



Effect of Public-private Partnership on Administration of Secondary Schools in Bugiri District, Uganda

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Abstract: *The study was set to examine the effect of public-private partnerships on the administration of secondary schools. A cross-sectional descriptive design was used to establish the connection between public-private partnerships and the performance of secondary schools with quantitative data collection and analysis methods. The study was conducted using a questionnaire with a sample size of 202 respondents. Items for the different forms of school performance were rated using means and standard deviations. Hypothesis was tested using correlation and regression analyses that were automatically generated from the SPSS package. The regression coefficient for public-private partnerships on administration of secondary schools with $B = 0.809$, standard error = 0.043, $\beta = 0.798$, $t = 18.739$, and $\text{sig.} = 0.000$. These findings suggest that public-private partnerships improve school administration. Every unit increase in public-private partnerships increases school administration by 0.798 units, according to the beta coefficient. The low standard error of 0.043 and high t -value of 18.739 further support these findings' robustness and significance. These findings suggest that public-private partnerships strongly influence the administration of schools. It is thus wise for the government to embrace programmes geared towards enhancing this form of partnership.*

Keywords: *Public Private Partnership, Administration, Secondary schools, Bugiri district, Uganda*

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1. Introduction

The origin of private-public partnerships in schools can be traced back to the late 19th and early 20th centuries. During this time, there was a growing recognition of the need to improve the quality of education and address the gaps in public education systems. As a result, philanthropists and business leaders began collaborating with government agencies to fund and support educational initiatives. This led to the emergence of private-public partnerships as a means to leverage resources, expertise, and innovation in the education sector. Private-public partnerships have since

become a common strategy in education, with both sides working together to enhance educational opportunities for students. These partnerships have played a crucial role in expanding access to quality education in underserved communities and promoting educational equity.

By combining the resources and knowledge of both private and public sectors, these collaborations have fostered innovation and implemented effective educational practices that have positively impacted students' learning outcomes. Private-public partnerships continue to evolve and adapt to the changing needs of the education system, ensuring that all students have access to a high-quality education.

PPPs have significantly altered how educational systems are managed within the global education industry. The notion of PPPs in education is described as "a system that acknowledges the presence of other choices for providing education services besides public funding and public delivery" in a World Bank study (Levin, et al., 2013).

In recent years due to the perception that there is a global shortage of classroom space and that many existing school facilities are out-of-date or severely deteriorated, there was emergency of several proposals for governments to increase spending and lending purposely to build school facilities (Utt & Morgan, 2019). This sparked an increase in ideas to share the financial burden that up until now had been entirely on local governments, with increasing support from state governments and organizations at different levels (Utt & Morgan, 2019).

However, one of the school building measures submitted in the 105th Congress proposes a novel strategy for building and renovating public schools by utilizing the drive, resources, and experience of the private sector (Shailaja, 2014). In order to allow the use of tax-exempt private activity bonds for the building of privately-owned school facilities leased back to the public-school systems in America, the Public Schools Partnership Act, sponsored by Senator Bob Graham (D-FL) as S. 2397, would modify the federal tax law (Harry, 2020).

As governments attempt to fulfill the demands of expanding populations, modern infrastructure and top-notch public services are at the heart of the national visions being pursued throughout the Middle East and North Africa (Mena). The objective to increase private sector involvement in promoting growth and generating employment is equally crucial. Public-private partnerships (PPPs), when properly carried out, will achieve these objectives. Governments may continue to develop critical projects and services thanks to PPPs without having to raise direct state capital investment (Dublin, 2020).

In Sub-Saharan Africa, private engagement in secondary education is pervasive. Secondary education is provided by a wide range of private organizations, although parents provide a significant amount of the funding (Adriaan, 2018). Due to the excessive demand for public secondary education, a large portion of this engagement has emerged naturally in the absence of official legislation. SSA governments have recently established partnerships with parents, private providers, and other parties. The ability of governments to better manage their relationships with the private sector, the establishment of clear policies for the involvement of parents and communities, the recognition of the roles and strengths of various partners, the creation of an enabling environment, and the targeting of public funding to ensure that poor children can attend both public

and private schools are of utmost importance (Adriaan, 2018).

Uganda had this very goal in mind when, in 2007, the government announced a PPP initiative through its Universal Secondary Education (USE) scheme that would effectively absorb the increasing number of students completing primary school as a result of the country's 1997 Universal Primary Education policy. Specifically, the provision laid out a framework in which the government would pay a per-student capitation grant to private school providers (PPP schools) that agreed to enroll qualifying USE students at no additional charge. The signed Memorandum of Understanding (MoU) establishes both the basic standards and expectations of service delivery as well as the terms and conditions that constitute the responsibilities of the government and the PPP school proprietors. The study conducted by the Initiative for Social and Economic Rights (ISER) assesses the PPP policy in education in Uganda and its compliance with the human rights standards as well as the right to education for all children. In addition, the study examines issues of regulation and supervision of PPP schools, equitable geographical access to education, and access by vulnerable groups, financing and cost effectiveness, as well as quality of education and value for money.

Since USE was launched in 2007, a public-private partnership (PPP) has been a part of government plans to expand access to secondary education (Shailaja, 2014). Under the public-private partnership, the government transfers a subsidy of 47,000 UGX per student per term to private USE schools (O'Donoghue, et al., 2017). The program grew from 363 schools in 2007 to more than 800 in 2016, covering nearly a third of all students enrolled in secondary school in Uganda. Approximately 30% of students enrolled in PPP schools, representing about 130,000 students in total, wouldn't be enrolled were it not for the government subsidy (O'Donoghue et al., 2017). Unfortunately, due to weaknesses in the PPP program, specifically regarding issues of accountability, the program is being phased out, and this has already started reflecting likely limited support for construction, textbooks, and the availability of qualified staff, as well as persistently poor student performance (Felipe, 2015). As a source of concern and in the absence of thorough investigations, there is a need to document the state of events in school performance following the public-private partnership, with a focus on private schools in the Bugiri District.

2. Literature Review

With almost 50 projects totaling €14.9 billion, Western Europe continues to be the leading region for public private partnership (PPP). The Karolinska Hospital in Sweden was one of the biggest projects to attain financial closure. PPP

is being eagerly embraced in the Benelux region. An ambitious initiative to renovate more than 200 schools over the next six years was recently organized in Belgium. Both the public and commercial sectors have shared equity involvement in the project. Work on deals that have already reached financial close is ongoing in the interim. Among these is a plan to build new bus hubs in Brugge, Zomergem, and Overrijse, where Faithful+Gould is serving as the lending institutions' technical advisor (SNC, 2012).

In order to reduce the prolonged waiting list for school infrastructure financing, the Flemish government initiated the first public-private partnership in Belgium in 2006. The organization in charge of organizing the catch-up operation, DBFM 'Scholen van Morgen,' was jointly established by the public and commercial partners after the government publicly awarded the catch-up operation in 2009 (Luc & Marijke, 2018).

Public-private partnerships (PPPs) in education have been shown to improve program effectiveness, openness of public spending, service delivery, especially to underprivileged communities, enable speedier responses, and get around public sector limitations. In order to raise the caliber of education services, this extends beyond government collaborations with businesses in the private sector and also involves working with NGOs (Vélez, 2019).

Even in nations where public education has historically been free, private donations to the funding of government institutions are becoming more significant. Moreover half of the total expenditures for each student in public schools in Zambia, Tanzania, and Uganda are covered by fees and other family contributions (Lewin, 2008). Most physical facilities for government secondary schools in Kenya have been paid for by parents, and many Boards of Governors hire additional teachers paid from fee money to replace teaching posts for which no government instructors have been allocated.

Over 25 years ago, Barbara Bush, a former first lady, established her Foundation for Family Literacy as a non-profit organization with the goal of empowering families through reading and literacy. The organization offers top-notch literacy programs, mentorship programs, scholarships, and other services to kids and adults around the nation. By becoming active in your community or making a financial contribution to the Barbara Bush Foundation, you can act as an advocate for literacy.

In the last two decades, many countries in Sub-Saharan Africa have implemented policies—mainly, abolition of user fees—that make access to basic education universal. These policies have led to sudden and massive increases in enrollments that the public education systems are generally not equipped to absorb. Simultaneously, many of the

countries are also experiencing a rapid mushrooming of low-cost private schools, which are often positioned to serve as an alternative to public schools (Tooley and Dixon 2005).

Uganda has a robust legal and legislative framework for public-private partnerships (PPP), with a focus on enhancing health-related partnerships to expedite the attainment of universal health coverage (UHC). Uganda has several PPP projects in progress since it established a formal PPP Framework Policy in 2010. Better use and distribution of public funds, more effective construction of public infrastructure, the provision of high-quality public services, and a rise in economic growth and foreign direct investment were the key objectives of the Ugandan government when it established the PPP Policy. The PPP Policy outlines fundamental concepts that guide PPP policy and project development, including cost-effectiveness, public interest concerns such as social inclusion, appropriate risk distribution, output focus, and accountability and transparency. The year 2015 Felipe (2015) Secondary education still faces obstacles, especially for girls and students from low-income families, despite Uganda's efforts to increase access to secondary education through the Universal Secondary Education (USE) initiative. Moreover, the quality of instruction at USE schools is still subpar. Moreover, the secondary school system is characterized by low completion and transition rates. Public-private partnerships (PPPs) offer an opportunity to address quality and close access inequities in the educational system. The findings of a study that evaluated the network schools of the PPP arrangement known as the Promotion of Equality in African Schools (PEAS) under the Uganda USE program are short-lived but impactful (Crawford, 2017).

The PPP for health is, however, weakly and haphazardly implemented nationwide. Fewer actors and donors support national priorities; private providers are not adequately involved or regulated; data sharing is not optimal; there is a lack of transparency; and there are insufficient resources to operationalize the strategy down to the district level (Public Private Partnerships Act, 2015, 2015). To achieve both economic progress and the eradication of poverty, the Ugandan government actively supports public-private partnerships (Public Private Partnerships Act, 2015, 2015).

The PPP Act of 2015 gives all sectors the legal authority to adopt PPP. The Ugandan government has a general PPP policy that aims to facilitate collaboration between the public and private sectors for better service delivery. The policy outlines the government's intention to boost private sector involvement and investment in the delivery of infrastructure and public services. In order to achieve the National Development Plan, the Medium-Term Expenditure Framework, and annual budgets, it fosters various forms of public-private partnerships.

3. Methodology

3.1 Research design

A cross-sectional descriptive design was used to establish the connection between public-private partnership and performance of secondary schools with quantitative data collection and analysis methods. The researchers aimed to gather data from a representative sample of secondary schools in order to draw accurate conclusions about the relationship between public-private partnerships and school performance. The quantitative data collection involved administering surveys and questionnaires to school administrators, teachers, and students, while the analysis methods included statistical tests and regression analysis to assess the strength and significance of the connection. This design allowed for a comprehensive examination of the factors influencing school performance and provided valuable insights for policymakers and educators alike.

3.2 Population of the Study

There are four government and about ten private secondary schools in Bugiri District. In this study, the four government secondary schools were the target of the study. Government secondary schools have clear programs that they follow with accountabilities that they can provide as evidence to strengthen the reliability of the study. Almost all government secondary schools have ties with or still relate to private institutions or individuals under clear contracts intended to help each other procure a number of resources that could otherwise be inaccessible in the required period of time. In terms of the human population, the study targets 4 head teachers, 48 members of the school management committee, obtaining 12 members from each school management committee, 146 teachers in the government secondary schools, four (4) school accountants, and the district Education Officer of Bugiri.

3.3 Sample Size

The sample size of the study was straight forward as indicated above. The study on the effect of public-private partnerships on school performance in secondary schools was conducted in four secondary schools, and **202 respondents** comprising four partnerships from each, four headteachers, 146 teachers, and 48 members of the school management committee. Each category has a role to play. The headteachers were responsible for overseeing the overall functioning of their respective schools and ensuring that the public-private partnerships were effectively implemented. The teachers played a crucial role in delivering quality education to the students and adapting to

the new collaborative approach. The members of the school management committee provided valuable insights and guidance in terms of decision-making and resource allocation for the partnerships. Together, these different categories worked in tandem to evaluate the impact of public-private partnerships on school performance and identify areas for improvement.

3.4 Sampling Techniques

Simple Random Sampling: Using simple random sampling, the researcher organised respondents into groups and distributed questionnaires randomly until the sample size was obtained at each school. The researcher ensured that every student had an equal chance of being selected by assigning a unique identification number to each respondent. The questionnaires were then randomly distributed among the respondents, ensuring a fair representation of the entire population at each school. This sampling method helped to minimise bias and increase the generalizability of the study's findings.

Census inquiry: Census survey was used to select head teachers from each of the schools. Census survey is important in research studies because it reduces the time needed for data collection, produces validated information, gives details of information about a unit and more detailed questions can be asked.

3.5 Data Collection Instruments

This study was conducted using a questionnaire. This approach was used to visit different respondents at their workplaces and collect data on the implications of public-private partnership on performance of schools. The survey method was intentionally adopted to minimize effort in collecting data from numerous respondents in the category of teachers and management yet, the information is required within one month. Different questionnaires were developed for teachers, headteacher/management and questionnaires for school accountants.

3.6 Data analysis

Quantitative data was entered into the Statistical Package for the Social Sciences (SPSS) to generate inferential statistics with guidance from an experienced statistician. Items for the different forms of performance of the school were rated using means and standard deviations. Hypotheses were tested using correlation and regression analyses that were automatically generated from the SPSS package under the guidance of a statistician. Data were coded, analyzed, and arranged using verbatim according to the themes.

Data from questionnaires were selected according to the major subthemes. Findings from demographic characteristics were entered into the computer using the statistical package for social sciences spreadsheet Version 22 and was automatically generated frequencies and line percentages. Results were presented in summary tables to show the frequency and score rates in descending order. In some instances, mean and standard deviations were used to explain the results using the interpretation scale as follows:

1. 1.00-1.80 is graded as *strongly disagree*,
2. 1.81-2.60 is graded as *Disagree*.
3. 2.61-3.40 is graded as *Neutral or uncertain*,
4. 3.41- 4.20 stands for *Agree*, and
5. 4.21-5.00 for *Strongly Agree*.

3.7 Ethical Considerations

Permission was obtained in writing from the team at the University Research Department as an official introduction to the study. This serves as evidence to indicate that the study was purely academic, limiting the possibility that respondents may take the study to be political or for any personal interests.

Respondents were assured that the study was solely for academic purposes and that the self-administered questionnaires were purposefully anonymous. Consequently, respondents were given a provision for informed consent. Participation in the study was voluntary, and if for any reason the participants want to withdraw, they can do so. Their confidentiality was also guaranteed, ensuring that their personal information would not be disclosed. This further encouraged respondents to feel comfortable in providing honest and accurate responses. The researchers emphasized that the data collected would be used solely for statistical analysis and would not be linked back to individual participants. This reassurance aimed to build trust and encourage a higher participation rate in the study.

Respect and dignity were taken into consideration when setting up the questionnaires. All respondents were accorded equal treatment to enable each of them to

participate willingly without bias or unrealistic expectations. The questionnaires were designed to be user-friendly and easy to understand, ensuring that participants from diverse backgrounds could provide their input without feeling overwhelmed or excluded. Additionally, the researchers made sure to maintain strict confidentiality throughout the study, assuring participants that their personal information would remain anonymous and protected. This commitment to respect and dignity created a safe and inclusive environment, further motivating individuals to engage in study and contribute to valuable statistical analysis.

In addition, all researchers, and scholars whose work was referred to in this study were quoted, acknowledged, and cited accordingly. The researcher ensured that findings are reported with exactness to avoid the fabrication of information through the presentation of fraudulent results.

At this level, the researcher also recognized respect for knowledge in the pursuit of truth. A lot of efforts were made to ensure participants' and respondents' rights to privacy by withholding individual identities to guard against traceability and flexibility. Furthermore, each participant or respondent was allowed to withdraw from the exercise at any level if they wished to.

4. Results and Discussion

4.1 Effect of public-private partnership on administration of secondary schools

This is subdivided into two. It contains findings for descriptive statistics administration of secondary schools and then a part on regression analysis for the effect for public-private partnership and administration of secondary schools.

4.2 Descriptive statistics

The results are measured using the scale: 1.00-1.80 is *strongly disagree*, 1.81-2.60 is *Disagree*, 2.61-3.40 denotes *Neutral or uncertain*, 3.41- 4.20 stands for *Agree*, and 4.21-5.00 for *Strongly Agree*.

Table 1: Descriptive Statistics for administration of secondary schools

No	Items on administration	N	M	SD
1.	As teachers in our school, we participate in educational school-based seminars/ workshops that aim at improving our teaching.	202	3.72	0.84
2.	Together with our school head teacher we work on our school academic and development plan	202	3.89	0.91
3.	1 plan for every lesson and design attractive teaching aid for each lesson.	202	3.93	0.80
4.	1 offer extra assistance to the learners when it is needed	202	3.76	1.00
5.	Together with our school administration we ensure that educational quality is a collective responsibility.	202	3.70	1.01
6.	Teachers do not discriminate learners in the school based on sex, caste, creed or religion.	202	3.75	1.13
7.	I team up with my fellow teachers during school activities	202	3.83	1.04
8.	There is thorough monitoring and evaluation of our work in this school	202	3.58	1.09
9.	Effective teachers in this school are rewarded with gifts	202	3.55	0.97
10.	Teachers in this school are always effective in what they do	202	3.80	0.85

The results concerning the idea that teachers participate in educational school-based seminars and workshops that aim at improving our teaching revealed a mean of 3.72 and a standard deviation of 1.84. These results were graded as agreeable. This indicates that, on average, teachers have a positive attitude towards participating in educational seminars and workshops. The standard deviation suggests that there is some variability in the level of agreement among teachers, with some individuals expressing stronger agreement than others. The findings from the study suggest that teachers generally value and appreciate the opportunity to engage in professional development activities. The mean score of 3.72 indicates that the majority of teachers agree or strongly agree with the importance of participating in these seminars and workshops. However, the standard deviation of 1.84 implies that there are some teachers who may have reservations or differing opinions about the effectiveness or relevance of such events. It would be beneficial for further research to explore the factors that contribute to these variances in attitudes among teachers. In relation to these findings, Patrinos (2023) indicates that effective, public-private partnerships (PPPs) in education need to be innovative, hold schools accountable, empower parents and students, and promote diverse educational institutions. A clear legal and regulatory framework is crucial to achieving a sustainable solution. Best practice would include rigorous impact evaluation to find out what works, how and for whom.

According to the results concerning the idea that together with our school head teacher, we work on our school academic and development plan, the mean was 3.89 and the standard deviation was 0.91. These results were graded as agreeable. This indicates that teachers generally find

participating in educational seminars and workshops to be a beneficial way to improve their teaching skills. Additionally, the results suggest that the collaboration between teachers and the school head teacher in developing the school's academic and development plan is viewed positively and as an effective approach. These findings highlight the importance of professional development and collaborative efforts in enhancing the overall quality of education. Furthermore, Utt & Morgan, (2019) highlight that the study found that teachers who actively engage in professional development activities are more likely to feel motivated and inspired by their profession. They also reported feeling more confident in implementing innovative teaching strategies and keeping up with the latest educational trends.

The results concerning the idea that teachers offer extra assistance to the learners when it is needed revealed a mean of 3.93 and a standard deviation of 0.80. These results were graded as agreeable. The consistent agreement among respondents in all three areas indicates a positive perception of the school's academic and development plans, as well as the teachers' willingness to provide additional support when necessary. These results suggest a strong commitment to student success and overall satisfaction within the school community. The high mean score of 3.93 and low standard deviation of 0.80 indicate a strong consensus among the respondents regarding the school's commitment to offering extra assistance. In relation to Zhara (2023)'s establishment, the positive perception reflects positively on the school's academic and development plans, as well as the teachers' dedication to student success.

The results concerning the idea that teachers plan for every lesson and design attractive teaching aids for each lesson revealed a mean of 3.76 and a standard deviation of 1.00. These results were graded as agreeable. This indicates that the majority of teachers do indeed put effort into planning their lessons and creating engaging teaching materials. However, it is important to note that there may still be a small percentage of teachers who do not adhere to this practice, which could have contributed to the standard deviation in the results. This, according to Zia, Sobia, Banno, & Mehak (2021) could be due to various reasons such as time constraints, lack of resources, or differing teaching styles. Nonetheless, the overall positive mean score suggests that the majority of teachers recognize the importance of incorporating attractive teaching aids into their lessons. It is crucial for educators to continue emphasizing the significance of effective lesson planning and engaging teaching materials to ensure the best learning experience for students.

According to the results of the study concerning the idea that, together with our school administration, we ensure that educational quality is a collective responsibility, a mean of 3.70 and a standard deviation of 1.01 were revealed. These results were graded as agreeable. The study suggests that the majority of participants agree that ensuring educational quality is a collective responsibility. However, it is important to note that further analysis and research may be needed to gain a deeper understanding of the factors influencing this perception and to identify potential areas for improvement. The findings of this study highlight the positive attitude of participants towards the collective responsibility of ensuring educational quality. The mean score of 3.70 indicates a general agreement among the respondents. However, the standard deviation of 1.01 suggests some variation in opinions. Therefore, future research should focus on investigating the underlying factors that contribute to this perception and identifying any specific areas that need improvement.

The results concerning the idea that teachers do not discriminate against learners in the school based on sex, caste, creed, or religion revealed a mean of 3.75 and a standard deviation of 1.13. These results were graded as agreeable. The findings indicate that the majority of respondents perceive educational quality as a shared responsibility between the school administration and themselves. This suggests a positive collaborative effort towards maintaining high standards in education. Similarly, the results as with Shila & Christine (2021) highlight that teachers in the school are committed to creating an inclusive and non-discriminatory learning environment for all students, regardless of their background or identity. This emphasizes the importance of promoting equality and fairness within educational institutions.

The results concerning the idea that Teachers team up with my fellow teachers during school activities revealed a mean of 3.83 and a standard deviation of 1.04. These results were graded as agreeable. The mean score of 3.83 suggests that the majority of teachers are willing to collaborate and work together during school activities. The standard deviation of 1.04 indicates a moderate level of variability in the responses, suggesting that while most teachers agree with the idea, there may be some who have different opinions or levels of willingness to team up. The agreeable results indicate that there is a positive attitude towards collaboration among teachers during school activities. This information can be useful in designing strategies to promote a stronger culture of collaboration among teachers.

The results concerning the idea that there is thorough monitoring and evaluation of our work in this school revealed a mean of 3.58 and a standard deviation of 1.09. These results were graded as agreeable. The mean score of 3.58 indicates that, on average, respondents agreed with the notion of thorough monitoring and evaluation in our school. The standard deviation of 1.09 suggests that there was some variability in the responses, but overall, the majority of participants found the monitoring and evaluation practices to be agreeable. Furthermore, the results indicate that the majority of the participants' responses fell within one standard deviation of the mean, indicating a relatively consistent level of agreement. As indicated in McIntosh (2021), this suggests that the monitoring and evaluation practices in our school are well-received by the majority of stakeholders. However, it is important to note that there may be a small percentage of participants who disagreed or had mixed opinions about the effectiveness of these practices.

The results concerning the idea effective teachers in this school are rewarded with gifts revealed a mean of 3.55 and a standard deviation of 0.97. These results were graded as agreeable. The findings suggest that the majority of participants in this study agree with the notion that effective teachers in this school should be rewarded with gifts. However, it is important to note that further research is needed to explore the specific types of gifts that are considered most appropriate and impactful for motivating and recognizing effective teachers. A study as per Kate, & Marr (2021) reveals that it would be beneficial to investigate whether the participants' agreement with this notion translates into actual behavior, such as their willingness to contribute to a gift fund for teachers. Moreover, it would be interesting to examine any potential differences in opinion among different demographics, such as students, parents, and staff members. This study provides valuable insights into the perceptions of rewards for effective teachers, but further investigation is necessary to fully understand the intricacies of this topic.

4.3 Regression Analysis for public-private partnership and administration

The regression analysis was determined using simple regression analysis and results were as indicated in tables 2, 3, and 4 respectively.

Table 2: Model Summary for public-private partnership and administration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 ^a	.637	.635	.37031

a. Predictors: (Constant), public private partnership

The effect of public-private partnerships on the administration of secondary schools in Bugiri District revealed R = 0.798, R square = 0.637, adjusted R square = 0.635, and standard error = 0.37031. These statistical values indicate a strong positive correlation between public-private partnerships and the administration of secondary schools in Bugiri District. The high R square value suggests that 63.7% of the variation in the administration of secondary schools can be explained by public-private partnerships, while the low standard error indicates that the model's predictions are relatively

accurate. Additionally, the adjusted R square value of 0.635 suggests that 63.5% of the variation in the administration of secondary schools can be attributed to public-private partnerships, after accounting for the number of predictor variables in the model. This indicates that the relationship between public-private partnerships and the administration of secondary schools in Bugiri District is statistically significant. These statistical values provide strong evidence of the positive impact of public-private partnerships on the administration of secondary schools in the district.

Table 3: ANOVA for public-private partnership and administration of schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.154	1	48.154	351.157	.000 ^b
	Residual	27.426	200	.137		
	Total	75.580	201			

a. Dependent Variable: Administration of schools
b. Predictors: (Constant), public private partnership

Table 3 shows the ANOVA results for public-private partnerships and school administration. The mean square for regression is 48.154 and the residual is 0.137. The F value is 351.157 and the significance level is 0.000. This indicates a significant relationship between public-private partnerships and the administration of schools. The high F-value and the extremely low p-value suggest that the observed differences in mean square values are not due to

chance. Therefore, we can conclude that public-private partnerships have a significant impact on the administration of schools. This finding suggests that public-private partnerships play a crucial role in shaping the overall functioning and management of schools. The strong statistical evidence further supports the notion that these partnerships contribute significantly to improving the administration of educational institutions.

Table 4: Coeff. of effect for public-private partnership and administration of schools

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	.686	.166		4.140	.000
	public private partnership	.809	.043	.798	18.739	.000

a. Dependent Variable: Administration of schools

Results concerning the effect of public-private partnerships and the administration of schools, as indicated in Table 4, show that $B = 0.809$, standard error = 0.043, $\beta = 0.798$, $t = 18.739$, and $\text{sig.} = 0.000$. These results suggest that there is a significant positive relationship between public-private partnerships and the administration of schools. The beta coefficient of 0.798 indicates that for every unit increase in public-private partnerships, there is a corresponding increase of 0.798 units in the administration of schools. Additionally, the low standard error of 0.043 and the high t-value of 18.739 further support the robustness and significance of these findings. These findings imply that the presence of public-private partnerships has a strong and influential impact on the administration of schools. The significant positive relationship suggests that schools that embrace these partnerships tend to have more efficient and effective administrative practices. The high t-value indicates that the relationship is unlikely to be a result of chance, further solidifying the credibility of the findings. Overall, this study provides compelling evidence for the benefits of public-private partnerships in the context of school administration. In a related source, a multinational organization called Plan International is dedicated to promoting females' equality and children's rights, particularly in the area of education (Plan International Worldwide Review, 2022). Every kid has a right to a secure, high-quality education, according to Plan. Their initiatives primarily target the most at-risk populations, including girls, children with impairments, children from minority groups, and those who reside in impoverished regions. The plan aims to close the gender digital divide, promote inclusive education for children with disabilities, expand access to education during emergencies, and increase access to education for girls. Plan tackles concerns pertaining to education outside of school, early childhood care, and pre-primary education in addition to concentrating on in-school instruction and curriculum (Plan International Worldwide Review, 2022).

5. Conclusion and Recommendations

5.1 Conclusion

Results show that public-private partnerships affect school administration with $B = 0.809$, standard error = 0.043, $\beta = 0.798$, $t = 18.739$, and $\text{sig.} = 0.000$. These findings suggest that public-private partnerships improve school administration. Every unit increase in public-private partnerships increases school administration by 0.798 units, according to the beta coefficient. The low standard error of 0.043 and high t-value of 18.739 further support these findings' robustness and significance. These findings suggest that public-private partnerships strongly influence school administration. The strong positive correlation suggests that schools that form these partnerships have more efficient and effective administrative practises. The high t-value suggests the relationship is not random, bolstering the findings. This study strongly supports public-private school administration partnerships.

5.2 Recommendations

Some recommendations for improving the effect of public-private partnerships on the administration of schools include:

1. Establishing clear goals and objectives
2. Ensuring regular communication and collaboration between the public and private sectors, conducting thorough evaluations and assessments of the partnership's outcomes,
3. Providing adequate training and support for both public and private partners, and
4. Promoting transparency and accountability in the partnership's operations.

5. Additionally, it is important to prioritize the needs and interests of the students and ensure that the partnership aligns with the overall educational goals and values of the community.

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