

**THE EFFECTIVENESS OF DIRECT SCHOOL FUNDING
APPROACH IN PRIMARY SCHOOLS IN TANZANIA:
A CASE OF CHALINZE DISTRICT.**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR AWARD DEGREE OF MASTER OF ARTS IN
EDUCATION (MAED) OF THE MZUMBE UNIVERSITY**

2019

CERTIFICATION

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DECLARATION

I, Charles P. Gamba, do hereby announce that this dissertation is my own creative work and that it has not been presented and will not be presented to any other University for a related or any other degree award.

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DEDICATION

This dissertation is devoted to the Almighty God, who has provided me with his grace and strength in the whole time of my study, in him I trust.

ACKNOWLEDGEMENTS

I thank the almighty God for his grace and strength offered to me during all time for writing this challenging dissertation work. My genuine appreciation pass to my Supervisor, Dr. Orest S. Masue for his diligent guidance, tolerance, productive criticisms, genuine support and sympathetic from the beginning phase of writing proposal up to fabrication of this dissertation.

Special recognitions go to my parents Paschal Kazimoto and Theresia Mkindo for their inspiration, material and moral hold up in the accomplishment of this dissertation. My affectionate and endless gratitude is expressed to my lovely wife Lilian Tesha for her unconditional love, encouragement and vigorous prayer for the achievement of this task. I extend my gratitude to my beloved children Melania Gamba and Anesia Gamba also to my brothers and sister, Dickson Magwai, Joseph Gamba and Janeth Kazimoto for their moral and material support, encouragement and prayers. Moreover, my sincere thanks go to my uncles, step children, in laws and friends; John Dickson, Peter Kambi, Polycap Kambi, Pamela Kambi, Donvito Joseph, Theresia Joseph, Oliver Gewe, Jackline Tesha, William Kambi, Mwl. Francis Ngeta, Raphael Mkaresmatic, William Bhoke, Harun Mvuoni and Henry Msola for their wishes, prayers, encouragement and support.

I am thankful to Chalinze District Executive Director (DED) for allowing me to look for data in his primary schools, Primary Educational Officers (DPEO's), Ward Educational Coordinators Officers (WECO's), Head Teachers (HT's), School Bursars (SB's) and Teachers to equip me with the information needed for this work. Finally, I pay my grateful thanks to many contemporaries and my co-workers whose social and moral support was of enormous worth throughout the entire time of my study. Nevertheless, I desire to recognize the contributions of every those names not cited here. I am extremely satisfying to all of you for your assistance. However, I am entirely answerable for whichever short comings that may come from this study.

LIST OF ABBREVIATIONS

BRN	-	Big Result Now
CG	-	Capitation Grant
DG	-	Development Grant
DPEO	-	District Primary Education Officer
EFA	-	Education for All
ETP	-	Education and Training Policy
FCUBE	-	Free Compulsory Universal Basic Education
FGD	-	Focus Group Discussion
GDP	-	Gross Domestic Product
HT	-	Head Teacher
MDG	-	Millennium Development Goals
MF	-	Ministry of Finance
MoEST	-	Ministry of Education Science and Technology
MoEVT	-	Ministry of Education and Vocational Training
NBS	-	National Bureau of Statistics Tanzania
NGO	-	Non Governmental Organization
PE	-	Primary Education
PEDP	-	Primary Education Development Programme
PO-RALG	-	President Office Regional Administration Local Government
REPOA	-	Research on Poverty Alleviation
SMC	-	School Management Committee
UDHR	-	Universal Declaration of Human Right
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UPE	-	Universal Primary Education
URT	-	United Republic of Tanzania
USD	-	United State Dollar
WEC	-	Ward Education Coordinator

ABSTRACT

Basic education financing and set up suitable approach for financing it has currently noted as an important agenda to most of the developing countries. Tanzania like any other nation in the World seem to be found in the same prevailing wind in the midst of the existing agenda, where from independence to 2015 various approaches were used to finance primary education but no suitable scheme was prolonged to be employed. From 2016 to date, the government decided to finance primary education directly to schools accounts to avoid bureaucracies of local government authorities who caused unnecessary delays and inconsistency. For that reason, the study intended to examine the effectiveness of the approach in funding primary schools in Tanzania center of intention to be Chalinze District Council which found in the Coast Region. Four primary schools were involved in the study to examine how effective the approach is in terms of timeliness, consistency, accuracy and finally to come across with challenges faces this funding scheme. The study basically applied qualitative approach, using in-detail interview, observation, documentary review and focus group discussion. The research study covered 16 purposefully chosen informants, including District Primary Educational Officer, Ward Educational Officers, Head Teachers, School Bursars and teachers. The study findings revealed that, the approach is effective in transferring funds directly to primary education since it is time conscious, observes consistency and it is accurate approach ever existed. Despite the effectiveness of the approach, there are some hold backs and challenges observed which includes lack of sufficient training, necessary devices and internet accessibility. However, in order to have ever lasting effectiveness of the approach the ministry PO-RALG dealt with the approach is recommended to offer proficiency building capacity to enhance knowledge and skills to teachers as well as providing necessary resources for the approach to work more effective in country side areas of Chalinze DC and Tanzania at large.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter focuses on the central aspects (study problem, objectives and investigative questions) which plays a great role for proceeding chapters. This part begins with Tanzania primary education overview and various financing approaches used in financing primary schools as the study focuses on. After that concern, the chapter continuous to explain how the situation prevailed in our primary schools before and after introduction of new model of funding (2015 to date). In detail the study designer focuses also on statement of the problem, objective of the study, research questions, significance, limitations and scope of the study. Each mentioned component is well elaborated by a researcher as follows;

1.2 Background to the study

In Tanzania, Primary Education (PE) refers to a full-time education provided for seven years in a formal education system in accordance with the syllabus permitted by executive officials of the Ministry of Education, Science and Technology (MoEST) with the aim training the young ones the art of reading and writing, and in other field of learning. This type of education is provided by government and private primary schools. In this circumstances Primary School (PS) refers to an institution (school) that provides Primary Education (URT, 1978).

Primary education in Tanzania is of the compulsory education to every individual in the country. This level of education takes 7 years one to complete (Ministry of Education and Vocation Training -MoVET, 2010 and Scholaro, 2018). Primary education prepares successful individuals for further studies in ordinary level secondary. The Tanzanian government pays much attention to ensure primary education is accessible to all children as Constitution of the United Republic of Tanzania 1977, as amended to 2005 claim that ‘Every person has the right to access education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability’. The constitution further

insists 'The Government shall make efforts to ensure that all persons are afforded equal and sufficient opportunity to pursue education...' (Tanzanian Constitution, URT 2005).

Despite of various measures taken by the government of United Republic of Tanzania since independence to implement what is written in constitution, in 2002 decided to introduce Primary Education Development Programme (PEDP I, 2002-2007 and PEDP II, 2008-2012). A program made various reforms to education system to ensure everyone will have equal access to education as required by constitution despite of one political, social, cultural and economic status. One of the major reforms done is to eradicate school fees and later all forms of contribution which was seen as hindrances for parents to send their children to school. The reform also aimed to achieve Education For All (EFA) and Tanzania Vision 2025 which target on eradication of illiteracy and promoting high quality livelihood (Ministry of Education and Vocation Training -MoEVT, 2008).

The government decided to incur necessary cost relating to education provision such as teachers pre and in-service training, building schools infrastructure, teaching and learning material, sports and games equipments and administrative cost previously some were paid by pupils through tuition fee and through other school contribution. The government hold all these cost by providing Capitation Grants (CG) as fees compensation, to make survival of the schools. As a result number of children enrolled increased abundantly from 4,881,588 in 2001 to 5,981,338 in 2002 increased for 22%; 6,562,772 in 2003 increased for 9.7% and 7,083,063 in 2004 increased for 7.9% (URT, 2004). Under this evidence Tanzania become one of the nations in the world to adhere and implement various international declarations by action. These declarations such as Jomtien Statement of 2011 which insist on quality education for all by reminding member states to use at least 20% of their national budget or 6% of their GDP to subsidise education (UNESCO, 2011; URT, 2014). In addition to that, Universal Declaration of Human Rights of 1948, Article 26 emphasize that education is a right to everyone and it is shown by fees abolition. Moreover, removal of fees and currently provision of free education, the government

of Tanzania conquers the EFA and MDGs goals as Irina Bokova, UNESCO's Director-General, says: "When you fund education, you are securing progress towards all the Millennium Development Goals" (UNESCO, 2011).

The fees cancellation led to the development of the term Capitation Grant (CG) which means the fund package that sent to school as fees compensation. Therefore, the capitation grant for primary schools is meant to provide money for government primary schools running cost depending on the number of students enrolled. The fund has brought great changes at a school level. The required amount for capitation grant set up by PEDP was USD 10 (approximately Tshs 12,500/= using current exchange rate) per pupil (HakiElimu, 2008).

The Capitation Grant (CG) was asked from central government (Ministry of Finance) by Ministry of Education and Vocation Training and sent to Prime Minister's Office-Regional Administration and Local government (PMO-RALG) the ministry which is currently known as President Office- Regional Administration and Local government (PO-RALG) for fund allocation and disbursement. The three separate ministries – the ministry of finance, PO-RALG and MoVET were involved. The regions through Regional Education Officer (REO) were concerned in creating highly complex approach of disbursement. Through this fund provision process the primary school Head teachers were uncomfortable assuming that there was much delay of fund, misallocation of fund, fraud, complex system of disbursement, underfunded, lack of transparency, disbursements had been unpredictable and variable. (Uwazi, 2010; Twaweza, 2013 and HakiElimu, 2008)

Finally, due to these contradictions, the government decided to send (CG) to schools accounts through MoVET and not PO-RALG. This proves the prevailing contradictions among mentioned ministries. The misunderstanding was caused by lack coordination and communication among various ministries responsible for financing education and fund allocation to schools (HakiElimu, 2008).

For enhancing accountability and reducing contradictions, there is urgent need for existence of sound and proper approach that contribute to effective and quality delivery of services (PO-RALG, 2017).

In 2015 the government of Tanzania through President Office-Regional Administration and Local Government (PO-RALG) announced free education from primary school to ordinary level secondary. The free education becomes accessible when the government decided to provide Capitation Grants (CG) to each school per student head. In order to enhance accountability and transparency the government decided to come up with new model of funding where currently they send the required amounts to school accounts. The approach officially launched in 1st January, 2016 starting disbursing funds for education directly to facility bank accounts (primary and secondary schools) to cover for capitation grants, compensation for school fees and food (PO-RALG, 2017).

The government done all the efforts to ensure education funds are directly financed to schools accounts effectively. The study done by Mahoney, 2016; Twaweza, 2013; Uwazi 2010 and Msabila (2018) ensured that primary education financing has not been adequate even if it is at a great quantity than other education level. There are some constraints like fund do not reach some schools, delay of fund to reach schools, some schools are underfunding, and remoteness schools are facing with problem communications for reliable information for effective funding, insufficient fund available or budget problems associated with inadequate time frame for analysis of expenditure; inconsistencies between policies and resource allocation or is due to poor prioritization or donor's negative influence (excessive conditionality) (Gepson, 2004; Chambo, 2004; Uwazi, 2010).

The general concern here is the effectiveness of the direct school funding approach in money allocation and disbursement: did the approach bring about consistency and accuracy, has it any challenges in implementation process, is it time conscious, do the school managers and administrators have autonomy in uses of funds in terms of directives and allocated budgets, the government has ability to ensure the approach is successful in terms of resources and operationalization? Therefore, there is a need to

observe effectiveness of the direct school funding approach whether has ability to cancel the shortcomings mentioned and promote consistency, time management and enhances accuracy. The reasons above have necessitated the researcher to examine the effectiveness of this new model of funding approach in primary schools in Chalinze district, Tanzania.

1.3 Statement of the problem

The government through President Office –Regional Administrative and Local Government (PO-RALG) under education provision section introduce direct school funding from the sources (central government) to recipients (primary schools) to ensure quick access of the fund for fulfilling various necessary development projects. Before direct school funding approach there was some claims from head teachers and education stakeholders on the funds delay includes Capitation Grants and other financial resources. Moreover, they experienced dissatisfaction with the scheme of disbursement of CG, poor management of funds, there were variation of funds allocation, not all money budgeted received at schools, unclear time of CG disbursement, the CG unpredictable and variable, increasing cases of fraud, misuse of funds, as well as there was a lack of transparency at all levels (Al-Samarrai, 2003; Riddell, 2003; Mushi, 2006; Hallak & Poisson, 2007; Ndiang’ui, (2008); HakiElimu, 2008; Daven, 2008; McLaren, 2010; Policy brief TZ, 2010; HakiElimu, 2010; UNESCO, 2011; Obeng, 2012; Sauti za Wananchi, 2013; Kisigiro, 2015 and Mahoney, 2016).

Under these circumstances central government through the PO-RALG ministry observed the situation and obstacles prevailing various educational development programmes (URT, 2016). Hence, they came up with direct school funding approach as whether the approach is going to solve all mentioned problems and bring about effectiveness in fund disbursements. For these reasons a researcher has been prompted to carry out research to assess the effectiveness of direct school funding in primary schools in Chalinze district council, Tanzania. There is necessity need to focus now and not later in order to examine the approach is effectively to enhance

consistency and accuracy, timeliness, stakeholder's satisfaction and achievement of strategic goals.

1.4 General Objective of the study

The study intends to examine the effectiveness of direct school funding in primary schools in Chalinze district council.

1.5 Specific objectives

Definitely, the study aims at fulfilling the following specific objectives.

- To examine the timeliness of direct school funding approach in terms of disbursement of fund and decision making.
- To find out the extent to which direct school funding approach have consistency and accuracy in fund disbursement.
- To assess the compliance of schools to the directives accompanying the disbursed funds.
- To examine the challenges of direct school funding approach in Chalinze district council.

1.6 Research questions

According to the purpose of the study, the major research questions: is the direct school funding approach effective? In particular, the concern of the study was to answer the following operational questions:-

- To what extent the transferring of the funds reach the respective school accounts on time?
- How decision making takes time in the use of money in accordance with guidelines?
- How consistency and accuracy of direct school funding scheme in terms of amount allocated against amount received?
- What are the challenges of direct school funding scheme?

1.7 Rationale/justification/significance of the study

The proposed study has academic and policy significance as follows; In academic arena, the findings of the study might contribute to knowledge on how direct school funding come up to fill the gap and how effective does the approach work to ensure accuracy and consistency. The study is particularly expected to contribute context-specific insights to the existing literature of direct school financing approach by drawing experiences from the Tanzania's recent school funding scheme.

In the policy sphere, the findings might be useful to policy makers, by identifying policy gaps which can be addressed to make the direct funding scheme effective.

1.8 Limitations of the study

The study will use the exploratory case study research design. For this reason, the possibility of generalizing the findings is limited to the case itself.

The coverage of the study will be Chalinze District Council in Coast region. Chalinze is one of the new districts in Coast region, Tanzania. Some of her primary schools found in remoteness area which are hardly to reach them particularly during rainy season. This is why the researcher focuses on direct school funding approach to assess and measuring its performance in achieving the strategic goals in primary schools in Chalinze district.

Specifically, the topic covers the public primary schools in Lugoba, Msoga and Talawanda ward in Chalinze district. This is because Lugoba, Msoga and Talawanda ward differs in the schools size and number of teachers and students. Moreover, most of primary schools in Lugoba and Msoga ward are found near (towns) the Tanga main road were the face pupil's class congestion whereas Talawanda primary schools found in villages away from towns, lack communication networking and other financial facilities as well as faces reasonable pupils class size.

Additionally, the study covers only three wards out of twelve wards which vary in terms of schools culture, transportation and communication accessibility as well as teacher's attitudes and perceptions. Probably, the findings may not affect the whole

district. As well some information possibly may not documentarily found due to Chalinze district being new district in the country.

CHAPTER TWO

LITERATURE REVIEW

2.1. Overview

Financial support from the government to public primary schools has its origin before and after independence. This was done due to its economic and social potentiality of education in the nation. For these reasons various financing approach were conversely introduced to respond different national educational policies. This was done to ensure that the fund from central government and other sources are successful reaching the recipients (schools) for implementations of various education and development projects. Therefore, this chapter will give a wider picture of the topic which is investigated. The researcher begins with conceptualization of the concepts and discussing theoretical issues related to the topic. Moreover, the researcher reviews the existing empirical literature about primary school funding approach as well as to find out their effectiveness. Furthermore, the review covers some studies from other countries on how primary education is effectively financed by their governments. Finally, the chapter synthesizes the discussion by identifying the gap in literature reviewed.

2.2 The concept of effectiveness

According to the study, the term effectiveness refers to the degree to which the institution/ school as a social system provided definite funds and capital, to carry out its objectives without debilitating its funds and capital and without inserting excessive damage upon its members (Basil, 2010; Hitt, 2014). Mouzas (2018) has argued that the effectiveness is the organizational ability to generate sustainable growth in its objectives and goals to be achieved. It is influenced under the criteria of output, strain and elasticity which are copied from a universal framework. In this study, the applicable operations verify consistent and the criteria applied relay extensively to an independent assessment of effectiveness by study designer (Basil,

2010; Gilbert & Parhizgari, 2000; Hitt, 2014; Barney, 2010; Bremser & Barsky, 2004; Jovanovic, & Krivokapic, 2008; Bentes, Carneiro, da Silva, & Kimura, 2012).

Furthermore, in this study the term *effectiveness* used in examining, assessing and measuring the performance of direct school funding approach and how the approach enables the organization and inter-organizational arrangements in achieving its objectives and goals on time (Mouzas, 2018; Myers, 1999). The effectiveness is not a feature of executive outputs but a rather a nonstop practice describing the association to its stakeholders (Ramnarayan, 2009; Mass; 2005; Longman, 1995; Lewitt, 2004).

In the goal model which relies on the vision of organization, the term *effectiveness* is considered under conditions of achievement of outcomes (Etzioni, 1960). The intention is on the ends; accomplishment of goals, objectives and targets. In system model, the term effectiveness emphasizes the means required for achieving the definite ends in terms of inputs, attainment of resources and process (Yuchtman & Seashore, 1967). Moreover, the strategic-constituencies model prefers effectiveness as the outlook of different educational stakeholders being attracted with educational provision in our schools and survival of the institutions.

Additionally, ineffectiveness model falls under hypothesis that it is easier, more consensual and more valuable to recognize inconvenience and faults (ineffectiveness) than criteria of competences (effectiveness). For this reason, the direct funding approach and organizational effectiveness is defined as the absence of ineffectiveness factors (Cameron, 1984). In performance measurement models the author prefers the approach and organizational effectiveness in terms of performance (Henri, 2006). Simons (2000) reflect the cybernetic and holistic views of performance measurement and measurement control on the use of: decision making, manage, signalling, information and knowledge and outside communication. All of these criteria used determine the effectiveness of the approach and organization in financial or nonfinancial performance if it is well set (Simons, 1990; Smith, 1997; Otley, 1999; Otley, Broadbent & Berry, 1995).

2.3 Concept of financing primary schools

In Tanzania, all public primary schools are financed by the central government (major financier) under fund mechanism called Capitation Grants (CG). Apart from the central government, there are other sources used to finance primary education such as households followed donor community, NGO's and private contribution (URT, 2001). The term Capitation Grant (CG) refers to a recurrent expenditure mechanism introduced to compensate for the abolition of school fees in public schools in 2002(United Republic of Tanzania, URT 2001). According to URT 2006 as quoted by Nkongolo (2014) The Capitation Grant for public primary education in Tanzania is meant to provide money for teaching and learning materials for pupils enrolled in public schools. The government introduced this as a simple mechanism to have funds reach to school level for quality improvements (Carlitz, 2007; Policy Forum, 2009). In short, 'money follows pupils'. Basically, the CG aimed at to replace revenue lost to schools due to abolition of schools fees in 2002 (Uwazi, 2010). The school fees are levies that pupils' parents have to pay in order to purchase academic value obtain from the school, and used for various purposes such as school repairs, for purchasing teaching and learning materials (Yoshioka, 2010).

To ensure the Public Primary Schools are equally financed, the Capitation Grant's formula designed to avoid disparities in fund disbursements (Rajan, 2009). In Primary Education Development Programme I (PEDP I, 2002-2007) the Government intended to provide each public primary school Tshs 16,000/= (about 10 USD at the current exchange rate) to every head of the pupil enrolled. In PEDP II (2007- 2011) the government still recognizing potentiality of financing her primary schools but somehow the amount was reduced to Tshs 10,000/= (about 7 USD at the current exchange rate) per pupil head enrolled (REPOA, 20012).

From 2012 to date the government take various measures to ensure schools are systematically financed to improve education provision in primary schools. Before the government to announce contribution and fee free education in 2015 the government found that there was no effective and well-regulated structure in place to disburse monies done by educational officials (REPOA, 2012). The Educational Officials seem to be not in trust; a lot of fund was lost at their hands because of the

embezzlement and fraud (Hallak and Poisson, 2007). For instances, corruption among educational officials at ministry level, regional and district level is one of the factors that identified to weaken the direct support to school (Mush, 2006). Hence the government decided to introduce direct school funding approach to fund schools through capitation grants from the central government direct to schools bank accounts to check whether funds allocated reaches at school on time and it is effective to enhance schools development projects as suggested by school management team and boards (PO-RALG, 2017).

2.4 The approach aimed to ensure proper Financial Management

Direct school funding approach aimed at ensuring all financial resources allocated to schools is well managed and reaches the schools as proposed. Furthermore, the approach aimed to minimize wastage of fund before reaching the recipients. Therefore the concept of financial management should be discussed entirely as far as the approach is concerned. Hence the term financial management, according to Solomon and Pringle (1977) is concerned with efficient use of important economic resources, namely, capital funds. They emphasize on effective and optimal utilization of scarce resources of finance. On the basis of functions and responsibilities of financial managers the term financial management refers to planning for, acquiring and utilizing funds in ways that maximize the efficiency of the organization's operations (Weston & Brigham, 1979). Francis (1983) viewed financial management as the use of accounting knowledge, economic models, mathematical rules and aspects of system analysis and behavioural science for specific purpose of assisting management in its functions of financial planning and control. To sum up, financial management is concerned with the planning, organizing, directing and controlling the financial activities such as disbursing, procuring and utilizing of funds of the enterprise or institution. It means applying general management principles to financial resources of the enterprise.

Education as an industry needs this knowledge particularly to ensure efficiency and effective use financial resources to maximize profit and to achieve the intended goals. For this reasons the government introduces direct school funding approach as an

important means for strengthen integrity, transparency and accountability in the use of public funds and make sure the public resources and funds are used appropriately as planned. The approach helped school managers and administrators to act in accordance with financial management principles when they make planning, expending and reporting the school financial resources (Nzunda, 2018).

The approach as well will enable to realize the value of money as allocated in the budget. However, the approach will help school mangers to be assured with the amount allocated to them with no doubt. This removes misuse of funds done by entrusted school officials at various bureaucratic levels. Moreover, the approach is going to be a cure for strengthening appropriate use for government financial resources and services delivery in primary schools (PO-RALG, 2018).

2.5 Rationale for provision and financing Primary Education.

Educational Economists regard primary education as a form of investment in Human Capital which has a great benefit to country's economic since increases labour mobility and productivity (Woodhall, 2004). It is universally recognized that the expenditure on education can be justified in terms of the potential of education to economic growth (Msabila, 2017; Lopes, 2001). It should be understood that Human Capital has a great advantages to the future national economic growth than investment in Physical Capital (Woodhall, 2004). Moreover, Woodhall (2004) as quoted by Msabila (2017) insisted that it is necessary to note that, pupils and their guardians to take into consideration when making educational and occupational choices. At a national level before investing in any educational project, the educational planners should have to undergo adequate cost-benefit analysis (Magnen, 1991).

Since independence, Tanzania as developing country considers primary education as a tool for national social, political and economic development process. Additionally, education is regarded as a powerful factor for alleviating poverty, diseases and ignorant among the majority of country's citizen (Nyerere, 1967). For these reasons the government of Tanzania always invest a huge amount of fund to finance primary education in every annual budget to compare with other sectors. In Tanzania there

are multiple sources of financing primary education but the major ones are central government, donor community, local community, private sectors as well as individuals or households (URT, 2001).

Due to that education potentiality Tanzanian Government in January, 2016 decides to hold all kind of responsibility for financing primary education as it was promised by newly inaugurated president of United Republic of Tanzania Dr. John Pombe Magufuli. The president announced free education (basic education) that is from primary to ordinary level secondary (UTP, 2014). With the aim to prepare the young ones ready for industrial economy and middle income earners nation to fulfil a national vision 2025. Therefore, from the moment to date all the public primary schools in Tanzania are directly financed by central government to their bank accounts to avoid Fraud, misallocation of fund and embezzlement done by entrusted government educational officials (REPOA, 2016). Hence, direct school funding approach seems to be solution to all quells relating to bureaucracy (PO-RALG, 2017). For these reasons the researcher decides evaluate the effectiveness of the approach in financing primary schools in Chalinze district.

2.6 Theory of payment infrastructure

The theory of payment infrastructure assumes that; improvement to payment infrastructure that has the potential to increase the efficiency of remittance services should be encouraged. Langhan and Kilfoil (2011) argue that poor financial infrastructure in remoteness areas leading to unreliable delivery. Whilst the correspondent banking model is widely used for payments and greater interoperability and straight through processing should be encouraged. The theory can be applied in facilitating direct primary schools fund transfer and management as it increases quick and direct accessibility, efficiency, consistency and accuracy (Nkongolo, 2014; Henri, 2006).

Moreover, the direct school funding seems to be appropriate approach and equitable to facilitate disbursement of the capitation grants. As it is accuracy and efficiency approach which has direct communication link between sender (Central Government) and recipient despite of their distance (PO-RALG, 2017). The approach assumes to

minimize unnecessary delays done by educational officials at Regional and District level as well as reduces temptation to fraud and embezzlement (Mahoney, 2016). For that reason, the theory en suite the study which intends to examine effectiveness of direct school funding in Chalinze primary schools.

2.7 Financing education is also a fact of investing in Human Capital theory.

Primary education seems to be necessary for the health of social, political, cultural and national economy (UTP, 1995). For this reason, financing primary system is an integral part of political and educational management. It should be a will of a nation to make and implement fund policies, plans and educational projects (Becker, 1975). It is obvious to say financing education is investment in Human Capital (Becker, 1995). Nalaila and Msabila (2013) for this case prefer Human Capital as what one gains after schooling such as experiences, skills, knowledge, values, attitude and a good health. What one achieve from schooling (Becker, 1995) regard as Human Capital because it is difficult to separate them as one can do from financial and physical assets. The necessity of financing in education arouse as skills from schooling bound one in all her life span.

According to Human Capital theory, financing in education is not wastage of resources rather is a wealth creation. This means that elites have high economic return due to their high productive knowledge, skills and ability to focus various challenges relating to production and marketing compared to illiterate people (Woodhall, 2004). Moreover, the greater the economic power of a nation, a greater number of elites nation posses. Skilled labour influences labour mobility as Human Capital theory assumes that labour market are homogeneous to anyone to work anywhere (Goulder, 1993). The educated person have great mind to innovate and produce something potential to a nation as well as have creative mind to defeat the nature and satisfy their daily needs (Msabila & Nalaila, 2013).

In order a nation to get strong and great number of elites has no choice rather than investing heavily in education starting with basic education which is necessary to all for basic skills. Therefore, enough funds are needed to ensure there is favourable

environment for learners and teachers to facilitate and access education easily (Chonjo, 1994). Due to this necessity of education for future national development the government decide to introduce Free Education Policy in 2015 and implement it with action. For instances, the budget to support this policy of Free Basic Education (Primary and ordinary level secondary) raises from 18 billion per month in 2015 to 24 billion per month, October 2018 (URT, 2018).

This huge amount of fund to support primary education provision from the government aim at preparing the future labour market as nation focuses on industrialized economy. Hence, aim at fulfilling a nation vision to reach at middle income nation 2025. Many stakeholders hoped to reach there as government show her willingness to reach there by action (Mahoney, 2016).

2.8 Empirical Review

2.8.1 Education financing approach in France

France is one of the industrialized nations that adopt a model of higher central regulation and financing in market economy. The education provision is highly centralized and characterized with high equally level of centralized financing education. The operational finances and capital expenditures are the responsibility of local authorities. It is like previous times in Tanzania, the local authorities in France receive amount of funds directly from central government in form of grant and subsidies (Msabila, 2018). The grants sent to schools under negotiated contract and without this contract the schools cannot receive any grants or subsidies from the central government (Galabawa, 2007).

2.8.2 Education financing system in Sweden

Education provision in Sweden in 1960's and 1970's was based on policy of that enhances equity, fraternity and democracy. The funding system criteria based on that policy (Galabawa, 2010; Msabila, 2018). Later in 1980's the education provision and financing policy shifted to decentralization, productivity and efficiency (Miron, 1993; Briseid & Caillods, 2004).

In order to maintain free tuition fees, from 1991 the government of Sweden financing education by employing voucher – like mechanisms and offer study grants as well as loans to other next levels of education (Galabawa, 2007).

2.8.3 Education financing system in the United States of America

In USA the education provision is under decentralized system unlike to many European nations. A nation carries a little burden of financing education. The grant – in – aid links the state and local government in supporting education provision. The grant – in – aid expended to provide education services legally authorized by the district. For instances, some grants amounts is offered to low income earners to support extra school services and other amount offered to district for students transport purposes (Galabawa, 2007).

Moreover, every state supports their schools financially to meet nation requirements. They should therefore allocate their own resources for financing education. Additionally, the students from low income families they are supported by small scale voucher programmes. The state pays the expenses to these students. This is done to ensure all students are able to access education despite of their economic status (Galabawa, 2007).

2.8.4 Education financing and monitoring in Ghana.

In 2005, the Ghanaian government officially abolished school fees and introduce capitation grant to support their schools. This was a result of free education policy as they implement the programme of Free Compulsory Universal Basic Education (FCUBE). Under this programme every enrolled student in public basic schools take delivery of 3.003 Ghanaian cedis approximately 3.00 Canadian dollars. By doing so, many poor families were able to send their school age children to school as a result enrolment increased abundantly (Yashioka, 2010).

For the matter of monitoring capitation grants in Ghana, every public school required to ensure they preserve necessary fund documents such as receipts and forms. Head Teachers as well are supposed to send monthly and quarterly report to District / Metro education office (Obeng, 2012). To ensure proper use of funds at a school

level, Circuit Supervisor visits each school twice per term. They are cross checking school fund received and used in accordance with School Performance Improvement Plan (SPIP). Apart from Circuit Supervisor, there are internal auditors who conduct audit twice a year on school accounts. Their reports are submitted to School Management Committee (SMC), District Director of Education and Regional Director of Education (Kisigiro, 2014).

2.8.5 Primary Education Financing and Administering in Rwanda.

The government of Rwanda is a major financier of primary education in the country. The fund in primary schools are allocated to ensure there are equal access to all young Rwandans and mostly to improve the quality of basic education in Rwanda (Ministry of Education, MINUDEC, 2012). Apart from teachers salaries the Rwandan government through the Ministry of Finance (MINECOFIN) pays Capitation Grant (CG) direct to head teachers. The Capitation Grant in Rwanda was officially introduced in 2003 after the abolition of legal user charges or fees. From the moment to date the case of school fees in all public schools were made illegal in Rwanda (World Bank, 2011). In Rwanda CG is categorized into two: firstly CG paid per pupils basis, at a rate of RWF 35,000 per a year. Secondly, CG paid to teachers at a rate of RWF 12,500 per month (Paxton and Mutesi, 2012). Previously, the teachers CG was paid to them as a bonus to them based on performance, but currently paid as additional salaries to all teachers (Transparency International, 2012).

In Rwanda, financing system is administered by local government (districts) which are responsible to assess total number of pupils and teachers who are eligible for being financed. The head teachers have relative mandate to allocate the remaining CG after provision of teachers' bonus. The mandate to allocate CG follows under the following categorization such as 50% is for teaching and learning resources, 35% for maintenance and 15% for teachers training. The head teachers may not follow this guideline if only there are necessary exceptional school needs and circumstances (Transparency International, 2012; Paxton and Mutesi, 2012).

Moreover, Rwanda primary education funding system is 'flat', that means the government provide the same amount of Capitation Grant equally to each pupil

regardless of their social, political, geographical, cultural and economic background. This is to ensure every young individual is eligible and accessible to primary education as required by national educational development programmes and international guiding principles (MINUDEEC, 2010).

2.9 Financing Primary Education in Tanzania from independence to date.

The issue of financing education in Tanzania started soon after independence in 1962 after recognizing the importance of education as a tool for liberating people mentally and economically. The government took some initiative by abolishing schools based on race and religion so as to make education accessible to all individuals despite of their social, cultural, political and economic status (ETP, 1995 & Omari, 2002). In 1974, education provision becomes a great concern by the government of Tanzania by improving education infrastructures to increase enrolment of school age children. The great initiative taken by government in 1974 was to abolish school fees to make education more accessible and affordable to all so as to implement actively the programme of Universal Primary Education (UPE) (Omari, 2002).

In 1995, the government has undergone series of education reforms to address various problems facing the sector (URT, 2001). These reforms aimed at implementing Education For All (EFA) as proclaimed in Jomtien conference 1990 and later insisted in the Dakar conference of 2005. Moreover, the reforms aimed to achieve the Development Millennium Goals (MDG's) which emphasize to address illiteracy and combat poverty. For these reasons government came up with Primary Education Development Programme (PEDP) (URT, 2001).

The government financed education under PEDP through Development and Capitation Grant. The PEDP was purposely to solve shortage of teaching staff, teaching and learning resources and construct to improve education infrastructures so as to increase pupils' enrolment (Carlitz, 2007; Policy reform, 2009). The provision of Development Grant (DG) purposely directed to finance development projects such as construction of classrooms, teachers' offices, teachers' houses and other education infrastructures.

The Capitation Grant (CG) refers to a recurrent expenditure mechanism introduced to compensate for the abolition of school fees in public schools in 2002 (URT 2001). According to Nkongolo (2014) the CG meant to provide money for teaching and learning materials for pupils enrolled in public schools. The government introduced this as a simple mechanism to have funds reach to school level for quality improvements (Carlitz, 2007; Policy Forum, 2009).

These two forms of financing existed up to but from 2002 to 2015 the funds channelled too many hands (Bureaucracy) to reach the intended goals at schools. According to HakiElimu (2010) and Sauti za Wananchi (2013) approved that there were poor financial management in PEDP I & II as well as in Big Result Now (BRN) in 2012 project. The recipients (schools) of CG had a lot of blames on a approach used since they face a lot of challenges such as unnecessary delays, dissatisfaction with the system of disbursement of CG, there were variation of funds allocation, not all money budgeted received at schools, unclear time of CG disbursement, the CG unpredictable and variable as well as there was a lack of transparency at all levels (HakiElimu, 2010; Policy brief TZ, 2010; Sauti za Wananchi, 2013; Hallak & Poisson, 2007 and Mushi, 2006).

To address the above problems on January, 2016 to date, the government introduced direct school funding approach for money transfer from the central government direct to schools to check whether transparency and accountability are observed in money disbursement (PO-RALG, 2017). The direct school funding from the central government to school bank accounts through capitation grants is a sign to show transparent, efficiency, direct target, easy to implement, accuracy, time consideration, fund management and monitoring (Simons, 1990; Smith, 1997; Otley, 1999 and Twaweza, 2017).

2.10 Synthesis and gap in literature

Most of researchers done outside and inside of the country focused much on inevitability of financing primary education and their financial management, the use CG to bring about intended goal and how school committees and head teachers manage CG as allocated by government. For instances, the study done by Obeng

(2012) in Ghana observed much on transparency and fund documentary records. He showed further concern on misuse of Fund done by head teachers. The researcher elaborate transparency only on the use fund already reached to school but he did not show the approach used by government to send CG to school. As well he did not show the effectiveness of the approach used to send the capitation grant funds to schools.

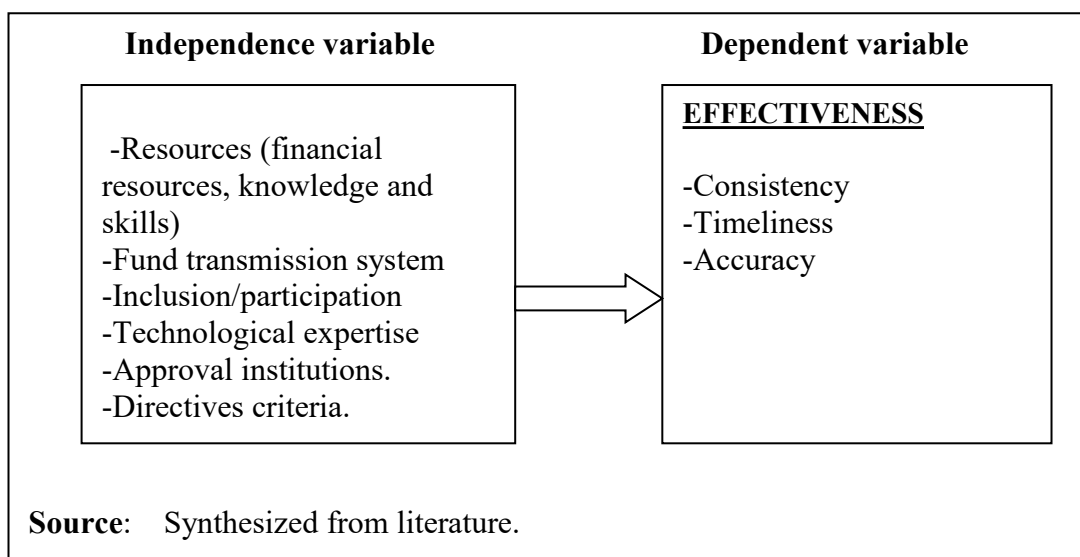
Another study by Paxton and Mutesi (2012) was conducted in Rwanda to asses primary school funding and equity in free education policy. They found that there is no effective means of administering the fund on the hand of head teachers to enhance transparency on expenditures, budgeting and reporting. Likewise, Msabila (2018) on his article titled financing primary education in Tanzania. He addressed much on effort, constraint and way forward but critically he did not tell us on the effective approach used to transfer fund direct to school. Mahoney (2016) on her paper to inform policy makers on sending money on the school account to address issue of delay. So far she aimed to solve the issue of fund delay but she did not tell us how effective the direct school funding is.

Therefore, this study aims at closing the gap in other studies reviewed by focusing on the effectiveness of direct school funding through Capitation in primary schools, using Chalinze district council as the case study.

2.11 Conceptual framework analysis: the variables and their operationalization.

As far as literature is concern on the effectiveness direct school funding approach, seven independent variables were acknowledged as input determinants of effectiveness (the dependant variables) at the school levels. These includes:- school autonomy in decision making, resources (financial resources, knowledge and skills), fund transmission system, inclusion/participation of educational stakeholders, technological expertise in the use of new model of funding, approval institutions, directives criteria for the use of funds sent to primary schools. Basing on mentioned variables as a point of indication, the framework is stand on assumption that: *'Effectiveness of direct school funding approach depends much on the indicators implication'*.

Figure 2.1: Framework analysis



Dependent variable

The *Effectiveness* of the direct school funding approach stands as dependent variable of the study and it is operating under the implication of independent variables. Effectiveness of the approach under this circumstances can be examined as a result of resources availability (financial resources), provision of knowledge and skills on appropriate use of the approach, the accuracy of the new model of fund system, the participation of education stakeholders in every policy and other interventions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Overview

This chapter discusses the procedural and methodological framework which will be used in conducting the study on the effectiveness of direct school funding through capitation grant in primary schools in Chalinze district council. The chapter discusses the choice of the area, design, tools and the justification for the choice. In terms of structure, the chapter is organised into the research design, description of the study area, study population, sample and sampling techniques, sources of data, data collection tools, data collection process and analysis, as well as research ethics, validity and reliability of research instruments.

3.2 Research Approach

The study will be use qualitative research approach. The qualitative research approach will be adopted due to the nature of the study's specific objectives on the effectiveness of direct school funding approach in primary schools in Chalinze district council. The reason of using this approach is that; it is determined by the nature of the research questions; all research questions are qualitatively designed. The approach of the study will help to understanding-depth a research problem (Creswell, 2009). Also, the study will use qualitative approach, and this approach will be used to collect data and evidence from research participants through interview, focus group discussion and documentary review. Mostly, qualitative research approach is looking at and organizing data into various dissimilar themes and sub-themes for a detailed analysis. Moreover, the study will use qualitative approach because there is an extreme prerequisite to grasp and interpret the individuals' consciousness and responsiveness with regard to researchers' experience and the socio-economic and cultural contexts. So, for the specific objectives and research questions necessitated the use qualitative research approach.

3.3 Research Design

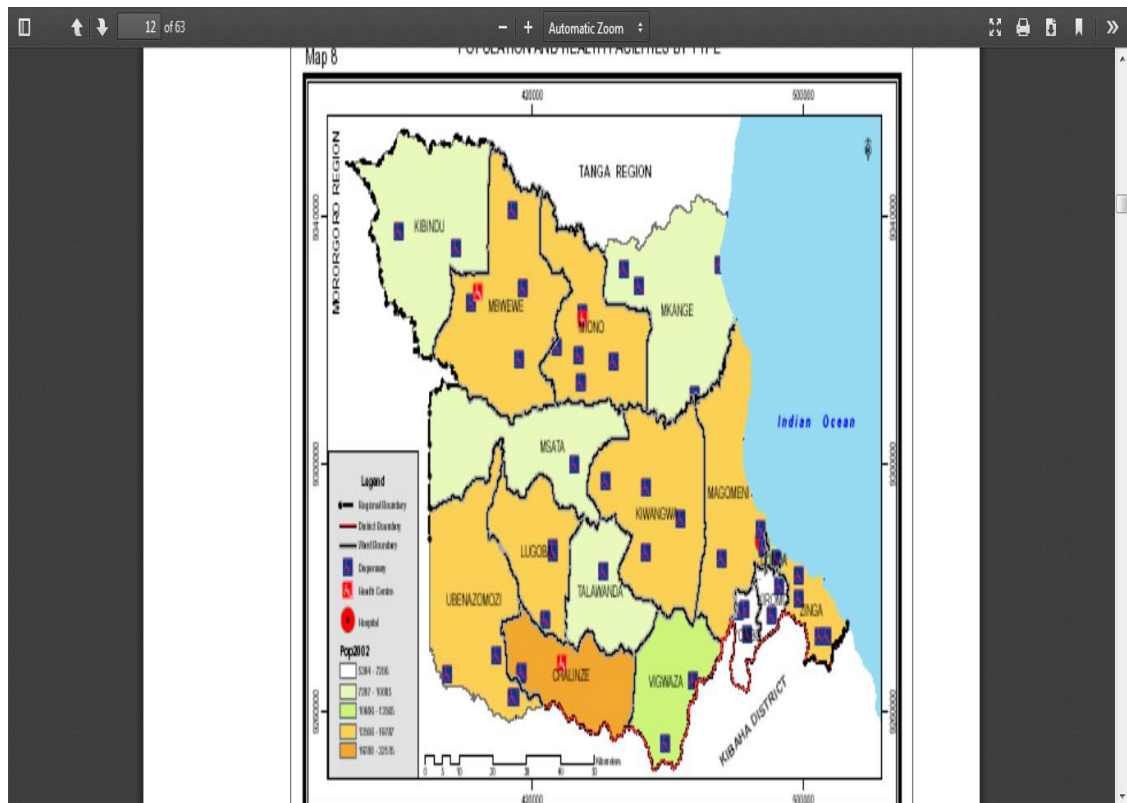
The exploratory case study research design will be used in this study (Yin, 2003). Because the researcher is planning to explain in-depth the effectiveness of direct school funding through capitation grant in primary schools in the country. Exploratory case study design affords to deliver rich and quality information that will be used to ascertain the effectiveness of direct funding approach in primary schools (Msabila & Nalaila, 2013).

3.4 Area of the Study

The study will be conducted in Chalinze District in Coast region which is found in Tanzania (see Figure 3.1). The choice of this area is due to the reason that no studies had been conducted on the effectiveness of direct school funding in primary schools. And besides, the Chalinze district council is a new district where direct school funding is implemented and the researcher needs to examine its effectiveness.

The research will be conducted in 4 selected public primary schools of Chalinze District, including 1 schools in Lugoba ward, 1 in Msoga and 2 schools in Talawanda ward. Chalinze District Council is newly district that separated from Bagamoyo four (4) years ago. It is among of the 8 Districts in Coast Region; others are Kibaha Town Council, Mafia, Mkuranga, Rufiji, Kisarawe, Kibaha district council, and Bagamoyo district. The district is bounded as follows; at the north is bordered Handeni district of Tanga region, to the east located by Bagamoyo district, to the south located by Kibaha district council and Kisarawe district, and the west located with Morogoro region. It lays between latitudes 6.6 and 6. 65 South and longitudes 38.35oE and 38.19oE. The size of this District is the total area of 6,842 square kilometres with a population of 195,793 people (2012 census), (National Bureau of Statistics Tanzania-NBS, 2012).

Figure 3.1: Coast region Map showing Chalinze District.



Source: District database, 2015.

3.5 Population and Units of Analysis

The teachers and education officials are the targeted population in this study. The units of analysis are teachers, and educational administrative officers include the District Primary Education Officer (DPEO), Ward Education Officers (WEO), Head teachers (HT), School bursars, and teachers in Chalinze District Council.

The District Primary Education Officer (DPEO) and Head teachers (HT) in Chalinze District Council are the key informants of anything about education affairs in Chalinze District Council. The District Educational managers, WEO's, Head teachers (HT) and school bursars have full information on formulation and implementation of the education funding approach and its management interventions

including implementation of approach. Teachers are direct beneficiaries of the approach.

3.6 Sample size and Sampling Techniques

3.6.1 Sampling Techniques

Basing on the qualitative nature of the study, Non-probability sampling is most useful for exploratory studies (Bhat, 2019; Dohert, 1994). It is faster for it saves time and it is more cost effective sampling since the researcher knows the sample (Henry, 1990; Mason 2002; Etikan & Bala, 2017; Bhat, 2019). However, apart from various types of non-probability sampling techniques, this study will employ the following: purposive or judgemental sampling and convenience or availability sampling.

Convenience or Availability sampling.

Convenience sampling is the one of the most non-probability sampling technique for its speed, cost-effectiveness and the sample availability is straightforward (Bhat, 2019). This is to say samples selection is from the population conveniently available to researcher (Etikan & Bala, 2017; Bhat, 2019; Bremer, 2016).

Under this sampling technique, the researcher for example may use respondents such as district and wards primary educational officials, teachers, students and parents known to him or her. In this way, the researcher may send to them the survey and they act as sample (Sue & Greens, 2008; Henry, 1990; Bhat, 2019).

Purposive or Judgemental sampling technique

In this category of sampling technique, the researcher selects sample units who meet the particular intention of the research (Mason, 2002; Bhat, 2019). Basically, the selected samples falls on study designer's knowledge, judgment and credibility, who are right fit to play part in the study (Msabila & Nalaila, 2013; Bremer, 2016; Etikan & Bala, 2017). Therefore, the technique will enable the researcher to select such specific participants due to their position, roles and have full information on direct school funding approach (Msabila & Nalaila, 2013; Mason, 2002; Dohert, 1994).

3.6.2 Selected size

The study will select 15 participants which will be fully engaged in this study, for clarification, the selected size will comprise of 04 teachers, 04 school bursar, 04 Head teachers, 3 Ward Education coordinators and 1 District Education Officers as summarised in Table 3.1 below. Since, the selected size often has many advantages compared with a complete coverage of the population. For example, it reduces expenses associated with gathering the data, reduces necessities for preparation of personnel to bearing the fieldwork, it increases speed in most aspects of data summarisation and reporting, and greater accuracy due to the possibility of more intense supervision and data preparation procedures.

Table 3.1: Study participants

Category	Study participants
District Education Officers	01
Ward Education coordinators	03
Head teachers	04
School Bursas	04
Teachers	04
Total	16

Source: Researcher Construct, 2018

Chalinze district council has been divided administratively, into 5 Divisions, 15 Wards and 76 Villages. Lugoba, Msoga and Talawanda wards are among the wards found in Chalinze district council in which are randomly selected, the reason for selection of the size is homogeneous meaning that the selected size is more or less the same in all 15 wards also the study area can be reached easily by the researcher. The total number of public primary schools in each Ward is 5 to 8 in which 1 to 2 schools will be randomly selected from each Ward. In Lugoba ward there are primary schools such as Lugoba, Makombe, Kinzagu, Saleni and Mindutulieni; Msoga ward primary schools includes Lunga, Mboga, Msoga and Mbuyu; and in Talawanda ward such as Mindukene, Tawalanda, Msigi, Vundumu, Kisanga, Msanga, Ludiga and Kisambi primary school.

3.7 Data Collection Methods

For the circumstance of this research, four main techniques of data collection will be used, which are: - documentary review, Focus Group Discussion, interview and Observations. And here below is the explanation on how they are going to be used.

3.7.1 Documentary Review

These are sources encompassing data, which have been collected and accrued for another purposes. This consists of voluntarily accessible gatherings and previously assembled declarations and reports whose data may be used by researcher for their studies. This will consist of published reports and unpublished reports. Secondary data will be extracted from obtainable published and unpublished records. The records included books, book chapters, journal articles, policy documents, thesis and dissertations. All the records which are allied to the variables measured in this study concerning the effectiveness of the direct school funding through CG in primary schools. The secondary data is suitable and credible for replication and offers additional insights. Secondary data supplemented other sources of information and improved the level of reliability of the results (Nachmias & Nachmias, 1992)

3.7.2 Focus Group Discussion (FGD)

It is called FGD as far as a study designer calming of, and paying special attention to the group interaction (Kitzinger and Barbour, 1999). It is a conversation group on a particular subject matter planned for research purposes. It is beneficial to a researcher to receive a degree of compromise on topic, different opinions, group norms and universal practices. The FGD produces information on shared views, and the meanings that based on those views. Additionally, clarifies, enlarge, certifies or test data collected through other methods (Gill, Stewart, Treasure & Chadwick, 2008; Morgan & Krueger, 1993).

The group should approximately have 4-12 participants for everyone to participate actively relying on different ages, sexes, and proficiency status (Morgan, 1998). Harris and O'Brien (2019) suggest time for discussion should take 30 minutes to several hours. The venue for focus group is essential and should be handy, calm, confidential, fairly, as well as free from distractions. It is normally recorded, frequently analysis the interaction and occasionally videotaped (Gill, Stewart, Treasure & Chadwick, 2008).

3.7.3 Interviews

Interview will be administered to District Primary Education Officer, Head teachers, School Bursars and Ward Education Coordinators of Lugoba, Msoga and Talawanda so that researcher can explore the views, experiences and attitudes of the participants sampled through purposive sampling regarding information on the effectiveness of direct school funding through capitation grants in primary schools financing. By means of using interview in collecting data the interview is cheaper to conduct in terms of cost (Kothari, 2004; Kvale, 1996). Also, it gives respondents the room to explain on what they understand around the effectiveness of direct school funding approach.

3.7.4 Observations

Observation data collection method is where a researcher deals with what participants act, not what they speak (Harris and O'Brien 2019). The method involves orderly selecting and recording manners and description of participants. Additionally, used to evaluate whether people really do what they say they do as well as weigh against a phenomena and its definite apparatus in larger details (Elmusharaf, 2012). It is requires a researcher to be familiar with study area or institution or phenomenon or culture to assure the clarification are of natural observable fact (Trochim, 2016).

Table 3.2: Summary of participant selection, selection technique and data collection methods

S/NO	Type of participants	No. of participants	Selection techniques	Data collection methods
01.	Primary district educational	01	Purposive	Interview
02.	Ward Educational coordinators	03	Purposive	Interview
03.	Head teachers	04	Purposive	Interview
04.	School bursar	04	Purposive	Interview
05.	Teachers	04	Convenience	Focus Group Discussion
06.	Total	16		

3.8 Data Analysis Techniques

In this study, qualitative data analysis techniques will be used. It has been shown earlier that the qualitative data will be collected using qualitative open-ended questionnaires, interviews and documentary review. In this method, the researcher typically will make extensive use of school meeting minutes and memos. Interpretation of qualitative data will be subjected to content analysis whereby data will be classified, categorized and organized according to units of meaning each response generated.

After collecting data, they will be edited, coded, classified, tabulated, and computed in order to search for patterns of relationship that exist between them. Qualitative data will be analysed using interpretative approach and Atlas Ti which is computer assistance software for qualitative data analysis. The approach will be used in analysing all specific objectives. These specific objectives based on linguistic than numerical data by applying meaning-based than statistical forms of data analysis.

The format of such qualitative data will be mastered by descriptions in words which will be put into writings and texts. The analysis of the collected data will be done by firstly transcribed precise. This pre-analysis will be influence future steps of the analysis to get the unfolded relevancies. In doing so, the whole collected data set will be initially read to get the whole picture of the study about on the effectiveness of direct school funding through capitation grants in primary schools which in turn will lead to the emerging of initial insights and understandings.

Moreover, it will be during or after this stage, the initial editing of the data often took place and some obvious redundancies, repetitions, and unimportant deviations will be omitted.

3.9 Validity and Reliability Issues

In this study, reliability and validity in the study will be heightened through; working with the correct target population, use of triangulation of different tools of collecting data: (Focus Group Discussion, Interview, Documentary review and Observation).

Validity refers to the ability of a scale or tool or research instrument to measure what is supposed to measure. It is the extent to which a test measures what we actually wish to measure (Msabila & Nalaila, 2013). Reliability and validity are two factors, which every qualitative researcher must be concerned about when designing, analysing and judging the quality of the study.

Presenting the data without misrepresenting its message, making claims which are sustainable by the data, avoiding inaccurate wrong reporting of data such as technical errors or orthographic errors; ensuring that the research questions are answered, releasing research result neither too soon nor too late (Cohen et al., 2007). The interview guide and questionnaire will be tested by a pilot study aiming at ascertaining their validity and reliability to the 05 randomly selected participants in Chalinze district council. It is suggested that the number of people for pilot test should be at least 30% (Lewis and Thornhill, 2003).

3.10 Ethical Consideration

Ethical standards are necessary to be adhered to in order to give assurance in protecting the rights of the participants. Ethical considerations will be observed in early stages of planning on how study will be conducted, involvement of participants are voluntary, and it is not mandatory to District Primary Education Officer, Ward education officers, Head teaches, teachers and school bursars to take part in this study.

Participants will be provided with the purpose and objectives of this study as well as its significance before playing a part in the study. The research questions will be carefully constructed in a manner that psychological harm to the respondent will be avoided. Also, the researcher will obtain the research clearance from Mzumbe University in order to get permission to conduct research in primary schools in Chalinze District. This will entail the process of being given a letter of introduction stating that I will be a bona fide student of Mzumbe University and will be required undertake this study as a partial condition for being awarded Master of Arts in Education Degree (MA-ED).

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter centred on the aspects of presentation of research findings were four schools in three wards were involved. The two out of four schools located in town (Lugoba and Msoga ward) and the other two located in remoteness area (Talawanda ward). The main intention was to get reliable findings among the two locations of the same research objectives. For the purpose of the study, a qualitative research approach was applied, via in detail interview, observation, documents review and focus group discussion as the major data collection techniques. The participants of the study were purposely and conveniently selected to allow significant data collection from right sources. The main informants of the study were 1 Primary Educational Officer, 3 Educational Coordinators from each ward, 4 head teachers from each school, 4 school Bursars and 4 teachers; comprise a sample of 16 informants.

4.2 The characteristics of the participants

The participants' characteristics were necessary to be focused to provide necessary information of the study. The study needs participants who have direct interactions with the primary school funds at district, ward and school level in budgeting, decision making and funds uses approval. The precise features of participants include her/his leadership position and time served in such position.

4.2.1 The Participants position and time served in such position.

In order to offer relevant information, the participants were kindly asked their position at district or at the school level and time worked (years of experience) in that position in Chalinze District or elsewhere in Tanzania. The results were as shown in table 4.1.

Table 4.1: Participants position and years of experience.

S/N	Position of the participants	Number of Participants	Time served in position (years of experience)	
			In Chalinze DC	In other DC's in Tz
01.	Primary district educational officer.	01	02	06
02.	Ward Educational officers	03	04-25	00
03.	Head teachers	04	02-16	00
04.	School bursars	04	03-09	00
05.	Academic masters, assistance Head Teachers.	04	02-08	00
06.	Total	16		

Source: Field Data 2019

Table 4.1 shows the participants involved in the study were in total number of 16 who were having various educational leadership positions at district and at a school level as mentioned in serial number 1-5. These participants differ in their working experience which ranges from 02 years to 19 years as it is shown in table. The experience indicated obtained either in Chalinze District or elsewhere in Tanzania in the same position.

4.3 The timeliness of funds disbursement and decision making.

The study focused on suitable time for funds disbursement and decision making in primary schools in Chalinze District. It is assumed that, the process of sending money directly to schools is effective approach and reduces funds delay for schools development projects. To understand how effective the approach is, the study designer applied Focus Group Discussion and interview data collection technique.

In this objective, the study intended to examine time served by the approach in schools fund allocations and disbursement, decision making and utilization of funds on time to accomplish school programs / projects.

4.3.1 Time served by the approach in fund allocations and disbursement.

Through Focus Group Discussion and interview; teachers, school bursars and head teachers were asked on how the approach serves time in funds allocation and disbursement. The intention was to note if the funds were received in schools account on time as it was allocated by the central governments and enable one to draw conclusion on how the approach is effective as it solved the issue of delay.

During the interview one of the head teachers from school “A” argued as follows relating to time served by the approach in fund allocations and disbursement:

“Every month I receive amount of funds as capitation grants to my school account at a right time. The government decision to send money directly to school account is the best ever decision. It ensures schools warrant to get money as it is allocated by the government. Currently we are proudly with this newly approach for we observed no delay since it has started”.

The same answer was provided by another head teacher from school “C” who interviewed and said that:

“To be honestly, from when the approach was launched about three years ago, every month I receive the intended capitation grants on time. Unlike previous times it may sometimes take almost three months no funds sent to us. You may I ask me how difficulty the situations was at that time? The schools had to run with big debts which could not easily pay. I think our cry was heard by higher government financial authorities. We are now happy with the current approach because nobody can cause funds delay for anyhow and reduces complaining to most of us”.

The similar responds was given during Focus Group Discussion by one teacher in school “D” who argued that:

“Nowadays, we are informed by the head teacher through our notes board that the funds that allocated to us are received on time. This created trust and hope to every one of us as it reduces complaining and increasing efficiency in teaching and learning process. So far the Government had done a great job to improve the situation through this approach”.

Additionally, one of the school coordinator approved what it has been said by teachers as he explained in briefly during interview as pursued:

“So far it is a new approach to most of us as it needs a computer literacy to access it but seemed to be very effective approach ever. It limits the problems that occurred due to bureaucracy as previous times. Each school receives

what is supposed on time. This increases head teachers morally to work with school matters apart from funds delay or misallocation of funds”.

In the same vein the district education officer argued that, the approach reduces complain on misallocation and funds delay done by unfaithful educational officer at regional and district level. DEO as well insisted that it reduces the task of allocating funds to all schools while they are not expert on that field which causes double allocation of funds. Moreover, he said:

“The approach is good for it works effectively to solve the problem of funds delay and misallocation of funds. It removes all those unnecessary challenges that could make quarrels with head teachers and their district educational officers. I congratulate the government for introducing this beautiful approach. Schools are now quiet for they received funds on time”.

4.3.2 Decision making and utilization of funds on time to accomplish school programs / projects.

Decision making and utilization of funds on time are the promising factors may perhaps affect the value of the approach. For this reason, the researcher examines the contribution of decision making and utilization of funds to influence the effectiveness of the approach, and the findings are offered below:

Through reviewing documents such as received funds approval receipts and School Management Team Meeting (SMT) minutes from January to April, 2019 the researcher observed that the funds is approved within one to three days depending on internet network available and decision making for fund utilization, the meeting is done within two to five days. The head teacher from school “B” when was interviewed on this argued that:

“...it is very shameful for we delay because of internet network, and without it nothing can be done. One might go to nearby town for two to three days to search for necessary accounts information. For us who allocated in rural areas the decision making and utilization of funds delays for such reason. The government should work upon the challenge of network to make the approach so effective”.

Apart from network challenges observed in remoteness areas that brought about delay in decision making and utilization of funds, the other head teacher in school “D” interviewed and argued differently as follows:

“If a school received money on time why should we delay in decision making? I used to make decision for funds utilization for only one or two days. In spite of network challenges especially in rural areas nothing to delay more. The funds decision making and utilization on time it ensures schools warrant in providing best services to her costumers (pupils) and pay their suppliers at a right time”.

For this case, the educational services providers and suppliers are surely to be paid what they have provided at reasonable date on time despite little challenges observed to some places. The situation currently encouraged the service suppliers to work hand in hand with schools. To approve this, the academic master in a school “C” visited stated:

“Despite what we receive does not match with our needs, we are assured that the received Capitation Grants on time in every month created hope and trust to schools services and goods suppliers. Am proudly enough teachers are fully equipped by teaching and learning materials. No one complaint in any how since at right time the received funds is budgeted and allocated by the staff meeting”

Currently, the approach reduces complaints to teachers, pupils and goods suppliers. This is because schools needs are obtained in the appropriate time and suppliers are paid on time. The assured received funds on time brought confidence to head teachers in leading the schools. In surveyed school “A” a head teacher offered the following statement to support the above argument:

“Definitely, without wasting time we budget and allocate the money according to our needs and affordability. The school now is able to pay the suppliers at right time. Hence, no doubt of services provided to consumers and payment for suppliers. The approach changed completely previously existed situation, we hope for the good future”.

To cement on the fact, the interviewed educational coordinator showed high interest in making quick decision making and appropriately utilization of funds. Insisted that

no delay should be seen among head teachers because the scheme of sending money directly to school accounts saves much time to purchase and acquire the school needs.

The following passage was captured from ward “A” educational coordinator:

“Absolutely, as the funds received on time no delay should be made in decision making. I need to see all head teachers in my wards to observe this. All school needs should be listed down and decide what is to be purchased as soon as possible depending on what is available. This will reduce unnecessary complaints from teachers, suppliers and other services providers”.

The findings showed that, the approach of sending money directly to schools accounts increased head teachers and suppliers trust to their government. With regard to decision making, a District Education Officer insisted head teachers to consider the fact of time and proper use funds as it is allocated. The current government need to see things are running as quick as possible and no one should cause delay for his/her personal gains. As one of the district educational officer pointed out:

“The newly scheme become very essential since it reduces much delay caused by bureaucracy. Nowadays, the schools are able to make their budgets and implement it timely. Despite, the variations of some amount received by each school, no one among educational stakeholders’ complaint on the funds delay relating to decision making”.

The findings approved that, the approach came at a relevant time to solve the problem of funds delay. All interviewed participants appreciated that the capitation grants send directly to schools are received on time. By doing so, the schools have assured the disbursed funds are allocated timely with regard to school needs and affordability. This act helped to improve the education delivery at a school level as intended by government of United Republic of Tanzania. However, the findings reveal that, there is variation of the amount received by each school. The DPEO explained that *“the variations of some amount received depends on fluctuation of pupils’ number and taxes the government collected on particular month”*. Moreover, the findings assured that, from a date the approach had started there is no any month a school had missed the Capitation Grants Funds in anyhow, apart from some schools delay to make decision and allocate funds received on time.

4.4 The extent of the approach to bring consistency and accuracy in fund disbursement.

The consistency and accuracy are the essential factors that influence the effectiveness of the direct school approach. The researcher under this objective, aimed at finding out the quality of the approach in sending money in the same way or standards and in a correct or exactly means so as to ensure the approach is effective as intended.

In a way to fulfil that intention the participants were interviewed and as well were asked several questions in the Focus Group Discussion. A head teacher in a visited school “B” said the following:

“The approach is fair. We head teachers we used to communicate and inform each other once the funds sent to us. With no doubt, almost all schools in the district receive the capitations grants in the same way, in the same day in their school accounts. This is best means ever, there are no mistakes observed unlikely previous time your funds could misallocated somewhere else. Then to make it back, one could pass through various steps (bureaucracy) that could take some days or months it influences corruption and fraud”.

The declaration reveals that, the approach ensures the same standards throughout the district and it lacks mistakes or unnecessary errors. One of the school bursars in a school “C” was quoted saying;

“It is appropriate decision of the government to send capitation grants directly to schools accounts in the same way. Every school nowadays is assured to receive their funds without missing. No complaints on misallocation of funds are observed. It reduces unnecessary funds errors to schools and hence reduces grievances to education services consumers (pupils), providers (teachers), material suppliers (stationary) as well as increases trust to other educational stakeholders and supporters”.

The statement above reveals that, the approach is well accepted to all consumers due to its quality and standards that maintains. In the same way, all amount of money allocated to schools as capitation grants reaches to recipients (schools) as it was allocated. Since then, there is no great error observed and revealed out. This has also

been approved by one teacher of school “A” when was asked in Focus Group Discussion stated the following argument:

“The approach seemed to be suitable to embrace transparency and accountability. Each school received what is allocated by the government in the same way. How can we complain then? Each month we are assured to receive exactly the required amount and allocate it according to our needs. The approach sent all funds to us at a correct manner, at a fair deal”.

To that extent, the interviewed education coordinator cemented the above statement by saying:

“Despite of strictness of the government in sending public funds in a correct manner, the approach had played a great role to clear out doubt, fraud and misallocation of education funds at the region and district level (LGA). Previously, education funds were even hired to pay district councils meeting or to solve arisen problem such as eruption of pandemic diseases like cholera, or floods. The act of hiring money to other uses might cause some necessary school development project to stop since little or nothing was paid back and hence the schools were suffered a lot. Today, all these behaviours are kicked out due to the present approach aimed at ensuring all education funds reaches the schools in correct manner in the same standards as it was intended”.

The above statement shows that, the approach is suitable to transfer the schools funds in the same way and reaches the recipients exactly as intended. Without this approach the funds could be misallocated or hired by LGA (District Executive Officer-DED or Chairperson of District council) who were sometimes not obliged to turn them back. Hence, the schools were bearing the consequences of a little or unreturned funds. Moreover, the district education officer as well argued that;

“The approach ensures all primary schools in the district receive their mandatory capitation grants funds in the same means, safely and on time. The head teachers assured every month the funds allocated to them for purchasing various schools needs are received. I am happy; currently no funds are wasted in any where for it comes directly to their school accounts. This ensures that the approach fair and enhances trust to all educational stakeholders.”

The above findings approve that, the direct school funding scheme has a greater quality and highest standards of sending the Capitation Grants to schools safely and accurately. This created hope and trust to schools owners, stakeholders,

administrators and managers, and education supporters. Furthermore, the direct received funds accelerate and accomplish schools development project on time.

4.5 The compliance of schools to the directives accompanying the disbursed funds.

Complying with the directives of the disbursed funds is relatively important factor which may affect the effectiveness of the direct school funding approach. In this part, the researcher purpose was to assess the fact of obeying order or directives that goes hand with hand on the use of disbursed funds. The disbursed funds directed in the following criteria: Administration activities (10%), purchasing teaching and learning materials (30%), examination (20%), minor repair (30%) and sport and games (10%). All public primary schools in Chalinze District should adhere with these directives for proper use of the disbursed funds. This seems to be a useful for the approach to have self auditing since only the amount billed is certified to be spent by the school. Therefore, the schools had no means to do otherwise rather than to accept and fit with the standards set by the scheme. The following statement was made in an interview with one of the school bursar in a school “D”:

“There is no means rather than to obey order set by the government. The schools funds received every month are automatically categorized and directed according to the directive. This helped the schools to have proper use of money without misallocating them. It is self checking approach...”

The set criteria guide schools to have proper use of the public funds. Whatever the school wish to purchase should fall under given criteria. It is not easy for the fund to be borrowed from another category. Hence, the approach abides the school decision making and budgeting with these criteria. One of the academic masters in school “B” was quoted saying;

“The directives set are good to guide us but the problems is the funds given are not enough to satisfy our needs, for instance in April, the school is going to have a mid- term test to 121 pupils in at least 6 subjects. Imagine when we receive only Tshs 68,000/= (20% which is equal to 13,600/=). How can 20% of the examination category afford to make printing and photocopying to these pupils? The funds categorization becomes a great burden especially to schools with few students. I ask the government to disburse fund according to

the school needs rather than referring the number of pupils in a particular school”.

The schools play their role to fulfil the directives given. But somehow they face difficulties when their needs are more than allocated amount. They assume probably, the pupils of kindergarten and standard one are yet involved in the capitation grants received. Therefore, in order to have ability to purchase the services in accordance with criteria other schools try to save some amount received for two or more months; this is different idea with what was quoted above. As one of head teachers visited in school “A” said;

“Without disturbing the approach directives and categorization, the school used to save some amount of money to create an ability to purchase the services and goods which are of higher price compared to allocated amount. By doing so, the school manage to provide education services without any compromise by ensuring all necessary needs are met on time”.

The teachers use their common sense to meet their needs rather than complaining. This is done where the parents refused to contribute money to support education to their kids where the budget is missing. They believe that the government pays everything at this time of free education policy. One of the educational coordinator argued during the interview and said:

“No matter criteria set, the amount received in our schools is not enough to accommodate necessary school needs. The parents are not pleased to contribute anything for they head about free education. I suggest that, the government should either add some amount or educate the parents on the limitation of free education policy. With the purpose of creating another sources of fund apart from Capitation Grant. Hence, the approaches directives shall be satisfactory and faithfully obeyed”.

Moreover, the two suggested options should be employed by the government so as to improve efficiency of using directives set and accomplish schools development project on time. The following statement was quoted from an interview with DPEO:

“Despite of directives set, the funds received are not enough to run the school and bring about required results. In the district, most of primary schools had no other source of income or self-reliance project to support their missing budget. Therefore, they are not self supported. For instance, the students need foods, regular exams, hostels, clean and safe drinking water, electricity,

sports and games materials and so on. How, can these funds and their categorization manage to purchase all these services...? Surely, the funds are well monitored but are not enough bringing about intended results”.

So far, the government is successful to reduce fraud and misallocation of fund as well as to improve education accessibility. Yet still, there is a need to hear the users of the approach, and work upon to their suggestions. This will enable the government to have successful monitoring of school funds according to the directives set and categorization. However, it is a daydream for the government to support education alone and bring about intended results.

4.6 The challenges of the approach in Chalinze District Council.

Under this particular objective the researcher intended to observe and hear the shortcomings of the approach and difficulties found by the users of the approach. These challenges range from lack of knowledge and skills, resources, managerial support, networking and variation of date and some amount in some months which might either slow down the effectiveness of the approach and if are positively taken and considered will enhance the approach within a district or elsewhere in the country in similar locality. During the Focus Group Discussion, observation and interview, the respondents admitted that, there were some challenges of the approach as follows:

4.6.1 Lack knowledge, skills to the end users and managerial support.

Knowledge and skills might be a challenge which can influence the effectiveness of the approach. Through Focus Group Discussion and interview the researcher aimed to examine how the two factors affect the approach to function as it was intended. The below argument was picked out from one teacher of a school “B” who attended FGD;

“We were not prepared to use this approach. No seminar provided for us. The approach looks like a miracle. Actually, we are less knowledgeable. If at all, I could be a school bursar and I want to process payment voucher

through this approach, I could willingly send it to stationary experts to work for me because I know nothing on how to use the approach. The government should support us to get training for good future of the approach. Nothing is impossible for her to it...

Another teacher in the FGD in the same school had argued;

“The approach fall upon us like thunderstorm, we are not familiar with computer how comes your asked to use this technical approach like this. I do not know what will it happen...? No way out, there is a need for a seminar for us all otherwise the approach becomes a burden to our schools. There is no sense for the government to introduce something without educating the users, for the approach is not familiar to most of us. We need their support to be trained”.

The above statement from the findings approved that no training was done in the use of the approach in particular ward. However, in another visited ward head teachers and school bursars attended seminar on the use of the approach almost for two hours which was called by their educational coordinator. However, they were also having the following criticism. As one of the head teacher in school “A” who interviewed said;

“The seminar was too short and it’s more theoretical to understand what has been taught. Actually, confuses us because we had no background of computer knowledge. How can I actualize the material taught while am not familiar with the devices used to access them? For sure the government had rushed to the approach without preparing us. Therefore, we need even a week or month to be trained effectively”.

Nevertheless, in this respect, one of the head teacher in a school “D” commented as was interviewed;

“I am forced to use the approach while I know nothing, what to do then? I send my work to stationary experts and they work faithfully for me. At the beginning, it was secret but nowadays most of us we meet there...really we need seminar on this because the schools office secrets are on the hands of unknown. I fear one day our accounts shall be hacked”.

Contrary to the above argument, in an interview with another head teacher in a school “B” said;

“I borrowed a computer from neighbouring secondary school and I bought other internet devices to support me. As well I made my own effort to learn from another head teacher who is well equipped with computer knowledge and aware with the approach. Now, I become competent and I do not send my work to stationary anymore. Moreover, I am ready to teach anyone who comes to me to seek for this knowledge”.

Additionally, there is a call for the government to support for necessary training. Nevertheless, The District Educational Officer reacted on this by arguing that;

“There are not enough funds for providing a seminar to equip all teachers with this technical knowledge. Everyone should seek this knowledge from other competent teachers nearby him/ her. Otherwise the approach will leave them behind for I do not know when I shall have that money for seminar. Regardless of the need of knowledge provision, the approach has still had a lot of limitations to be applied, especially in remoteness areas”.

4.6.2 Lack of necessary resources and networking for the approach to operate effectively.

The presence/ lack of resources for the approach to operate may affect its effectiveness. Moreover, I observed that most of schools lacked some necessary devices like computer; modem and even some schools are not equipped with electricity. This it has been approved by one of the head teacher in school “A” as was quoted in an interview:

“Our school lacked necessary approach devices like computers, modem, electricity and the area is not accessible with the internet. I suggest that schools lacked these necessary devices, the PO-RALG office could allow them to use normal payment voucher under the fact that, we are suffered a lot. Otherwise, let them supply all mention resources so as all of us could enjoy the use of important and useful approach at our present time”.

The circumstances call for the government to assist the schools environment for the approaches to be well implemented. One of the academic masters in a school “C” insisted that by saying;

“Despite of lack of knowledge, we lack facilities to support us....we lack electricity and we are far from internet access. If these entire requirements are equipped to our schools the approach seemed to be the best approach

ever. The government should focus upon this to secure our important document and accounts from unfaithful stationary experts”.

In this situation there is no discussion for the government to improve the whole schools environment and educate the approach users so as to be familiar with approach. This will ensure schools funds are secured for appropriate and certified people.

4.6.3 Delaying in taking into accounts a newly pupils data and unsatisfactory fund to accommodate school needs.

Another challenge found in the field is about delay of the unit responsible with the approach to recognize newly enrolled pupils and the pupils who are officially shifted from one school to another in each year. This as well may affect the users’ perceptions towards the approaches effectiveness for it left some pupils with no teaching and learning resources. One of the head teacher in a school “A” said;

“The money sent to me is for last year pupils’ number which was sent in March. From April to December I received more than 50 pupils who joined our school officially. Moreover, this year I enrolled kindergarten, standard one and pupils with special needs more than 420 hundreds yet the amount is not changed although their data was sent to TAMISEM on time. All of these pupils consume teaching and learning materials and services which are not theirs for their not in a bill. This might be the reason why the funds sent are not enough to run the school”.

The current situation causes a huge burden to head teachers to run the schools. The ministry of PO-RALG should be serious to work on the data sent to them so as to consider changes in the amount sent in schools. One of educational coordinators insisted;

“I do not know what is wrong with ministry of PO-RALG because after every three months they need new data from the school. Although, we sent to them no significant changes is observed. Surely, they do not know how consequences the head teacher bears on this. This will make the head teachers to hurt their position”.

Another teacher from school “A”, when she pointed out her opinion on the FGD, said;

“We are running crazy when we approaching a school test and examinations. The fund is not enough for printing and making photocopying. Hence we used to convince our beloved teachers to write on the board. It is really shameful, how comes the exams to be written on the board nowadays? Ooh no! In this time of science and technology, I do not think in this way we are moving forward”.

In addition to that, the government failed to show how much each pupil is sponsored annually under this policy of free education. For instances, one head teacher from school “D” said;

“We argue against the little money received in our accounts because it does not satisfy our needs. But in a really sense nobody knows how much we suppose to receive to each pupils. The ministry of PO-RALG did not provide for us a document to state who suppose to get what. The government knows for sure that, if we could be given a billed statement we could claim it every year. For it seemed that there are good number of pupils are not in payment bill”.

Educational coordinator in remoteness ward visited, argued in another way, apart from who suppose to get what but rather the approach should consider the small number of the pupil in the school by saying;

“Some of my schools having very small number of pupils (less than 150) while there are necessary requirements cannot be changed. Such requirement includes repairing of classes, teachers’ houses, purchasing teaching and learning resources, sports and games materials. The issue here is the amount sent does not satisfy the school needs. If the amount is given per pupil head the PO-RALG should also consider as well the schools with small number of students. This is because the amount given is too little to run the school”.

4.6.4 Unpredictable amount of fund and variation of date in receiving the Capitation Grants.

Unpredictability of the amount may one way or another brings a challenge to the approach as it reason for its consistency. In FGD one of a school bursar in a school “B” stated;

“The received fund is not fixed in every month; it changes after one to four months. The amount is either increases or reduced. The amount changed varies from 10,000/=Tshs to 60,000/=Tshs which might have some effect to a school budget. Furthermore, the changes of the amount are not relating to

the changes of the pupils data. So far the amount missing is not compensated”.

Not only that, another challenge that create fear to schools is on the variation of date to receive the capitation grants funds, one of the district educational officers argued;

“At previous time the school received funds in every 28 date to 1 of newly month but now goes up to 10 of the coming month. The follow up was done, in the ministry of PO-RALG and critically answered me that, the variation of funds might be caused by newly pupils data and if there is shortage of some amount and variation in date is due to amount of collected taxes received by the Government in particular month”.

Generally, this chapter is concerned with research findings presentation. The study exposed that the schools chosen had a respondents who were aware with the direct school funding approach, how the scheme operate in terms of disbursing schools funds and its criteria of monitoring it. Additionally, they were aware about the challenges they face on the use of the approach in terms of skills and knowledge as well as the absence of necessary equipment and network to some places. The coming chapter, the researcher is going to discuss the findings mentioned.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

This chapter concerns with discussion of findings attained from the respondents on the effectiveness of direct school funding approach in primary schools in Tanzania, a case of Chalinze District. The research designer selected four primary schools in the district basing on the fact that, all schools are required to use the approach regardless of their geographical locality, resources available and communication networking. So far the researcher aimed to examine how the effective the approach is under such circumstances from when it started in 2016 to date. The analysis of data was prepared accordingly.

5.2 Discussion of the findings

Discussion of findings is important part whereby a researcher has an opportunity to express accurately what he or she knows about the topic by understand his or her findings and exactness what they mean (Msabila & Nalaila, 2013). This entails that the discussion should focus on the research findings in correlation to research objectives and the obtainable perceptive. In chapter four, the findings were presented and data analysed, in this chapter the discussion will be directed by the objectives of the study.

5.2.1 The timeliness of funds disbursement and decision making.

Time for funds disbursement and decision making is an aspect which may persuade the effectiveness of direct school funding approach. Uwazi (2010) argue that time for fund disbursement need to be predictable, for planning purposes. Here the author insisted that, we plan what we have. The successful planning depends on what is at hand for successful implementation. The fund that delays can no longer be useful to tackle school needs on time and bring about chaos to the institution.

Therefore, in this part the researcher examine time for fund disbursement and decision making, how it influence effectiveness of the approach. Under this case,

several views were provided by head teacher, academic masters, school bursars, teachers, education coordinators and district educational officer. In general, the findings of the study discovered that time for fund disbursement and decision making in selected schools were influencing effectiveness of the direct school funding approach.

The discussion on this objective has been categorized in two related headings, such as time served by the approach in schools fund allocations and disbursement, decision making and utilization of funds on time to accomplish school programs or projects as follows:

a) Time served by the approach in fund allocations and disbursement.

The research findings exposed that, time for the approach in fund allocation and disbursement was influencing its effectiveness. The respondents agreed that, the funds under this approach were received on time in each month. To assure this aspect during interview with a head teacher in a school “A” quoted as follows: *“Every month I receive amount of funds as capitation grants to my school account at a right time...Currently we are proudly with this newly approach for we observed no delay since it has started”*.

The findings are in line with and has been approved by Mahoney (2016) on her paper titled, sending money directly to schools account improves education quality in Tanzania, suggested that, the best way to solve the issue of delay is to send money directly to schools account. Further insisted that, the government should adhere to the means for it had nothing to lose since it shows that, sending money directly to school accounts is a sign of transparent, accountability, easy to implement, solves the delay caused by bureaucracy and resulting to an increase of teaching and learning resources at school on time.

According to Policy brief (2010) on Capitation grant for education: When will it make a difference? Stated that, considerate time for disbursing and allocating fund to schools enhance budget planning. Here it is expected that schools will serve time and bring about sustainable teaching and learning materials on time.

The findings of the two studies relate in the logic that they confirm time served by the approach in fund allocations and disbursement has direct effect on its effectiveness. For this reason, the fact of serving time in disbursing and allocating school funds has been approved. Hence, the approach seemed to be effective for it serves time as customers (schools) expectations in Chalinze District.

b) Decision making and utilization of funds on time to accomplish school programs / projects.

Decision making and utilization of funds on time influences the effectiveness of the approach. The approach may not be effective if the intended use of funds is delaying in making the decision to be used. With reference of study findings, the researcher observed that schools that are found in the remoteness area had some challenges on the availability of internet network that cause some kind of delay to make decision and utilization of schools funds. The head teacher from school “B” when was interviewed on this argued that:

“It is very shameful for we delay because of internet network, and without it nothing can be done... For us who allocated in rural areas the decision making and utilization of funds delays for such reason. The government should work upon the challenge of network to make the approach so effective”.

This implies that to make the approach effective the government should ensure necessary requirement should be available everywhere. Without doing so the decision making will be affected and hence schools projects program will not be implemented on time. This will lead the delay in implementing some necessary important programs in the organization hence may cause chaos among members. For this matter the effectiveness of the approach will be weaken. This has been approved by (Terry et. al. 1980) as quoted by (Galabawa 2001) contend that a leader should involve subordinates in making decision that affect their life on time. Delaying in decision making influences misunderstanding among members because the organization needs may not met on time in spite of various reasons occurring situation.

The findings imply that lack of internet network affect decision making and fund utilization especially in remoteness areas. The situation call for the government to ensure all schools are well situated with internet and other necessary approaches requirements. Without doing so the direct school funding approach may not be effective to some places.

5.3 The extent of the approach to bring consistency and accuracy in fund disbursement.

According to the findings of this research, consistency and accuracy was observed to be one of major feature that influencing the effectiveness of the approach. To ensure all the intended fund reach the recipients (schools) in the same way, standards and in a correct or exactly means, the government introduced this approach. The teachers and educational officers approved that the prevailing approach had removed all quarrel that had experienced. Before this approach to be used in 2016, (MoEVT 2010) stated that not all money that is allocated actually flows to the schools. For instance, in 2007/8 the amount in capitation grants reaching the schools averaged 4,189 shillings per pupil, while the district councils reported making disbursements averaging 4,570 shillings per pupil.

In other expression, the changes and modifications of the means to transfer funds were celebrated to be the factor of fairness and fund sustainability to schools. Hence, the use of this approach seemed to be cure to misallocation of funds, unclear time of CG disbursement, the CG unpredictable and variable, increasing cases of fraud, misuse of funds, as well as there was a lack of transparency at all levels (Al-Samarrai, 2003; Mushi, 2006; Ndiang'ui, (2008); Daven, 2008; McLaren, 2010; UNESCO, 2011; Kisigiro, 2015 .

The study findings had approved that funds are now received in same manner and fairly as it allocated as one head teacher in school “B” stated

“The approach is fair...This is best means ever, there is no mistakes observed unlikely previous time your funds could misallocated somewhere else. Then to make it back, one could pass through various steps (bureaucracy) that could take some days or months, it influence corruption and fraud”.

In this case, findings imply that accuracy and consistency showed by the direct school funding approach influenced direct its effectiveness. Therefore, as it was

revealed in the discussion above the approach seemed to be effective for consistency and accuracy.

5.4 The compliance of schools to the directives accompanying the disbursed funds.

The effectiveness of the approach is well assessed by the fact of obeying order or directives that goes hand with hand on the use of disbursed funds. The government set an order to be used in utilization of the funds sent. Nzunda the PO-RALG education permanent secretary once said *“all schools capitation grants should appropriately used as criteria set, for the better results of the approach” (PO-RALG, 2017).*

This entails no option to adhere the order. The school head teachers and school bursars had no means rather than to use the approach and criteria set for self auditing because the only amount billed is certified to be spent by the school. The following statement was made in an interview with one of the school bursar in a school “D”:

“There is no means rather than to obey order set by the government. The schools funds received every month are automatically categorized and directed according to the directive. This helped the schools to have proper use of money without misallocating them. It is self checking approach...”

This implies that the approach helped the end users (schools) and district fund approval officer to avoid misallocation and misuse of public fund sent to them as previously done (Uwazi, 2010).

To some other schools especially which have less than 100 pupils the criteria set by this approach become a great burden to them to purchase some important services like printing and making photocopying. They used to install money for two or three months in that category so as to have a power to purchase those services. This has been approved by head teacher visited in school “A” said;

“Without disturbing the approach directives and categorization, the school used to save some amount of money to create an ability to purchase the

services and goods which are of higher price compared to allocated amount. By doing so, the school manage to provide education services without any compromise by ensuring all necessary needs are met on time”.

The findings relate with Uwazi (2010) in his study on Capitation Grants in primary schools in Dar es Salaam, one primary head teacher said “... *receive money is not enough to purchase books and other services. We used to install for while to create a power for purchasing, otherwise the things will be worse*”. This implies that the money might not be enough to purchase various school needs but can be installed for sometimes to create purchasing power without disturbing criteria set by the approach.

Therefore, the above findings reveals that the shortage of the money in certain category to some schools to purchase schools needs and services cannot underrate the effectiveness of the approach that is discussed and observed.

5.5 The challenges of the approach in Chalinze District Council.

There are various challenges relating to direct schools funding approach which in one way or another may affect the effectiveness of the approach under discourse. This study scrutinized only four interrelated challenges, which comprise, lack of knowledge, skills to the end users and managerial support, Lack of necessary resources and networking for the approach to operate effectively, Delaying in taking into account a newly pupils data, Unpredictable amount of fund and variation of date in receiving the Capitation Grants. Consequently, the discussion underneath had been made on that stated aspects.

a) Lack knowledge, skills to the end users and managerial support.

Lack of knowledge and skills, and managerial support perceived as among the factors affected the effectiveness of the approach. The crisis was more serious in two primary schools in remoteness area than the other two primary schools found in towns. Many interviewed teachers were not aware with the use of computer or Smartphone as the approach require. This proved that, this technical approach was sent to them without having prior computer knowledge background or in-service training. Egbo was quoted by Mwesiga (2017) outlines on necessity of that in-service

teachers' programmes are very valuable because if they are healthy conducted, develop teachers on: assimilating technology across their daily activities and for maintaining the principles of the occupation.

This implies that professional growth programmes for computer knowledge for teachers should be established and performed basing on particular locality of demand. Teachers could have either knowledge or skilled gaps in using computer or approach; hence the training should fill up the recognized gaps, and by doing so the use of the approach could be improved among them.

Consequently, it can be summarized that most of primary teachers wherever they may be had both computer knowledge and skills gap as they were not able to operate the approach effectively. This can be one among the factors that weaken effectiveness of the approach in Chalinze district among teachers. The reason is highly associated with the lack of computer in-service training to teachers. Hence the factor calls for government or managerial support to minimize or clear the challenge.

b) Lack of necessary resources and networking for the approach to operate effectively.

Lack of necessary resources such computer device, modem, electricity and internet network marked as among the factors affect the approach to operate effectively. The challenge was more serious observed in remoteness primary schools compared to primary schools found in towns. The primary schools in remoteness area visited observed that, they had neither Hydro-electric or solar power, computers nor modem to support them to access the approach. This proved that the unit responsible with the approach did not supply these necessary devices to primary schools especially those found away from town whereby also cannot support themselves. The lack of mention facilities in those primary schools acted as an obstacle to cope with the approach. This it has been approved by one of the head teacher in school "A" as was quoted in an interview:

“Our school lacked necessary approach devices like computers, modem, electricity and the area is not accessible with the internet...we are suffered a lot. Otherwise, let them supply all mention resources so as all of us could enjoy the use of important and useful approach at our present time”.

Therefore, lack of the supportive devices was among of the factors examined to affect the utility of the approach. The findings revealed that the limited resources led to difficulties in operating the approach. Hence, they forced to send their transaction to stationers for assistance. The consequence to this might be fall at the hand of unfaithfully experts who can hack the schools accounts.

The findings are in lines with Mwombela and Manara (2012) in their study on governance of capitation grant in primary education in Tanzania. They found that, there are possibilities of fraud as more unauthorized people have straight admission to access funds. Those findings by Mwombela and Manara explain the possible reasons for other people to have direct access to the approach may cause money to be stolen. Hence, resulting to weaken the approach effectives.

c) Delaying in taking into account a newly pupils data and unsatisfactory fund to accommodate school needs.

Delaying in taking into account a newly pupil’s data and unsatisfactory funds to accommodate school needs might be among the factors that affect perception of the users towards the approach. According to the findings, some schools were observed that, they were paid Capitation Grants with the last year pupils’ data and newly data yet considered which cause a great burden to run the schools. Policy brief (2010) also had similar findings that schools receives very small amount compared to actual pupils data and actual cost.

Lack of taking pupils data into consideration and payment had done set back the approaches effectiveness. However, teachers’ perception towards the approach is still stable.

However, as the result shown, head teachers complain a lot on how to run schools under such circumstances. That call for unit responsible to fill up the observed gap. Moreover, the government should look upon some other schools with small number of students to add for them the capitation grant for they have the same important school needs.

d) Unpredictable amount of fund and variation of date in receiving the Capitation Grants

Unpredictable amount of fund and variation of date in receiving the capitation grants are among the aspects which draw back the effectiveness of the approach. In this matter, the researcher examined the effect of the two factors towards the approaches effectiveness. The findings exposed that, under this approach some schools faces the variation of date of fund sent to them as well as the amount vary from month to month. The findings are in line with the report done by MoEVT 2007/2008 that explained, the variation of date and unpredictable of fund disbursed were due to fall and rise of the government revenue and when was received in particular ministry and sent to schools.

As the research findings observed, most of head teachers showed that the variation stated were of the rate that cannot change the planned budget. That seemed to be very minimal to destruct the whole school budget. Moreover, the variations of date are not exceeding ten days within a particular month. Hence, it has been observed that the variation of date did not reduce teachers trust toward the approaches effectives.

CHAPTER SIX

SUMMARY, CONCLUSION AND IMPLICATION OF THE FINDINGS

6.1 Overview

This section summarises the whole study about the effectiveness of direct school funding approach in primary schools in Tanzania. It underlines in short the study problem and methods applied, and then continue to offer a review of the main research findings and relating them to the study objectives. The section points out the theoretical implications of the study in correlation to the existing theories and how it adds something to literature. In addition to that, it underline the limitations of the study, recommendations and lastly point out areas for further study.

6.2 Summary of the study.

In 2015, the Tanzania government regime came up with an idea to implement free education policy of 2014 to all public primary schools and ordinary level secondary schools. Under this idea the government aimed to prohibit all kinds of contribution the parents were charged. From 2016, the government began to support education services provision through Capitation Grants Funds. In order the intention to be successful the government decided the CG funds to be sent directly to schools accounts. The decision to send CG funds to schools accounts aimed to reduce bureaucracies which normally tend to cause funds delay, misallocation of funds, and uneven distribution of funds and misuse of the schools funds by RALG. From that moment to date, all the primary schools in Tanzania and specifically in Chalinze district receives funds directly to their schools accounts. From that circumstance, the researcher was enthusiastic to conduct the study focusing on the effectiveness of direct school funding approach in primary schools in Chalinze district. In this study, the research designer specifically intends to examine the timeliness of direct school funding approach in terms of disbursement of fund and decision making, to find out the extent to which direct school funding approach have consistency and accuracy in fund disbursement, to assess the compliance of schools to the directives accompanying the disbursed funds and finally, examine the challenges of the approach.

6.2.1 Study context and methodology

The research was conducted in four schools in three wards these were Lugoba, Msoga and Talawanda ward. The two out of four schools located in town (Lugoba and Msoga ward) and the other two located in remoteness area (Talawanda ward). The main intention was to examine how effective the approach is among these four distinctive schools. In this study a qualitative research approach applied, via in detail interview, observation, documents review and focus group discussion as the major data collection techniques. The participants of the study were purposely and conveniently selected to allow significant data collection from right sources. The main informants of the study were 1 Primary Educational Officer, 3 Educational Coordinators from each ward, 4 head teachers from each school, 4 school Bursars and 4 teachers; comprise a sample of 16 informants.

6.3 Implications of the key findings

The study had four objectives which intend to examine the effectiveness of direct school funding approach in primary schools in Tanzania. To begin with the first objective, the researcher meant to examine the timeliness of direct school funding approach in terms of disbursement of fund and decision making. The study findings revealed that, the approach seemed to be effective for it sends fund on time to all schools without any kind of delay. For this reason, it implies that the approach is effective since it is time conscious, guarantee and well trusted by its customers in Chalinze district.

On the matter of consistency and accuracy of the approach in fund disbursement the findings approved that, the approach ensures the same standards throughout the schools visited and it lacks mistakes or unnecessary errors. It is confirmed that, it is the best ever approach for it enhances efficiency and effectiveness to disburse funds to primary schools at the same way. The funds received as it was allocated, no any kind of mistakes the schools observed in fund disbursement.

Additionally, the study as well assesses the compliance of schools to the directives accompanying the disbursed funds. The findings reveal that, the approach abides all schools decision making and budgeting to the criteria set. Hence, schools had no

option rather to follow pointed out criteria. The schools visited approved that they comply with all directives set by approach. They insisted that, it is self checking approach that means schools expenditures should not exceed what has been categorized. Therefore, every school makes expenditure according the set order.

Moreover, there are some challenges of the approach found in the field. These include, the approach is not familiar to the majority of the teachers in the schools visited, there are some variations of date for fund receiving, the approach does not entails that who gets what. In addition to that, many schools lacked facilities such as computer or Smartphone, internet devices, electricity and some schools are far from internet sources to access transactions. All these challenges observed in some places weaken the effectiveness of the approach to intended customers.

6.3.1 Unpredicted findings/ rising issues

In the study, the researcher decide to select two primary schools found in town and two from remoteness area with an assumption that to check how effective the approach works in these two geographical locations. The basis of the assumption was that, the primary schools found in town are more accessible and effective in the use of approach compared with the schools located in remoteness areas. I expected that, in town primary schools have favourable working environment to access approach information more easily and without difficulty than the schools found in the remoteness area. Furthermore, I expected the teachers in town had more ability in terms of expertise, knowledge and proficiency in the use of the computer, access to internet and hence they are effective in the use of the approach than teachers found in countryside areas. The important thing that leads me to have this expectation was these in countryside areas are not accessible with internet communication network, no electricity, computers and other related devices where they are always move to Lugoba and Chalinze to search for that service which are found almost 20 kilometres to each side. Nevertheless, the field findings revealed that, there was no considerable disparity that observed between the two geographical areas concerning the effectiveness of the approach. The two geographical locations face the same problems of the lack expertise, knowledge and proficiency in accessing the approach,

the variation of funds and date in receiving it in some months and CG funds sent are little to satisfy school needs. The problem might be caused by the lack of training, accountability, transparency, computer skills, necessary approach devices like computers, internet devices, where it weakens effectiveness of the approach. This is what I observed as important arising issue to be investigated more.

6.3.2 Study limitations and suggestion for more investigation.

The research designer applied a qualitative research approach, whereby a miniature sample size of informants was occupied. In this manner, the possibility of generalizing the findings is low along with, may not represent the feature of the whole Chalinze district and Tanzania in general. Due to a small sample along with the minor physical range of the study, it is not fair to judge that there is no effectiveness of direct school funding approach in primary schools in Tanzania. Despite the approach restrictions, the study has tried to give out some details, a picture on how the approach works to bring its effectiveness as an essential approach for fund disbursement and expenditure. Basing on the research findings, other potential studies may be done on the failure of the in-service training on the use of the approach, the variation of funds and date of receiving it and CG funds sent are little to satisfy school needs. In addition to that, one may explore more on the environmental factor that weaken effectiveness of the approach in primary schools in Tanzania. This study did not explained in detail the reason why schools where not prepared to use the approach in terms of skills and devices provisions and other mention challenges. Next study can be done by taking out a survey design in favor of scrutiny a wider range of variables and sample. This will probably give out a wider range of generalization.

6.3.3 Contribution of this study

The study construct significant contributions to the present literature by incorporating the concepts of timeliness, consistency and accuracy to the theory of payment infrastructure to assist full meaning and appreciating the direct school funding approach in primary schools in Tanzania. Despite many other studies done on financing primary education, the management of funds, dissatisfaction with fund

disbursement approach as well as how the CG is effective on the schools performance (such as Al-Samarrai, 2003; Riddell, 2003; Mushi, 2006; Hallak & Poison, 2007; Ndiang'ui, 2008; Daven, 2008; McLaren, 2010; HakiElimu, 2008 & 2010; Policy brief, 2010; UNESCO, 2011; Sauti za Wananchi, 2013; Kisigiro, 2015 and Mahoney, 2016). I applied various terms (timeliness, consistency, accuracy) to examine the effectiveness of the approach in sending CG funds in primary schools. In this sense, the study of the effectiveness of direct school funding approach in primary schools in Tanzania found that, the policy of free education will only bring meaningful impact to education development if teachers are getting in-service training and are equipped with the necessary devices to support accessibility of the CG fund disbursement and expenditures to schools.

6.4 Conclusion

Currently, various studies done on financing primary education and management of capitation grants (Al-Samarrai, 2003; Riddell, 2003; Mushi, 2006; Daven, 2008; Obeng, McLaren, 2010; UNESCO, 2011; 2012; Kisigiro, 2015; Mahoney, 2016) reveal that there are necessity to support education in suitable means and approach to bring about intended results. That is why 2016, the government of Tanzania came up with the direct school funding approach to enhance consistency, transparency, accuracy, timeliness and accountability. In addition to that insights, the research findings approved that the approach is effective to send CG funds to schools away from some observed challenges. These challenges includes lack of skills, knowledge and capability in the use of computer as well as to access the approach. In addition to that, most of primary schools lacked computers, modem, electricity or solar power as important approach devices. Moreover, some of remoteness schools are out of internet accessibility. Apart from them all, there are variations of funds and date to some months.

Therefore, for the betterment of the approach, users (school bursars and teachers) and for other educational stakeholders the followings suggestion should be considered relating to the challenges observed. Firstly, the government should train teachers intensively on the use of this approach. Secondly, all devices used to access the

approach should be supplied to schools. Thirdly, the government should supply internet services in rural areas by her herself or attracting telephone companies to invest in these areas. Fourthly, the PO-RALG should make follow up on the approach users and collect their suggestions and work upon them on time. Lastly, the PO-RALG should be accountable and responsible of the variations of funds and dates to some months. By doing so, all quells relating to the approach they can be solved on time for the great achievements as intended and hence it obtains its total effectiveness.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR THE PRIMARY DISTRICT EDUCATION OFFICER (PDEO).

My name is Charles Paschal Gamba, a student of the Mzumbe University Morogoro Main Campus, Faculty of Social Science, pursuing Master's of Arts in Education. I am carrying out research on **“The Effectiveness of Direct School Funding Approach in Primary Schools in Chalinze District”**.

I am conducting this study for two main reasons:

- To contribute the existing knowledge of the direct school funding approach to accomplish schools development projects.
- To come out with recommendations to policy makers, primary education managers, head teachers, teachers and educational stakeholders on the effectiveness of direct school funding approach operating under the wing of Free Basic Education policy.

I kindly request you spare some time with me and respond to this interview. I would like to ask you few questions regarding this topic. All your responses will be treated with utmost confidentiality.

I thank you in advance.

.....

1. For how long have you worked in this position in Chalinze district or elsewhere?
2. What do you understand about the direct school funding approach of capitation grants in primary schools? Have you consulted on the introduction of the approach?

3. How knowledgeable and skilful do educational managers at ward and district level, head teachers and teachers on the direct school funding approach in your district?
4. To what extent, the direct school funding serves time in fund disbursement and monitoring in primary schools in your district?
5. How far the primary head teachers have autonomy on the use of funds allocated and disbursed in their schools through direct school funding approach?
6. Who approves the amount of capitation grant to be used in primary schools in Chalinze District Council according to budget allocations and directives given by the approach?
7. To what extent does the approach bring about consistency and accuracy in fund allocations and disbursement in Chalinze district?
8. What is missing in the direct school funding approach to make it effective? Why do you think so?
9. How are you satisfied by the direct school funding approach in the utilization of the capitation grant in your schools in the following areas?
 - i. Teaching and learning materials
 - ii. School administration
 - iii. Examinations
 - iv. Sports and games
 - v. Minor repair
10. To what extent does the direct school funding approach enhances utilization of the capitation grant in your schools to improve the following?
 - i. Pupils' completion rates
 - ii. Pupils' attendance rates
 - iii. Pupils' academic achievement

11. What are challenges of direct school funding approach in funds allocations and disbursement in your school?
12. To what extent does the direct school funding approach relevant in fund allocation and utilization? What is your suggestion?
13. What is a lesson obtained from the use direct school funding approach to enhance effectiveness in fund disbursement and utilization?

**APPENDIX 2: INTERVIEW GUIDE FOR EDUCATIONAL
COORDINATORS**

My name is Charles Paschal Gamba, a student of the Mzumbe University Morogoro Main Campus, Faculty of Social Science, pursuing Master’s of Arts in Education. I am carrying out research on **“The Effectiveness of Direct School Funding Approach in Primary Schools in Chalinze District”**.

I am conducting this study for two main reasons:

- To contribute the existing knowledge of the direct school funding approach to accomplish schools development projects.
- To come out with recommendations to policy makers, primary education managers, head teachers, teachers and educational stakeholders on the effectiveness of direct school funding approach operating under the wing of Free Basic Education policy.

I kindly request you spare some time with me and respond to this interview. I would like to ask you few questions regarding this topic. All your responses will be treated with utmost confidentiality.

I thank you in advance.

.....

1. For how long have you worked in this position in Chalinze district or elsewhere?
2. What do you understand about the direct school funding approach of capitation grants in primary schools? Have you consulted on the introduction of the approach?
3. How knowledgeable and skilful do head teachers, school bursars and other teachers on the direct school funding approach in your ward?

4. To what extent does the direct school funding serves time in fund disbursement and monitoring in schools in your wards?
5. How far the primary head teachers have autonomy on the use of funds allocated and disbursed in their schools through direct school funding approach?
6. Who approves the amount of capitation grant to be used in primary schools in your ward?
7. To what extent does direct school funding approach influence consistency and accuracy of funds allocations and disbursement in your ward?
8. What is missing in the direct school funding approach to make it effective? Why do you think so?
9. How are you satisfied by the direct school funding approach in the utilization of the capitation grant in your schools in the following areas?
 - i. Teaching and learning materials
 - ii. School administration
 - iii. Examinations
 - iv. Sports and games
 - v. Minor repair
10. To what extent does the direct school funding approach enhances utilization of the capitation grant in your schools to improve the following?
 - i. Pupils' completion rates
 - ii. Pupils' attendance rates
 - iii. Pupils' academic achievement
11. What are challenges of direct school funding approach in funds allocations and disbursement in your schools in the ward?

12. To what extent does the direct school funding approach relevant in fund allocation and utilization in the ward? What is your suggestion?

13. What is a lesson obtained from the use direct school funding approach to enhance effectiveness in fund disbursement and utilization?

APPENDIX 3: INTERVIEW GUIDE FOR HEAD TEACHERS, TEACHERS AND SCHOOL BURSAR.

My name is Charles Paschal Gamba, a student of the Mzumbe University Morogoro Main Campus, Faculty of Social Science, pursuing Master’s of Arts in Education. I am carrying out research on **“The Effectiveness of Direct School Funding Approach in Primary Schools in Chalinze District”**.

I am conducting this study for two main reasons:

- To contribute the existing knowledge of the direct school funding approach to accomplish schools development projects.
- To come out with recommendations to policy makers, primary education managers, head teachers, teachers and educational stakeholders on the effectiveness of direct school funding approach operating under the wing of Free Basic Education policy.

I kindly request you spare some time with me and respond to this interview. I would like to ask you few questions regarding this topic. All your responses will be treated with utmost confidentiality.

I thank you in advance.

.....

1. For how long have you worked in this position?
2. What do you understand about direct school funding approach of capitation grants in your primary school?
3. For how long are you conversant on the use capitation grants under direct school funding approach?

4. How direct school funding approach serves time fund allocation and disbursement?
5. To what extent does the approach solves the issue misallocation of funds, fraud and delay of school development projects? Why do you think so?
6. How are you satisfied with the approach in the utilization of the capitation grants in the following components/areas at your school?
 - i. Teaching and learning materials
 - ii. Administration
 - iii. Examinations
 - iv. Sports and games
 - v. Minor repair
7. How the availability capitation grants trough direct funding approach affects the accomplishment of the school programs?
8. To what extent the school have autonomy to use the funds in accordance with budget allocation and directives given by the approach?
9. To what extent does the utilization of the capitation grant at your school help to improve the following?
 - i. Pupils' completion rates
 - ii. Pupils' attendance rates
 - iii. Pupils' academic achievement
10. To what extent does the approach ensure consistency and accuracy in fund disbursement and utilization in school?
11. To what extent does the direct school funding approach relevant in fund allocation and utilization? What is your suggestion?
12. What are challenges of direct school funding approach in funds allocations and disbursement in your school?

13. What is a lesson obtained from the use direct school funding approach to enhance effectiveness in fund disbursement and utilization?

APPENDIX 4: FOCUS GROUP DISCUSSION GUIDE FOR PRIMARY SCHOOL TEACHERS.

My name is Charles Paschal Gamba, a student of the Mzumbe University Morogoro Main Campus, Faculty of Social Science, pursuing Master’s of Arts in Education. I am carrying out research on **“The Effectiveness of Direct School Funding Approach in Primary Schools in Chalinze District”**.

I am conducting this study for two main reasons:

- To contribute the existing knowledge of the direct school funding approach to accomplish schools development projects.
- To come out with recommendations to policy makers, primary education managers, head teachers, teachers and educational stakeholders on the effectiveness of direct school funding approach operating under the wing of Free Basic Education policy.

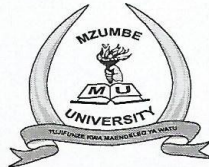
I kindly request you spare some time with me and respond to this interview. I would like to ask you few questions regarding this topic. All your responses will be treated with utmost confidentiality.

I thank you in advance.

.....

1. For how long have you worked in this school?
2. Have you ever come across with the amount of funds allocated and disbursed as capitation grant to your school? If yes, how do you know?
3. What do you comment on the amount of money which is allocated capitation grants to your school?

4. In your school, who is involved in deciding how the capitation grant should be utilized?
5. How far the direct school funding approach enhances the accomplishment of school development projects on time? What is your opinion?
6. What is the contribution of the direct school funding approach in following factors in your school?
 - i. Attendance rate
 - ii. Academic achievement
 - iii. Completion rate
7. How the direct school funding approach has secured the school funds from misallocation funds, misuse of funds and frauds done by educational managers and head teachers? Apart from approach, what are the other reasons?
8. Apart from proper management of the capitation grant, what are the other reasons for high attendance rate, academic achievement and completion rate of the pupils at your school?
9. What should be done in order to enhance proper utilization of the capitation grant in your school?
10. To what extent does the direct school funding approach relevant in fund allocation and utilization? What is your suggestion?
11. What are challenges of direct school funding approach in funds allocations and disbursement in your school?
12. What is a lesson obtained from the use direct school funding approach to enhance effectiveness in fund disbursement and utilization?



**MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)**



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TANZANIA

Ref. No. MU/DPGS/INT/38/Vol. IV

Date: 15th March, 2019

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. CHARLES PASCHAL GAMBA

The bearer of this letter Mr. Charles Paschal Gamba whose registration number is 15408095/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Art in Education (MA-EDU)**. As part of requirements for completion of his studies, he is collecting information on: **THE EFFECTIVENESS OF DIRECT SCHOOL FUNDING APPROACH IN PRIMARY SCHOOLS IN TANZANIA. A CASE OF CHALINZE DISTRICT.**

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your organization, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Fred Alfred (PhD)

For: DEPUTY VICE CHANCELLOR (ACADEMICS)

QUOTATION OF REF. NO IS ESSENTIAL

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA CHALINZE

Simu Na. 023 2440164
Nakishi. 023 2440338

E - MAIL:
ded@chalinzedc.go.tz



Ofisi ya Mkurugenzi Mtendaji (W)
S.L.P. 65,
CHALINZE

Kumb. Na. HWC/A.11/7/42

21/03/2019

MAKAMU MKUU WA CHUO (ACADEMICS),
CHUO KIKUU MZUMBE,
S.L.P.1,
MOROGORO.

**YAH: KURUHUSIWA KUFANYA UTAFITI KWA AJILI YA MASOMO YAKE
KWA BWN: CHARLES PASCHAL GAMBA.**

Tafadhali husika na somo tajwa hapo juu na pia rejea barua yako yenye Kumb.Na.MU/DPGS/INT/38/VOL.IV ya tarehe 15.03.2019 iliyopokelewa katika Ofisi ya Mkurugenzi Mtendaji wa Halmashauri ya Wilaya ya Chalinze tarehe 18.03.2019 ikihusu kumwomba mwanafunzi tajwa hapo juu ambaye ni mwanafunzi katika Chuo chako kufanya utafiti na mafunzo katika Halmashauri ya Wilaya ya Chalinze.

Kupitia barua hii, napenda kukufahamisha kuwa, Ofisi ya Mkurugenzi Mtendaji wa Halmashauri ya Wilaya ya Chalinze imeridhia Ombi lako ambapo mwanafunzi husika anatakiwa kuripoti katika Ofisi ya Mkuu wa Idara ya Elimu Msingi iliyopo makao makuu ya Halmashauri ya Wilaya ya Chalinze kwa ajili ya kupatiwa maelekezo zaidi.

Nashukuru kwa ushirikiano.

L. Pantaleo

L.Pantaleo

**KNY: MKURUGENZI MTENDAJI (W)
CHALINZE.**

Kny: MKURUGENZI MTENDAJI (W)
HALMASHAURI YA WILAYA CHALINZE

Nakala

1. Mkurugenzi Mtendaji (w),
Chalinze - Aisome ndani ya jalada.
2. Afisa Elimu Msingi (w),
Chalinze - Tafadhali mpokee na kumpa ushirikiano
3. Bw. Charles Paschal Gamba.

