimamizi wa umma)?
3. Kwa kuzingatia kuwa sekta ya elimu imo katika uangalizi wa utumishi wa umma, je ni kwa namna gani utumishi wa umma umeathiri sekta ya elimu?
4. Unaelewa nini kuhusu 'ufanisi' katika sekta ya umma?
5. Unaelewa nini kuhusu 'uwajibikaji' katika sekta ya umma?
6. Kwa kina, eleza ni taratibu zipi zinaweza kuongeza ufanisi zaidi wa watumishi wa umma?
7. Kwa kina, eleza ni taratibu zipi zinaweza kuongeza uwajibikaji zaidi wa watumishi wa umma?
8. Ni kwa kiasi gani mitizamo ya ufanisi na uwajibikaji katika utumishi wa umma kwenye sekta ya elimu ya umma inashawishi mitizamo ya uandikishaji na kiwango cha ufaulu katika elimu ya msingi?
 - a. Inaathiri sana
 - b. Inaathiri kiasi
 - c. Inaathiri kiasi ila kwa kiwango cha chini sana
 - d. Haiathiri kabisa
9. Je mgao wa bajeti wa serikali iliyoelekezwa katika sekta ya elimu ina athiri hasi/ chanya katika masuala ya ufanisi na uwajibikaji miongoni mwa watumishi wa umma?
NDIO HAPANA
10. Kama ni ndio au hapana, ni kwa jinsi gani? (Maelezo yanategemea na jibu katika swali nambari 9).
11. Je, mgawanyo wa mishahara miongoni mwa watumishi wa umma wa sekta ya elimu ina athiri hasi/chanya katika masuala ya ufanisi na uwajibikaji?
NDIO HAPANA
12. Kama ni ndio au hapana ni kwa jinsi gani? (Maelezo yanategemea na jibu katika swali nambari 11)

Annex 15:**MASWALI YA UTAFITI KWA WAZAZI**

1. Unaelewa nini kuhusu utumishi wa umma?
2. Ni sekta gani za huduma ya jamii zimo chini ya utumishi wa umma?
3. Kwa kuzingatia kuwa sekta ya elimu imo katika uangalizi wa utumishi wa umma, je ni kwa namna gani utumishi wa umma umeathiri sekta ya elimu?
4. Unaelewa nini kuhusu 'ufanisi' katika sekta ya umma?
5. Unaelewa nini kuhusu 'uwajibikaji' katika sekta ya umma?
6. Kwa kina, eleza ni taratibu zipi zinaweza kuongeza ufanisi zaidi wa watumishi wa umma?
7. Kwa kina, eleza ni taratibu zipi zinaweza kuongeza uwajibikaji zaidi wa watumishi wa umma?
8. Ni kwa kiasi gani mitizamo ya ufanisi na uwajibikaji katika utumishi wa umma kwenye sekta ya elimu ya umma inashawishi mitizamo ya uandikishaji na kiwango cha ufaulu katika elimu ya msingi?
 - a. Inaathiri sana
 - b. Inaathiri kiasi
 - c. Inaathiri kiasi ila kwa kiwango cha chini sana
 - c. Haiathiri kabisa
9. Mapendekezo mengine yoyote?

Annex 16:**MASWALI YA UTAFITI KWA WAKUU WA SHULE**

1. Unaelewa nini kuhusu utumishi wa umma?
2. Ni jinsi gani utumishi wa umma umebadilika chini ya “*New Public Management Model*” (mfumo mpya wa usimamizi wa umma) ukilinganisha na “*Old Public Management Model*” (mfumo wa zamani wa usimamizi wa umma)?
3. Kwa kuzingatia kuwa sekta ya elimu imo katika uangalizi wa utumishi wa umma, je ni kwa namna gani utumishi wa umma umeathiri sekta ya elimu?
4. Unaelewa nini kuhusu 'ufanisi' katika sekta ya umma?
5. Unaelewa nini kuhusu 'uwajibikaji' katika sekta ya umma?

6. Kutokana na mgawanyo wa madaraka ya utumishi wa umma chini ya “NPM” na wakuu wa shule kuchukua nafasi ya mameneja, kwa kiasi gani wakuu wa shule wanatekeleza wajibu wao katika kuhakikisha ufanisi na uwajibikaji wa walimu katika shule zao?
7. Je mgao wa bajeti wa serikali iliyoelekezwa katika sekta ya elimu ina athiri hasi/ chanya katika masuala ya ufanisi na uwajibikaji miongoni mwa watumishi wa umma?

NDIO

☐

HAPANA

☐

8. Kama ni ndio au hapana, ni kwa jinsi gani? (Maelezo yanategemea na jibu katika swali nambari 7).
9. Je, mgawanyo wa mishahara miongoni mwa watumishi wa umma wa sekta ya elimu ina athiri hasi/chanya katika masuala ya ufanisi na uwajibikaji?

NDIO

☐

HAPANA

☐

10. Kama ni ndio au hapana, ni kwa jinsi gani? (Maelezo yanategemea na jibu katika swali nambari 9)

Annex 17:**RESEARCH QUESTION**

How do ideas of efficiency and accountability in the public service within the public education sector influence the perceptions of key players in primary level education in South Africa and Tanzania?

QUESTIONNAIRE/ INTERVIEW GUIDE**PART A: BACKGROUND INFORMATION**

1. Participants number _____
2. Name of district _____
3. Age _____
4. Sex _____

b. Male ☐b. Female ☐

5. Educational qualifications

c. No formal education ☐d. Certificate ☐d. Primary ☐e. Diploma ☐e. Secondary ☐f. Graduate ☐

g. Other _____

6. Nature of employment

c. Temporary ☐d. Permanent ☐

7. Occupation/ Position _____

Annex 18:**RESEARCH QUESTIONS FOR EDUCATORS**

1. What is your understanding of the public service?
2. How different is the public service under the “*New Public Management model*” (NPM) compared to the “*Old Public Management model*” (OPM)?
3. Taking into account that the education sector falls within the public service, what are the ways in which the public service influences the education sector?
4. Explain what is meant by the term ‘efficiency’ in the public sector?
5. Explain what is meant by the term ‘accountability’ in the public sector?
6. What are the most effective mechanisms to ensure efficiency of the public servants?
7. What are the most effective mechanisms to ensure accountability of the public servants?
8. To what extent do the perceptions of efficiency and accountability in the public service within the public education sector influence the perceptions of enrolment and pass rate at the primary level education?

Very high ☐Average ☐

Very low ☐

No effect at all ☐

9. Do budget allocations towards the education sector influence the aspects of efficiency and accountability among the public servants?

YES ☐

NO ☐

10. If so how? (Answer is dependent to the response to question 9).

Annex 19:

RESEARCH QUESTIONS FOR MUNICIPAL OFFICIALS

1. What is your understanding of the public service?
2. How different is the public service under the New Public Management model (NPM) compared to the Old Public Management model (OPM)?
3. Taking into account that the education sector falls within the public service, what are the ways in which the public service influences the education sector?
4. Explain what is meant by the term 'efficiency' in the public sector?
5. Explain what is meant by the term 'accountability' in the public sector?
6. What are the most effective mechanisms to ensure efficiency of the public servants?
7. What are the most effective mechanisms to ensure accountability of the public servants?
8. To what extent do the perceptions of efficiency and accountability in the public service within the public education sector influence the perceptions of enrolment and pass rate at the primary level education?

Very high ☐

Average ☐

Very low ☐

No effect at all ☐

9. Do budget allocations towards the education sector influence the aspects of efficiency and accountability among the public servants?

YES ☐

NO ☐

10. If so how? (Answer is dependent to the response to question 9)

11. Do the wage reforms among the public servants of the education sector impact the aspects of efficiency and accountability?

YES

☐

NO

☐

12. If so, how? (Answer is dependent to the response to question 11)

Annex 20:

RESEARCH QUESTIONS FOR PARENTS

1. What is your understanding of the public service?
2. What sectors of the society fall within the spectrum of the public service?
3. Taking into account that the education sector falls within the public service, what are the ways in which the public service influences the education sector?
4. Explain what is meant by the term ‘efficiency’ in the public sector?
5. Explain what is meant by the term ‘accountability’ in the public sector?
6. In depth, explain what are the most effective mechanisms to ensure efficiency of the public servants?
7. In depth, explain what are the most effective mechanisms to ensure accountability of the public servants?
8. To what extent do the perceptions of efficiency and accountability in the public service within the public education sector influence the perceptions of enrolment and pass rate at the primary level education?

Very high

☐

Average

☐

Very low

☐

No effect at all

☐

9. Any other suggestions?

Annex 21:
RESEARCH QUESTIONS FOR SCHOOL PRINCIPALS

1. What is your understanding of the public service?
2. How different is the public service under the New Public Management model (NPM) compared to the Old Public Management model (OPM)?
3. Taking into account that the education sector falls within the public service, what are the ways in which the public service influences the education sector?
4. Explain what is meant by the term 'efficiency' in the public sector?
5. Explain what is meant by the term 'accountability' in the public sector?
6. With the decentralisation of the public service under NPM and school principals assuming the role of managers, to what extent do the school principals play an active role in ensuring efficiency and accountability of the educators in their respective schools?
7. Do budget allocations towards the education sector influence the aspects of efficiency and accountability among the public servants?

YES

☐

NO

☐

8. If so how? (Answer is dependent to the response to question 7)