MEANING AND EXPERIENCES IN MANAGING PRIMARY EDUCATION DEVELOPMENT PROGRAMME SCHOOL FUNDS AMONG PUBLIC PRIMARY SCHOOL HEADTEACHERS IN TANZANIA

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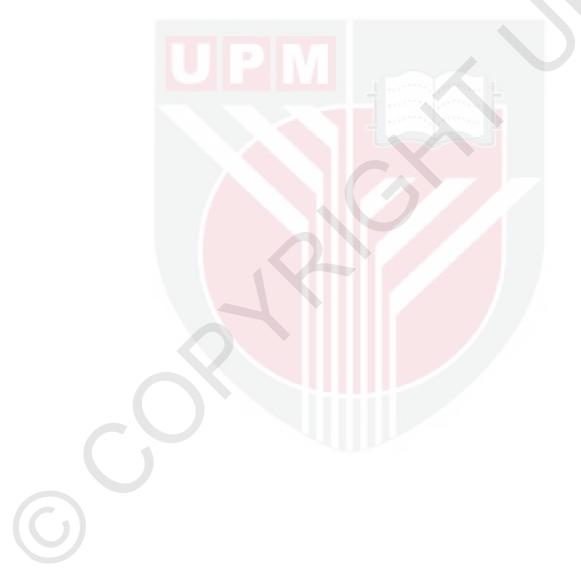
By

JUMA SAIDI MWINJUMA

Thesis Submitted to the Schoo l of Graduate Studies, Universiti Putra Malaysia in the Fulfilment of the Requirements for the Degree of Doctor of Philosophy

February 2016

DEDICATION

This thesis is dedicated to my wife, daughter and son (*Maryam, Hawa and Abdillah respectively*) for sharing uncertainties, challenges and sacrifices in completion of this thesis, to my parents (*Saidi Mwinjuma Kahatibu and Hawa Yusuf Sasya*) for their unconditional love, support and encouragement and to *Mohamed Hassan Selengu* and *Jaha Yusuf Sasya* whose words of wisdom have always been an inspiration for the persistent effort in my life.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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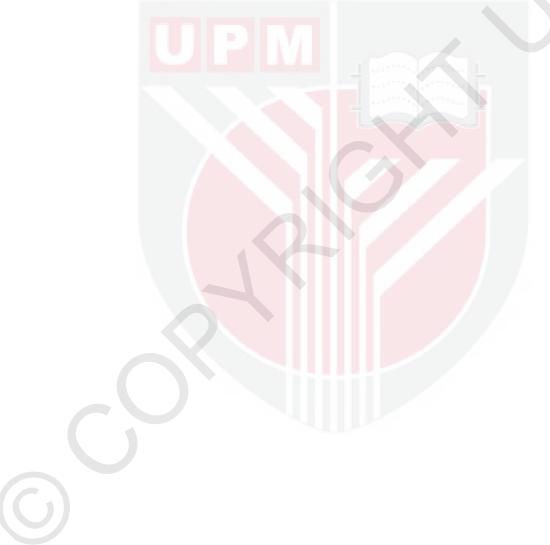

By

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February 2016

Chairperson : **Suhaida Bt Abdul Kadir, PhD**
Faculty : **Educational Studies**

The main purpose of the study was to understand the meaning and experiences of primary schools head teachers in managing Primary Education Development Programme (PEDP) funds. The study was guided by two major research questions. The first question is; what meaning do head teachers construe regarding the management of Primary Education Development Programme (PEDP) funds? And the second is; how do head teachers manage Primary Education Development Programme funds? The study used the descriptive phenomenological as it was deemed relevant to examine head teachers' meaning and experiences about the phenomenon.

Data was collected using semi-structured interviews with head teachers, observations and analysis of documents at public primary schools. Seven informants were selected from a number of schools based on educational attainment and experience serving as a head teacher. Interviews were recorded, transcribed verbatim and analyzed systematically. In addition, data from observations and documents analysis supported the data obtained from in-depth interviews. Four major themes that emerged from analysis of data are: allocation of funds, accountability, control of funds and competence and traits. The study revealed bureaucracy, insufficiency and inconsistency of funding and delays of disbursements as sub themes associated with allocation of funds. Accountability, as a theme in this study is associated with head teachers considering themselves responsible, challenging roles, adhering to ethics, and complying with instructions. It was also revealed in this study that, limited resources, selection of options, accepting duties and participatory decisions are sub themes associated with control of funds. Furthermore, the study revealed that personal aspiration, level of education, democratic leadership support from others and mindfulness of school funds as sub themes linked to competence and traits.

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Four major conclusions were drawn from this study. First, direct school funding has only offered limited solutions to resources acquisition in schools due to availability of insufficient funds in schools. Secondly, schools do not have full autonomy to use the allocated funds to fulfil locally determined school requirements. Thirdly, at school levels there is a state of confusion between participatory decision making and the issue of taking responsibilities. Fourthly, there is a need and urgency to build their capacities through continuous trainings. Based on these conclusions, the study recommends for systemic approach to understanding allocation of PEDP funds in order to improve quality of education in public primary schools in Tanzania. Finally, for head teachers and other stakeholders to act and facilitate effective implementation of educational programmes such as PEDP, there is a need and urgency to build their capacities to competently manage these educational programmes.

MAKNA DAN PENGALAMAN DI DALAM PENGURUSAN DANA SEKOLAH PROGRAM PEMBANGUNAN PENDIDIKAN RENDAH (PPPR) DALAM KALANGAN GURU BESAR SEKOLAH RENDAH KERAJAAN DI TANZANIA

Oleh

JUMA SAIDI MWINJUMA

Februari 2016

Pengerusi : **Suhaida Bt Abdul Kadir, PhD**
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Tujuan utama kajian ini ialah memahami makna dan pengalaman guru besar sekolah rendah dalam mengurus dana Program Pembangunan Pendidikan Rendah (PPPR). Kajian ini dijalankan berdasarkan dua soalan kajian utama. Soalan kajian pertama ialah; Apakah makna yang ditafsirkan oleh guru besar berkenaan pengurusan dana Program Pembangunan Pendidikan Rendah (PPPR)? Soalan kajian kedua ialah: Bagaimana guru besar mengurus dana Program Pembangunan Pendidikan Rendah (PPPR)? Kajian ini mengguna kaedah fenomenologi deskriptif kerana ia dianggap penting untuk mendapatkan makna dan pengalaman guru besar mengenai fenomena tersebut.

Data dikumpul menggunakan temubual semi-berstruktur dengan guru besar, pemerhatian dan tinjauan dokumen di sekolah rendah kerajaan. Informan kajian telah dipilih daripada beberapa sekolah berasaskan pencapaian pendidikan dan pengalaman berkhidmat sebagai guru besar. Temubual telah dirakamkan, ditranskrip verbatim dan dianalisis secara bersistematik. Sebagai tambahan, data daripada pemerhatian dan penganalisisan dokumen juga telah menyokong data yang diperoleh melalui temubual secara mendalam. Empat tema utama yang diperoleh daripada penganalisisan data adalah: peruntukan dana, akauntabiliti, kawalan dana, kompeten dan sifat. Kajian ini juga mendedahkan birokrasi, ketidakcukupan dan tidak konsisten di dalam pembiayaan dan kelewatan agihan adalah sub-tema yang berkaitan dengan peruntukan dana. Akauntabiliti di dalam kajian ini dikaitkan dengan pertimbangan guru besar terhadap diri mereka sebagai bertanggungjawab, peranan yang mencabar, berpandukan etika dan mematuhi peraturan. Kajian ini juga mendapati sumber yang terhad, pemilihan opsyen, penerimaan tugas dan keputusan secara penyertaan adalah sub tema yang berkaitan dengan kawalan dana. Tambahan pula, dapatan kajian menunjukkan bahawa aspirasi personal, tahap pendidikan, sokongan kepemimpinan demokratik daripada

pihak lain dan kesedaran tentang dana sekolah merupakan sub tema bagi kompeten dan sifat.

Tiga kesimpulan utama telah diperoleh daripada kajian ini. Pertama, pembiayaan sekolah secara langsung hanya memberikan penyelesaian terhad bagi perolehan sumber di sekolah kerana dana yang tidak mencukupi di sekolah. Kedua, sekolah tidak memiliki autonomi penuh untuk mengguna dana yang diperuntukkan bagi memenuhi keperluan sebenar sekolah. Ketiga, wujud kekeliruan di peringkat sekolah antara pembuatan keputusan secara penyertaan dengan isu mengambil tanggungjawab. Berdasarkan kesimpulan tersebut, kajian ini mencadangkan perlunya pendekatan secara menyeluruh dalam memahami peruntukan dana PPPR bagi menambahbaik kualiti pendidikan sekolah rendah kerajaan di Tanzania. Bagi membolehkan guru besar dan pemegang taruh yang lain bertindak dan memudahkan pelaksanaan program pendidikan secara berkesan seperti PPPR, terdapat keperluan yang segera untuk membina keupayaan mereka mengurus program pendidikan ini dengan kompeten.

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I would similarly want to extend recognitions to my employer the University of Dodoma for granting me study leave that made it possible for me to fully engage in doctoral studies in the Universiti Putra Malaysia. I really believe the study leave was instrumental for attending courses which were the foundation for my epistemological and ontological stance. Without the study leave it would not have been possible to get time to attend classes which were thought-provoking and exciting. Essentially, by itself, the application of study leave and its processes turned out to be a memorable learning experience – in fact, I have learned so much.

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Thank you all.

I certify that a Thesis Examination Committee has met on 29 February 2016 to conduct the final examination of Juma Saidi Mwinjuma on his thesis entitled "Meaning and Experiences in Managing Primary Education Development Programme School Funds Among Public Primary School Headteachers in Tanzania" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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I hereby confirm that:
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This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

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LIST OF ABBREVIATIONS

ACSEE	Advance Certificate of Secondary Education Examination
CB	Capacity Building
CG	Capitation Grant
CGA	Capitation Grant Account
CSEE	Certificate of Secondary Education Examination
DC	District Commissioner
DEMA	Diploma in Educational Management and Administration
DEO	District Educational Officer
DG	Development Grant
DMC	Dodoma Municipal Council
IC	Incremental Budget
IG	Investment Grant
LIB	Line Item Budget
MoEVT	Ministry of Education and Vocational Training
NMB	National Microfinance Bank
OECD	Organization of Economic Cooperation and Development
PEDP	Primary Education Development Program
PORALG	Prime Minister Regional Administration and Local Government
PPBS	Planning Programming Budgeting System
RC	Regional Commissioner
REO	Regional Educational Officer
REPOA	Policy Research for Development
RSA	Self-Reliance Account

SBM	School Based Management
SC	School Committee
SDP	School Development Plan
SRA	Self-Reliance Account
TShs	Tanzania Shillings
UDOM	University of Dodoma
URT	United Republic of Tanzania
US$	United State Dollar
ZBB	Zero Based Budgeting

CHAPTER 1

INTRODUCTION

1.1   Context of the Problem

The concept of meaning-making and experience prevail in educational, leadership administration and management literature. These two concepts serve as an axis in school leadership especially in the context of the changing role of head teachers. To begin with the notion of meaning-making, when head teachers as individuals make meaning of a phenomenon, an event or new policy information in their respective schools, they actually understand and interpret the phenomenon, the events or the new educational policy based on their respective contexts. There is robust evidence asserting that as individuals register new materials, information and facts into cognitive maps, each of them creates meanings of the information and also learns how to engage with an activity in specific contexts (Drazin, Glynn and Kazanjian, 1999; Weick, 1995). By and large, as human beings each of us do not just find out the meaning of different things and events in the real world, but we find meaning as we work within a phenomenon or work with objects and events in the real world and make sense of them. Consequently, when individuals encounter these situations, they develop a particular experience of them.

On the other hand, the word experience refers to practical contact with an observed phenomenon, fact or event. Van Manen (2007) emphasizes that individuals' experience of a phenomenon can be explained as they relate and react to a situation they encounter as they live in the world around them. In performing their daily activities, from their experience as head teachers and school leaders can explain how a phenomenon or an event is experienced in their own situation. In essence, experience is a learning process (Kolb, 1984). In schools contexts individual encounter various details that require school leaders, particularly head teachers, to process new information and construct new knowledge (Vaill, 1996). In this connection, it is noted that in the course of doing their job, leaders in institutions such as schools can observe people, events or phenomena and make associations, interpretations and generalizations in order to understand new information in their working context and integrate whatever they have learnt into their daily activities (Avolio and Gardner, 2005).

In Tanzania, head teachers play a major role in terms of management responsibility especially in public primary schools. It is important to emphasize that the head teacher not only plays a vital role in the success or failure of a school but also plays a leading role in managing school resources (Harber and Dadey, 1993, p. 147). The management roles of head teachers are to mobilize and make use of resources, monitor school developments, supervise teaching and learning as well as books and record keeping. Chediel (2009, p.58) stresses: the head teacher is responsible for overall management of the school. This suggests that head teachers remain in

overall charge of public primary schools and as regards school committee, the main role of the head teacher is to advise it and tale minutes of the discussion and meetings. It is certain that the head teacher remains fully responsible for the day-to-day management of the school (Gilbert, 1990) and makes the legal final decision (Oplatka, 2004).

Although in Tanzanian public primary schools there are School Committees (SC) with the aim of involving stakeholders (parents, staff and pupils) in order to have influence over school policy, the head teachers (principals) in practice make the legal final decision (Oplatka, 2004). It seems therefore in public primary schools that head teachers control and supervise school activities throughout their working time. It is argued that the head teacher of a public primary school in Tanzania holds the officially authorized responsibility and is constantly answerable to the District Education Officer - DEO (Chediel, 2009). Thus, the head teacher is fundamentally in charge of managing and supervising the school, teachers, and school committee members in their management roles. This indicates therefore that the head teacher is the major team leader in the entire school. While in public schools head teachers appear to play an important role in the administration and management of school, they understand the underlying dynamics of their respective school contexts. In executing their daily activities, head teachers apply tacit knowledge as a result of the construction of meaning and experiences. So far, research has not entirely illuminated the meaning and experiences pertaining to head teachers' management role. In this regard, central to this study is meaning and experiences in managing primary education development programme (PEDP) school funds among public primary schools headteachers in Tanzania. Consequently, there is still much to be explored about how school head teachers perceive and understand their role, such as the management of school funds in Tanzania and developing countries in general.

1.2   Background of the Study

Management of school funds is the most important aspect for sustainability and the day-to-day activities for both private and public schools (OECD, 2012). In order for schools to accomplish their daily activities and meet educational goals, effective management of funds is crucial. Management of school funds is fundamental for financial feasibility and an important contribution to the provision of quality education (Victoria Audit General's Report, 2009). To a great extent, the success of a school depends on the quality of the head teacher and the way she/he applies her/his abilities to accomplish school goals. Thus, the management of school funds is challenging for those who manage schools and their resources, because they have a difficult task as schools have become complicated with tasks other than teaching and learning.

Currently, in Tanzania each public primary school is responsible for managing its own funds. This management of funds started to operate in 2002 when the government of the United Republic of Tanzania (URT) under the Ministry of

Educational and Vocational Training (MoEVT) embarked on the Primary Education Development Programme (PEDP), which was regarded as a considerable investment in primary education (URT, 2006). In this programme, the government established, approved and provided funding directly to public primary schools, although prior to 2002 in Tanzania the planning and administration of education were highly centralized to the extent that the management and procurement of educational materials and equipment were done at the ministry level.

Up to 2011, the government has already implemented two PEDP phases. Each of the phases covered five successive years. The first phase was initiated in 2002 and ended in 2006. This was the phase which was aimed at providing a refined, improved and enhanced education service. During the phase, five major educational objectives were realized; increased admission to primary education, improved quality of education, enhanced retention and completion rates, institutional arrangements developed and increased capacity building for effective and efficient delivery of education services at the level of schools (URT, 2006).

The second phase commenced in 2007 and ended in 2011. The second phase was intended to address significant challenges focusing on increased education provision within primary education and the education sector in general. Specifically, the reforms in the education sector advocated for increased power and responsibility at school level. Rajani, Nsemwa and Telli (2004) are of the view that participatory decisions making for most part gives power to school committees over how the school functions. This suggests that what was formerly decided by central government in relation to the management of funds before the reforms is now decided at school level. As such, decision making concerning the utilization of school money is carried out at school level. Thus, greater authority is given to the school management and now schools are accountable for how the school funds are being utilized. However, the categories of funds and the expenditure of the funds are determined.

1.3 Classifications of Funds

Accordingly, PEDP introduced three categories of funding which were meant directly to give support to the schools. The funds are the Capitation Grant (CG), Development Grant (DG) otherwise known as the Investment Grant (IG) and Capacity Building (CB) (URT, 202). The Capitation Grant was meant to contribute to quality improvement and United States Dollar 10 (US$ 10) was given for each pupil per annum (URT, 2002; Mamdani, Rajani, Leach, Tumbo and Omondi, 2009). The US$ 10 takes account of US$ 4 for the procurement of textbooks and US$ 6 for securing other educational resources in addition to meeting the administration and operational costs of the school (World Bank, 2009; URT, 2002). The funding was supposed to be a significant instrument for the acquisition of teaching and learning materials meant to encourage and improve the learning

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environment (URT, 2002). The allocation of allowable expenditure is summarized in Table 1:

Table 1: Capitation and Allowable Expenditure

Capitation grant item	Cost in USD
Textbooks, teaching guides and supplementary materials	4
Facility repairs	2
Chalk, exercise books, pens and pencils	2
Administration	1
Examination paper and printing	1
Total	**10**

Source: URT (2002)

The development grant or investment grant on the other hand covered the costs of building classrooms and doing major maintenance work on the existing school infrastructure (URT, 2006; URT, 2002). Essentially, the fund was supposed to be used for improving school facilities based on specific needs assessment (Claussen and Assad, 2010). This suggests that there were no specific procedures for allocating the development grant, but the allocation was simply based on a requirement and rotation basis. In addition, according to URT (2006) the capacity building component was meant to facilitate training at school level to ensure that the school management has the requisite skills to implement the PEDP. Management of school includes implementation of procedures and guidelines to effectively manage financial resources.

Generally, the funds were for the procurement of goods and services in respective public primary schools according to Public Procurement Act No 3 of 2001, which clearly stipulates procurement processes and procedures. The procedure to withdraw funds from the school bank account is given in the PEDP guidelines. It is only permissible to withdraw funds from the bank account upon submission of the minutes of the school committee meeting endorsed by the chair or vice chair (parent representative) and the secretary of the committee (head teacher). The municipal council then approves and signs the cheque before submitting it to the bank for withdrawal.

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1.4   Responsibility for Managing School Funds

In essence, management of school funds in Tanzanian public primary schools is the responsibility of the school committee (SC). Each school is required to have an SC which should decide on how best to use school funds (URT, 2001). A school committee is an elected group of people comprising teachers, parents and pupils. Tanzania Education Act 1995 provides the establishment of school committee in order to supervise and give advice on the general management of public primary schools. The elected group is responsible for managing school activities and making decisions on behalf of the school management. Therefore, the SC is empowered by the government to manage and develop the school (URT, 2001). As regards to the membership, the Act does not state the exact membership of the school committee but it underscored in the PEDP document that it should include representatives of the school community, such as parents, pupils and teachers.

Although decisions relating to school funds were solely supposed to be made by the SC, the competence of school committees in performing their roles including the management of school funds is unstated, although some committees are incompetent owing to factors such as poor education (Chediel, 2009), especially the members representing parents in the committee. Therefore, for the most part a head teacher is the main performer of management and administrative roles. In this regard, in Tanzania head teachers are required to involve the SCs in making decisions about spending of school funds for procurement functions and in maintaining records including procurement contract records at primary school level (URT, 2002). This responsibility is clearly articulated in PEDP procurement manual. However, it is apparent that the document directs head teachers and to open a file for each procurement contract and keep it for future reference. Head teachers are similarly permitted to make petty cash payments to purchase commodities and other educational materials (URT, 2002). They are also responsible for maintaining and proving cash and cheque purchases at school level.

As a consequence, primary school heads have many responsibilities other than monitoring the teaching and learning process in schools. The head teacher is liable for everything, such as teaching and learning, student discipline, teachers' attendance and the control of school resources in order to achieve educational goals. Primary school headship in Tanzania requires specific consideration as this is a significant position if public primary schools are to endure and improve the level of performance and students' success. Head teachers are likely to have more knowledge and skills because their roles have changed extensively (Downes, 1998). The increased necessity for head teachers to have more knowledge and skills head teacher has led to developments in their meaning and experience, as a result of the delegated power for managing schools.

In Tanzania, the head teacher with other school committee members and teachers prepares the whole school development plan (URT, 2001). The government under the ministry of education has empowered a head teacher in collaboration with school committee to oversee the school's financial resources (URT, 2001). Therefore, the head teacher is expected to work with the school committee of which the head teacher is the secretary and recorder of what transpires in the committee meetings. In PEDP document, school committee's tasks related to the management of school funds are articulated. Among others are assisting on drawing school plan, operationalizing and control of school bank accounts, approving school budgeting and sent to municipal authorities and preparing and submitting school monetary reports to municipal and other relevant authorities (URT, 2001).

Although the school committees have legitimate responsibilities to for administering and overseeing the activities of schools including financial management, most of the responsibilities are delegated to head teachers. Head teachers are most likely to fulfil these responsibilities in consultation with other teachers and the school committee members. Therefore, in actual fact head teachers in public primary schools have been delegated accountability for the management of funds in public primary schools (Mestry, 2004). Regardless of the available literature on SCs' responsibility to manage of school funds in public primary schools, in practice head teachers play a major role in supervising and controlling school funds.

On the one hand, the management of school funds by head teachers can be viewed as head teachers' changing role, of which administration and the curriculum are main responsibilities (Webb and Vulliamy, 1996). On the other hand, in relation to the current study Primary Education Development Programme (PEDP) this is part of the implementation of education policies (Spillane, Reiser and Gomez, 2006). Considering the role of head teachers, this study is an effort to document evidence on meaning and experiences of head teachers in the management of primary Education Development funds from head teachers' perspective and informs policy makers.

1.5   Statement of the Problem

Primary Education Development Programme (PEDP) is an effort to translate the 1995 Tanzania's Education and Training Policy (TETP) and the Education Sector Development Programme (ESDP) into feasible strategies (URT, 2006). It is argued that PEDP compelled the government of Tanzania to develop the capacity for school to manage at various levels including management of funds primary school levels (HakiElimu, 2007). Thus, in implementing the programme, the Government of Tanzania now distributes funds directly to schools for acquisition of educational resources and services. It is significant to note that management of school funds is very important for the effective operation of the school routine (Mestry, 2004; Motsamai, Jacobs and de Wet, 2011) and management of public primary schools

funds in particular. Thus, under Primary Education Development Programme, management of school funds was supposed to be efficient and reflected in enrolment and expansion, quality improvement, capacity building, institutional arrangements and responsibilities, cross-cutting issues, monitoring and evaluation, financial resources and utilisation of which management of school funds is one of the component (URT, 2005).

Although evidence suggests that increased financial devolution expands community involvement in schools, there can be conflict between shared decision making and clear accountability (Knight, 1993), the improvement of management of school funds is equally important (Manara, and Mwombela, 2012). Since head teachers are dominant actors in school administration and have experience practically management of school funds under PEDP. However, dispite the government effort to disburse funds directly to school under PEDP, there is still paucity of empirical support to explain how head teachers understand and make sense of the management of school funds in public primary schools (Mushi, 2006; URT, 2007). Most of the school funds management studies have focused quantitative measure of flow of funds and survey in nature (Carlitz, 2007; Claussen and Assad, 2010; HakiElimu, 2007; Policy Forum, 2009; Uwazi 2010).

Some studies and available empirical evidence regarding school funds in public primary schools reveal discrepancies between the allocation, disbursement and actual use of school funds, which bring challenges to both educational quality and financial data (HakiElimu, 2003), fair and equitable across schools (Baker, 2009) and funding differences between and within disctict schools (Guin, Gross, Deburgomaster, and Roza, 2007). Such studies have focused on looking at the distribution and flow of funds from central to districts and schools level. Others have surveyed the availability of appropriate documents in schools such as PEDP documents and have revealed that about twenty four head teachers were not in possession of the PEDP II document (HakiElimu, 2011). A recent investigation discovered that head teachers as accounting officers keep financial records appropriately, but the study did not identify the documents and head teachers' views of the documents in relation to funding procedures (Manara and Mwombela, 2012). Predominantly, this has had an influence on the management of funds in public primary schools, and calls for a search into meanings that head teachers attach to the management of funds in public primary schools.

In other countries such as Kenya, a study in public primary schools revealed the challenges faced by the school management in implementing free primary education (Cheruto and Benjamin, 2011). This suggests that there are concerns about how resources are managed, especially school funds, which are the most significant resources for implementing educational goals. On the contrary, financial management in schools in the Mafeteng district of Lesotho in southern Africa revealed the importance of and need for relationships and communication with stakeholders as well as the control of financial records as the role of the school financial management leader (Motsamai, Jacobs and de Wet, 2011). The findings

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concentrated on stakeholders' involvement, which is similar to participatory decision making or having a representative in the form of School Committee.

Although literature agrees that effective management of school funds is important for the daily school routine and the provision of quality of education (Victoria Audit General's Report, 2009), in Tanzania most of the studies have surveyed the flow of funds from the central to school level during PEDP. In order to get an understanding into practices of the allocation of funds during PEDP, analysis needs to provide details of processes and dispositions in schools. Thus, understanding of how PEDP funds are managed in schools is necessary to provide a real picture of the position of educational resources to provide education in public primary schools. Unfortunately, there is lack of clear understanding and evidence on how school funds are managed from the perspective of the head teachers. There is a need in this case to investigate how head teachers manage PEDP funds in public primary schools, which is the essence of this phenomenological study. Therefore, this study examines head teachers' meaning and experiences in managing PEDP funds in Tanzania public primary schools.

1.6   Purpose of the Study

The general purpose of this qualitative phenomenology study is to explore and understand the meanings head teachers make and the experience they have as they undertake activities in managing school funds. Secondly, the study seeks to determine how these meanings and experience are created in relation to the management of school funds in Tanzanian public primary schools. Specifically, the study seeks to examine and gain head teachers' insights by focusing on their meanings, understanding and experiences in managing school funds. This study was guided by the following two major research questions and corresponding sub-questions in investigating the phenomenon:

1.7   Research Questions

1. What meaning do head teachers construe regarding the management of Primary Education Development Programme (PEDP) funds?
    i. What are head teachers' meanings and interpretation of the management of PEDP funds?
    ii. How is accountability understood from head teachers' perspective in relation to the management of PEDP funds?
2. How do head teachers manage Primary Education Development Programme funds?
    i. How do head teachers execute specific tasks relating to the management of PEDP funds?

ii. What conditions have influenced head teachers'
experience in managing PEDP funds?

1.8   Significance of the Study

This study is important for a number of reasons. First, it is an attempt to explore and enlighten the manner in which PEDP funds are being managed by focusing on head teachers' meaning and experiences as administrators in schools. Particularly, understanding of the meaning and experiences of head teachers regarding the management of PEDP funds would facilitate understanding of the reality on the ground in order to improve the way the processes of funding are implemented. Thus, the study could contribute and inform further measures that could determine ways to improve management of funds in public primary schools.

Secondly, it is also expected that an understanding and grounded evidence of the head teachers' meaning and experiences of management of PEDP funds in public primary schools could raise issues that might be beneficial for school leadership and policy makers to inform and determine policy options that would enhance management of PEDP funds in public primary schools. Because this study sought to identify and describe meaning and experiences in management of school funds, it therefore illuminates and forms as a foundation for policy mediation for educational policy makers to administer plans to support and improve management of school funds in public primary schools.

Finally, funding of primary education and management of funds are both critical agenda in educational administration literature. As such, the current study adds to the existing literature on education administration with particular reference to management and funding of schools under the umbrella of School Based Management (SBM). Therefore, this study enhances and extends existing literature by creating connections and relates empirical and practical experience with theoretical writings to inform discussions on SBM and educational funding in educational administration literature.

1.9   Scope of the Study

Specifically, this study intended to explore primary schools head teachers' meaning and experiences in managing school funds. The study limited itself to seven purposively selected head teachers in public primary schools in one region in Tanzania. The study does not include private school head teachers because private schools in Tanzania are not directly funded by government and in private schools head teachers are responsible to their respective employers would be the respondents as long as they have meanings and experience in managing school funds. Taking wide array of perspectives on school funds and funding policies in public primary schools into consideration, it would be difficult to attempt to

explore them as a whole. Thus, this study limits itself to information relating to the management of funds during PEDP in Tanzania. Thus, the study sought to explore head teachers' meaning and experience in the management of school funds in the context of public primary schools in Tanzania. Thus, the assumption of this study is that head teachers have views on the social world regarding the phenomenon that is significant to generate meanings.

To investigate the experience of head teachers using the phenomenological approach, this study employed in-depth interviews as the main data collection instrument, and documents were reviewed to complement the interviews. The research focused on getting and describing the insights and understanding of head teachers based on their experience and arriving at a conclusion by narrowing down the extensive data collected from the field into brief meaningful texts. In this regard, the study followed the phenomenological approach, the purpose of which MacRenato (1995) insists that; it focuses to obtain a thorough narrative that head teachers have experienced about the problem in question, but then findings from this study are not meant to be generalizable.

1.10   Limitations of the Study

It can be argued that any research must have some limitations regardless of the research design (Marshall and Rossman, 2006). This study had potential weaknesses or problems that can be identified (Creswell, 2009). First, the lack of opportunity to on the part of researcher to directly access and evaluate all the documents from head teachers regarding management PEDP funds in public primary schools. However, discussion with head teachers regarding the relevance of the documents and their uses offered a workable alternative to information that assisted the researcher in incorporating and interpreting the information in developing themes. As such, the explanations provided head teachers' views, meanings and experiences about the use of such documents. Secondly, phenomenology methodology was employed to collect and analyse the data and present the findings. Therefore, it has to be understood that the accuracy of the data in this study like in any other qualitative inquiry depended on the transparency and truthfulness of the participants involved in the setting in which the study was conducted. Therefore, given the qualitative nature of this study, the settings and time that the data was collected, the findings of this study only be replicated if these aspects are considered thoroughly.

1.11   Operational Definitions

This study recognizes the fact that the meaning of the same words and terms can vary according to different contexts, purposes and users. Thus, for the purpose of this study and preciseness of the meaning of key terms used in the current study, the definition of fundamental concepts are clearly given as applied in this research. However, this research also acknowledges the fact that the definitions and

meanings in qualitative research evolve because of the inductive nature of the qualitative procedure and its methodology in data collection (Creswell, 2007).

Primary Education Development Programme (PEDP)

Programme initiated by the United Republic of Tanzania (URT) to provide free and quality primary education. In the era of PEDP school fees were abolished and the URT through local authorities distributed the funds directly to public primary schools (Vavrus and Moshi, 2009).

School Funds

This is the amount of money available in school for procuring educational materials and other recurrent expenditure. Generally, the money is disbursed to schools from local government authorities. In Tanzania, the funding is based on the equitable per pupil formula – the amount of money to be expended on each pupil for education reasons. The term school funds is used interchangeably with money that is send to school for recurrent expenditure which refers to the distribution and use of school money for the purpose of providing educational services and producing student achievement or achieving educational goals (Odden and Picus, 2004, p.1).

Management of School Funds

Management of school funds deals with the provision, supervision and disbursement of the financial resources needed for the running of public established educational institutions. It includes functions like budgeting, expenditure and procurement. The term refers to the control and expenditure of school funds by using appropriate procedures and guidelines. The term school money in the available literature is equated to school finance and, therefore, financial management refers to the allocation and control of public money by the government whereby economy, efficiency and effectiveness are promoted (Gildenhuys, 1993, p.11).

Meaning

Meaning is what individuals find as they live in and construct the world while at the same time they are constructing their own world from their background and experiences (Laverty, 2003). The concept refers to the way of expressing and experiencing the world and seeing our engagement with it as meaningful (Wenger, 1998, p.4). The concept refers to the way individuals interpret and value events, situations, concepts or phenomena in a specific context. The assumption of this study is that the meaning and experience head teachers have in managing school funds is context specific and that procedures and guidelines regarding the use of funds are perceived and comprehended in various ways by different head teachers.

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Experiences

Experiences can simply be explained as individuals' actions, relations and situations that they encounter as they live in the world around them (Van Manen, 2007). These are events, information and incidences that participants have experienced in their capacity in relation to a particular phenomenon. It is the accumulation of understanding, meaning and sense that individuals make about what they encounter in life (Van Manen, 1998). In these study, experiences positively influenced head teachers' practice and understanding of managing school funds. It encompasses descriptions of life concerning the phenomena in the context of public primary schools.

Accountability

Accountability refers to the responsibility of head teachers to give a sound explanation of all the activities in a school (Biesta, 2004). In this study, this concept is connected to head teachers being able to account for or explain the meanings and experience of accountability in relation to the activities associated with management of school funds. The concept is linked to the ability of the school principal to perform her/his duties and be responsible for the framework for managing the school (Dimmock, 1993). The current study focuses on management of school funds in how head teacher view the issue of accountability for the use of school funds.

1.12   Chapter Summary

Chapter one presented the context and background of the study in relation to management of school funds under PEDP era in Tanzania. The chapter has outlined classifications of funds and the ways schools should manage these funds. The chapter has also delineated statement of the problem, the purpose of the study and the research questions. It established the need for a research into meaning and experiences in managing school funds in public primary schools by specifying the scope of the study, limitation of the study and provided some operational definitions of key terms in this study. The presentation and discussion on literature related to this study are presented in the next chapter.

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