

**INFLUENCES OF DECENTRALIZED FISCAL SYSTEM ON PROVISION
OF INFRASTRUCTURE IN PUBLIC PRIMARY SCHOOLS IN TANZANIA:
BUKOB A MUNICIPAL COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and here by recommends for examination by the Open University of Tanzania dissertation titled: “Influences of Decentralized Fiscal System on Provision of Infrastructures in Public Primary Schools in Tanzania: Bukoba Municipal Council, Kagera Region”, in partial fulfillment of the requirements for the degree of master of education in administration, planning and policy studies (med-apps) of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, Evelyne Ntangeki, do hereby declare that this dissertation is my original work and that it was not been presented and will not be presented to any other University for a similar or other degree.

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Signature

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Date

DEDICATION

This study is dedicated to my devoted husband the late Domitian M. Timanywa, and my sister and her husband Mr. & Mrs. F. Ngunangwa, my sons: Victor, Frank Donald, Joshua and Vian who spent their time, resource and wisdom on praying, advising, encouraging and supporting in pursuing my studies.

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I also express my sincere thanks to my other relatives and my Ex-co- workers at Bukoba Municipal school quality assurance office for being there for me in terms of emotional and material support during this study. Furthermore, I wish to express my special thanks to Temi Kamugisha, Head Teachers, other stakeholders, participants, friends, mates, relatives and all individuals who in one way or another have contributed to my study and made it successful may the Living Lord bless you so much.

ABSTRACT

This study assessed influence of decentralized fiscal system on the provision of school infrastructures in public primary schools in Tanzania, focusing on Bukoba Municipal Council in Kagera Region. Specifically this study aimed at assessing the adequacy of capitation grants provided by The Central Government, assessing the appropriateness of the offered trainings by school inspectors to school educational managers and examining the school level financial bases. The study employed qualitative approach by using case study design. The sample for the study was 36 respondents as thus: 1 District Executive Director, 1 District Education Officer, 10 Ward Councilors, 10 Ward Education Officers, and 14 Head Teachers. The generated data were subjected to content analysis. The findings revealed that meager capitation grants disbursed by central government to schools led to inadequacy of school infrastructures. The finding also asserted that trainings conducted by school inspectors to school managers are not adequate in content for catering for training education stakeholders, and on mobilizing community members to raise funds for school development. The government should also empower school inspectors and enable them to conduct effective training to education stakeholders and beneficiaries for enhancement of conduction of school development fund raising campaigns in their communities hence broaden financial bases at school level. Lastly the Government should strictly improve school supervision by empowering, supporting and motivating where necessary in order to raise concertized community participation towards infrastructure building at school as well as enabling school management teams at school level work hand in hand with other education stakeholders and beneficiaries.

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LIST OF ABBREVIATIONS

BMC	Bukoba Municipal Council
CCM	Chama Cha Mapinduzi
CIPP	Context, Inputs, Process & Products
D by D	Decentralization by Devolution
EOS	Executive Officer for Street
LGAs	Local Government Authorities
LGRP	Local Government Reform Programme
NACTE	National Council for Technical Education
NECTA	National Examination Council in Tanzania
O & OD	Opportunities and Obstacles to Development
PEDP	Primary Education Development Plan
PO-RALG	President's Office-Regional Administration and Local Government
REPOA	Research on Poverty Alleviation
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
WDC	Ward Development Committee
WEO	Ward Executive Officer

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter defines the problem and highlights the main reasons for this study. It gives the background information, problem statement, research objectives, research questions, study significance, conceptual framework, limitations and scope of the study, definition of key terms as well as organization of the study.

1.2 Background to the Problem

Adequacy of capitation grant to public primary schools in Tanzania is considered to lead to sufficient provision of their infrastructures which positively provide to high academic achievements since teaching and learning environment will be revitalized. The issue of adequate capitation grant to school through decentralized fiscal system is one of the major challenge which the world in general and in particular has been facing in its effort to fulfill the international and national obligation to safeguard the universal right to education for its entire citizenry by improving teaching learning environment for the betterment of academic achievements.

According to UNESCO (2005) UNESCO (2005) conducted a study on decentralization in education in Pakistan. The study indicated that since 2001 the Government of Pakistan has been decentralizing authority from the provinces towards the districts. Decentralization forms part of the action plan for the reform of the education system (2001-2005), designed in the context of debt and poverty reduction strategies (UNESCO, 2005). For the intention of involving local personnel

in the educational institutes, Pakistan government established committees by the name of “School Management Committees”. Pakistan Government found it was essential to involve people as a part of the education system because of the limited resources and foremost the education system experienced lots of problems. Experts had the same opinion that education department would not improve until parents and community members were involved in the administration matters.

According to the statement above, parents and community were involved, in the affairs of schools, along with the teachers, so that all of them could find solutions to problems by keeping resources available. This was thought to cause a strong education system. In different areas of Pakistan, experiences show that, involvement of local personnel in the education institutes have brought about positive results. The current study will be done in Tanzania; specifically, on the impact of decentralization and the provision of primary schools’ infrastructure in Bukoba Municipality Council in Kagera.

Muna (2012) carried out a study on democratic governance, focusing on the processes leading to decentralizing governance in Kenya. The study found that there was a belief among the majority of Kenyans that dispersing political, administrative, and fiscal powers and responsibilities to regional governments, has deepened democracy, maximized opportunities for all Kenyans to participate in the process of decision-making, and consequently improve regional social and economic development. However, the researcher concentrated on decentralization process without studying its influences on provision of schools’ infrastructures, which called for this study.

Smith (2012), also carried out a study on fiscal decentralization and development in Argentina and Mexico, 1980–2010. The study employed a mixed method to explore how cities make decisions to innovate, develop, and finance economic development programs. The finding established that, cities, which experience greater fiscal autonomy measured by the collection of more own-source revenue, are better able to stimulate effective economic development programs, and ultimately, create jobs within their communities. In spite of the fact that the previous study is closely related to this one, the need for this research study is still important because Mexico and Argentina are two different countries from Tanzania.

The study was in line with findings by Muriisa (2008) who did a study on decentralization in Uganda: prospects for improved service delivery. The study followed by baseline survey, whereby programme impact be measured through comparative study. The results indicated that the majority of participants (76%) of assessed counties in various local Governments in Uganda felt that decentralization has improved social service delivery. The successful provision of primary education serves as a good example in which participation of the people in the delivery of services is exhibited. Parents and the local population provide labor for the construction of classrooms while government provides funding for corrugated iron sheets and other capital inputs.

The previous study was carried out in Uganda, mainly focused on decentralization and services delivery improved and concentrated on social services in general and little is known about influences of decentralization and provision of primary schools' infrastructure in Tanzania. Therefore, this gap justifies the need to carry out this

study since it will try to bridge the fore mentioned gaps of knowledge.

Edquist (2005), studied on decentralization of educational management in Vietnam and analyzed data from four different departments of Education and Training in four different provinces and three different development organizations included in the process of educational decentralization. The results from the case study show that a decentralization of education has been undertaken in Vietnam. However, the decentralization has only been in the form of spatial decentralization, transferring responsibility and authority to lower levels of government, and has not decentralized decision-making authority to the Departments of Education and Training.

The political sphere has not matched the decentralization of education with financial decentralization and has not increased the capacity within the Department of Education and Training. This lack of financial decentralization and capacity-building has provided a situation where the political sphere still keeps the decision-making authority over education. Hamid (2013) also conducted a study on decentralization and public service delivery in Indonesia. The study focused on its effects on the road infrastructure. The study used baseline survey data from Village Potential Statistics known as PotensiDesa (PODES). The study indicated that there was a positive relationship between decentralization and improved availability of local road infrastructure. However, the study was focused on road infrastructure and failed to analyze school infrastructure this called for this study.

Tunzo (2014), conducted a study on the effects of devolution of the administration and management of public community built secondary schools and student

performance in Ilala Municipality, Tanzania. Nine schools were selected purposively and by performance levels based on the 2012. The findings revealed that there were some positive effects of the devolution of the administration and management of community built public secondary schools which include improving secondary school students' enrolment, improved academic performance for some secondary schools, increased proportional age group to complete secondary school education, improved efficiency of service delivery monitoring and evaluation, increased sense of ownership and participation, increased level of involvement of local communities.

Again the results showed that negative effects include inadequacy of resources, poor school infrastructure, poor stakeholders' involvement; poor performance in the majority of the community built and managed secondary schools. The devolved responsibilities face inadequate human and financial resources. Despite the importance of the study, study failed to investigate the impact of decentralization and provision of primary schools' infrastructure in Tanzania. This study aims to fill such a gap.

Mwombeki (2013) carried a research in Bukoba Municipal on the performance of school boards in managing schools in a decentralized school system in Tanzania. The study employed mainly the qualitative research approach through which data were collected and analyzed. The study found that school boards have relatively been doing well in some aspects like students' discipline, students' enrollment and construction of classrooms. Again the study revealed that school boards were not efficiently, confidently and comfortably performing their school management and administration roles.

Challenges which still characterize the contemporary school management and administration sphere include; lack of transparency practices, poor parents' commitments and obligation in school development activities like in construction of school buildings, paying for the schooling of their students, management of school finances and in the facilitation of proper implementation of the curriculum. This idea was also in agreement with Ngamesha (2013), who argued that positive students' effects include, full involvement of all concerned with taking decisions and timely empowerment of all concerned including school administrators, deployment of qualified teachers and students' leaders at lower tiers in the implementation of the policy. A critical analysis of the previous studies shows that most researchers had concentrated on decentralization and management while neglecting the impact of decentralization and provision of schools' infrastructure. This study therefore, will investigate the existing impact of decentralization and provision of infrastructure in primary schools in Tanzania.

REPOA (2010) also conducted a survey on the impact of Local Government Reforms in Tanzania (1990-2008). The study found that more than three quarters of citizens (78%) interviewed agreed that local government reforms improved service delivery (from 58% in 2003). Again the findings indicated that the Local Government Reform Programme has brought notable improvements not of least which have increased financial resources at the local level. LGA budget, for example, more than doubled between 2003-2007 primarily as a result of increased fiscal transfers from central government. However, the study did not say anything on the influence of decentralization and provision of primary schools' infrastructure,

which called for this study. However, the situation of school infrastructure as revealed from the 2015/16 Education Department Annual Report in Bukoba Municipal Council showed there were shortfalls for different aspects as indicated in the Table 1.1.

Table 1.1: School Infrastructure B MC 2016

Type of Facility	Required	Available	Shortage/Excess	% of shortage/excess
Desks	8532	8776	+244	2.85
Classrooms	570	283	-287	50.4
Toilets (Students')	996	270	-726	72.9
Teachers' Houses	578	46	-532	92.0
Offices	69	47	-22	31.9

Source: researcher, 2019

Data in Table 1.1, which were extracted from Bukoba Municipal council's 2015-2016' Annual report shows the shortage of primary school infrastructures in aspects such as classrooms 50.4% toilets (students) 72.9%, teachers' houses 92.0% and offices 31.9% in spite of ESDP policy which had operated for more than 10 years in the municipality. Basic Education Statistics in Tanzania (BEST) for years 2012-2016 (MoEST) reveals that nationally; there was acute shortage of 10943 of school administration blocks which is equivalent to 83.4%, 186008 of teachers' houses which is equivalent to 81.1%. Although BEST's report is for both Government and non-government primary schools, we still see unsatisfactory situation of schools' infrastructures.

The government of the United Republic of Tanzania (URT) is among those African countries that have adopted decentralization policies in school administration and management to give more responsibilities to lower levels (Brosio, 2000:34).

Decentralization in Tanzania has been part of other wider government reforms covering different sectors, such as, the Education Sector Development Programme (ESDP).

The Education Sector Development Programme (ESDP) is a reform initiative that has been designed to bring about changes that would cover the whole of education sector. It is a bottom up approach and it is extended to operationalise The Education and Training Policy. It is in tune with reforms that are being implemented in Local Governments with regard to developing power to lower organs of the Education System. Among ESDP's objectives are to decentralize education and training institutions, to devolve more powers of managing and administering education to districts, communities and educational institutions, to improve the quality of education by strengthening in-service teacher training programmes, supply adequate teaching –learning materials and rehabilitation of school/ college physical facilities and others of the like.

As to promote access and equity to Basic Education, the programme sought to encourage equitable distribution of education and institution and resources, broaden the base for education financing, establishment of education funds, Optimize utilization of existing education facilities and resources, priority in public spending on education for basic education through a target of 70% share of the recurrent budget over the period 1998-2005. It will use a diversified financial source that will include funds from the government development partners, communities, parents, district education funds and the National Educational Levy. From this diverse base

money for the activities will be realized. It will essentially tackle a number of issues including poor quality education services; low management capacity and inadequate financing. In order to enhance successful implementation of the primary education sub-sector, a Monitoring and Evaluation mechanism was required to be integrated with the school inspection function.

School inspectors were required to enhance financial mobilization capacities among school level actors including head teachers and other members of school committees who were expected to conduct fund raising campaigns for school development. The school inspectors were also required to conduct school based training related to management of school finances. School inspectors had to specifically evaluate the effectiveness of outputs and outcomes. Among ESDP's first 5years {2000/2001-2004/2005} phases objectives were to; provide adequate teaching learning materials, improve physical infrastructures and facilities, Broaden the resource base, Enhance participation of all stakeholders including local communities, Enhance access and equity. Among its many targets were to provide all schools to have permanent and decent physical infrastructure.

The suggested institutional arrangements are as it is explained here under include decentralization of the management and administration of primary schools and financing of education and training institutions local authorities will be responsible for preparation of education development plans and development of district based database. The next level shall be the ward based education management and planning the lowest level of planning shall be the school where whole school development planning is implemented. Financing modalities shall include central

government through block grants, local authorities through its revenue sources. Community contributions shall involve cost sharing which includes initiatives like community education fund {CEF} and school inspectorate service charge such contribution are intended to promote participations and ownership.

Inspectorate department's function monitoring and evaluation: It is to focus on accounting for inputs and activities as well as evaluating the effectiveness of outputs and outcomes. The information that does exist coming from the monitoring that has been done as part of, for example project evaluations tends inevitably to be of a quantitative rather than a qualitative nature. Educational goals have in the past, almost always been expressed in terms of quantitative indicator (i.e. number of pupils in school, teacher/ student ratios, number of operational classrooms). Those indicators also reflect qualities, such as repetition rate, examination success and teacher effectiveness all tend to rely heavily, only one indicator of quality examination results, there is paucity of guidelines as to what constitutes quality in the class room and how it might be measured, A number of key objectives of the ESDP, such as to improve classroom performance, to enhance head teacher's performance to improve teachers' competency can be adequately measured in terms of their impact on the quality of the activities in the school and in the classroom.

Financial planning reinforces the emphasis on input accounting. Financial monitoring is little concerned with the quality of outcomes of the process of implementation of change but in order to revitalize the quality of education the supply of adequate teaching learning materials construction and rehabilitation of schools and colleges just to mention a few, are to be highly considered.

Like most developing countries, Tanzania has passed through many political and socio-economic reforms. The government has formulated a number of development plans and policies with the goal of eradicating poverty, ignorance and diseases. Some were based on top-down policies, while, in other cases, the government opted for the decentralization of key authorities to the regional, district and community level. On some occasions, the government abolished one kind of decentralization policy only to re-introduce other types of decentralization again. Despite the many problems associated with the policies, the rationale has always been to strengthen the country's economy in order to improve living conditions for Tanzanians.

Though there are several global and local studies that investigated the factors influencing adequacy of capitation grants to public schools UNESCO (2005), Muna (2012), Smith (2012), Muniso(2008), Edquist (2005), Hamid(2013), Tunzo(2014), Mwombeki(2013), Ngamesha(2013), Repua(2010) still the issue of influences decentralized fiscal system on provision of infrastructure is a serious and wide spread in public primary schools in connection to the above studies it is noted that most of these studies investigated decentralization process, decentralization and service delivery decentralize road infrastructure, decentralization and management but said nothing on influences of decentralized fiscal system on provision of infrastructure in public schools in Tanzania, Bukoba Municipal council, This study therefore attempts to fill the gap of prevalence of inadequacy of capitation grants which leads to shortage of infrastructures in public primary schools by examining influences of decentralized fiscal system on provision of infrastructure in public primary schools in Tanzania Bukoba Municipal Council

1.3 Statement of the Problem

It should be noted that having an education policy that addresses required and standard infrastructural aspects at the school is one thing and translating the policy into focused requirements for the realization of the policy objectives is another according to ESDP, URT, 1999 a public primary school is required to consist of classrooms depending on the number of pupils registered in a school, such that each classroom should be set accommodate not more than forty five pupils. The policy further stipulates the standard for desk, toilets, playgrounds, teachers houses, and other infrastructure.

According to ESDP (URT, 1999) a public primary school is required to consist of classrooms depending on the number of pupils registered in a school, such that each classroom should be set to accommodate not more than forty five pupils. The policy further stipulates the standards for desks, toilets, playgrounds, teachers' houses and other infrastructural aspects required for smooth, uniform and quality provision of primary education and schooling. The standard for desks is twenty three two-seater desks in a classroom, whereas the teachers' houses should match with the number of teachers in a school. Pupils' toilets require being cognizant of gender that one hole of the pit latrine should serve 20 female pupils whereas one hole of similar pit latrine serves 25 male pupils in a school. The school is also required to consist of different courts and playgrounds for practical demonstration of games and sports entailed in school curriculum including football, netball and others.

This Education policy is not fulfilled and available literature indicates that this policy due to education sector development program (ESDP) and targets and

objectives of (ESDP) For developing government school infrastructures and teaching learning environment at large, However acute shortage of primary school infrastructures is still reported according to basic Education statistics in Tanzania (BEST) 2012-2016 (MOEST) Reveals that rationally there was acute shortage of 10943 of school administration blocks which is equivalent to 83.4% 186008 of teachers houses which is equivalent to 81.1% URT- (PO-RALG) 2016 in brief due to this fact we see that shortage of infrastructures in public primary schools due to inadequacy of disbursed capitation grants is a serious and wide spread problem in many developing countries including Tanzania, That is in line with smith (2012) whose findings established that, cities which experience greater fiscal autonomy measured by the collection of more own source revenue are better able to stimulate effective economic development programs and ultimately create jobs within their communities. Although Tanzania has education policy as per ESDPCURT, 1999, concerning public primary school infrastructural requirements for smooth uniform and quality provision of primary education and schooling much is still needed to improve public primary school infrastructures.

Despite efforts made by the United Republic of Tanzania to decentralize provision of education at various levels and transferring financial roles and responsibilities to local governments still there has been severe shortage of infrastructure. The public primary school are characterized by lack of pit latrines, desks, classrooms, teachers' houses, electric supply and many other infrastructural aspects which have direct impact and influence on teaching and learning process. This crisis in the professional arena requires innovative solutions. The Education Sector Development Programme

(ESDP), which started in the early 2000s, had suggested the central government provision of capitation and development grants to cater for different needs including school infrastructure.

This militated a need to examine if capitation grants provided by the central government has been adequate, as well as whether school inspectors are conducting trainings for school level education managers and if financial base at school level had been broaden by involving community members in order to assess the impact of decentralization of the school fiscal system responsible for provision of school infrastructures.

1.4 Purpose of the Study

The purpose of this study was to investigate the influences of decentralized fiscal system on the provision of the primary schools' infrastructure focusing on Bukoba Municipal Council in Kagera region.

1.5 Specific Objectives

- i. Examine the adequacy of capitation grants provided by the Central government for provision of primary school infrastructures and other education facilities.
- ii. Assess the appropriateness of the trainings conducted by school inspectors to school level education managers.
- iii. Examine the appropriateness of strategies for broadening the school level financial bases.

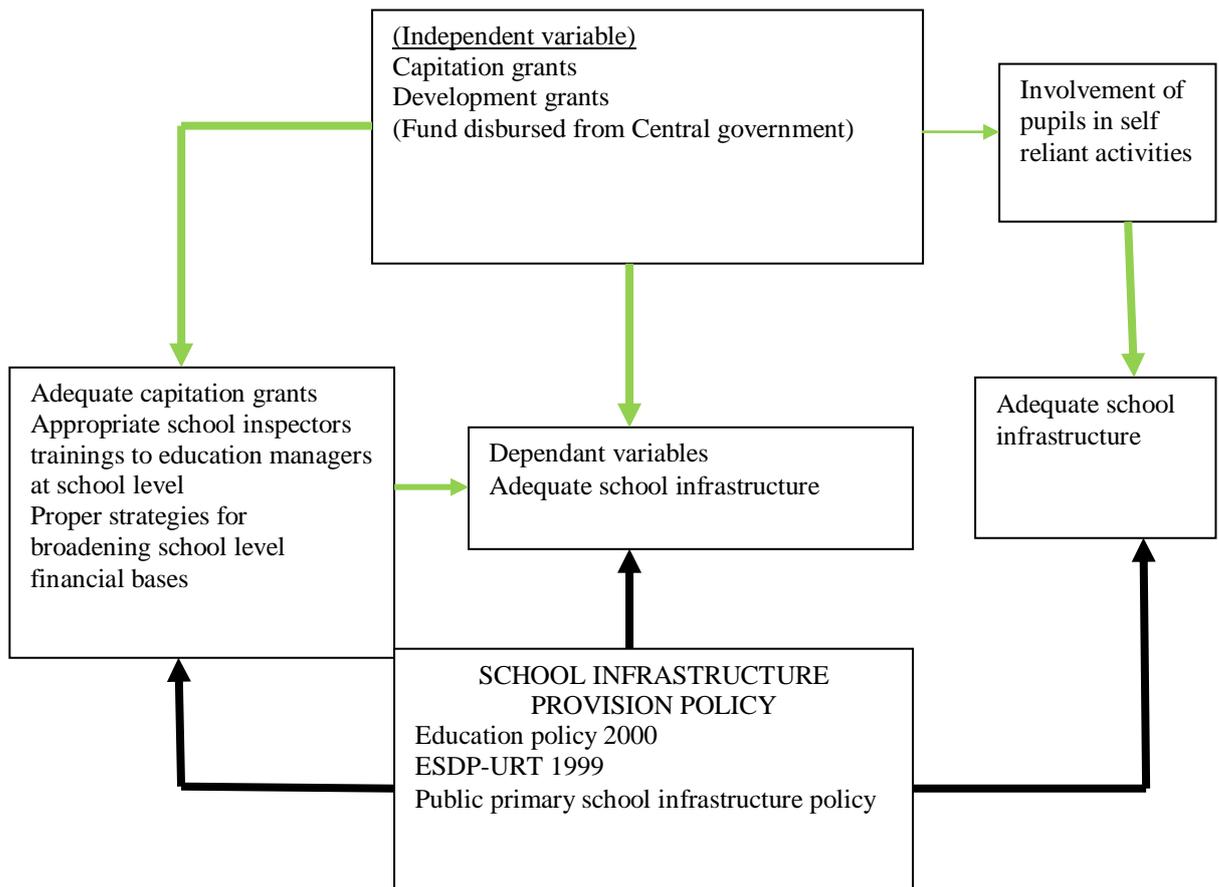
1.6 Research Tasks and Questions

- (i) Examining the adequacy of capitation grants provided by the Central government
 - (a) How much grants for infrastructure were provided by the central government?
 - (b) How adequate were the grants in relation to school infrastructural requirements?
- (ii) Assessing the appropriateness of the conducted training by school inspectors to school level education managers
 - (a) What is the content for trainings for school level education managers?
- (ii) Examining the appropriateness of strategies for broadening the school level financial bases.
 - (a) What are strategies used to broaden the school financial bases?
 - (b) How relevant were the strategies in broadening the school financial bases?

1.7 Conceptual Framework

The study was guided by multi variable approach which consists of inputs, process and output component. The rationale for this conceptual framework is because it shows that fiscal decentralization system is the process, which is realized from the top- down level of authority and its influences on the school infrastructures that enhance teaching and learning process. This study intends to evaluate the influences of fiscal decentralization system and arrangements towards the provision of primary schools' infrastructure. Decentralized fiscal system and how it leads to provision of

primary schools' infrastructure as thus here under is the conceptual framework that elaborates the flow of disbursed capitation grant from the central government to local authority.



Key

→ Strong influences

→ Influences

Figure 1:1 Conceptual Frame Work For Studying Influences Of Decentralized Fiscal System On Provision Of Infrastructures In Public Primary Schools In Tanzania: Bukoba Municipal Council.

1.8 Significance of the Study

The study is very significant at theoretical and practical levels. The findings of this study are beneficial and valuable to various education stakeholders including government, the community academicians and researchers. Theoretically, to the academicians and researchers the findings of the study are expected to provide a foundation for further studies in the related areas. Likewise, deep and broader knowledge on influences of decentralized fiscal system on provision of infrastructures in public primary schools in Tanzania.

Practically, the findings are beneficial to the government with regard to the Ministry of Education, Science and Technology to review the education financing policy and its implementation strategies whereby the findings information is useful for policy and decision makers and its findings contributes to count up knowledge in relation to decentralization of primary schools and provision of infrastructure in Tanzania. Moreover, the findings contribute to the implementation of decentralization policies and reforms that facilitate provision of adequate and quality educational services in Tanzania.

Furthermore, the findings of this study contribute to the useful information for policy and decision makers in their focus on improving Local Government Authorities relatively to the provision of quality educational services in Tanzania. This is by improving amount of capitation grants provided by Central Government to Local Government Authorities especially grants for provision of primary school infrastructures and to suggest measures for enlightening school inspectors on conduction of appropriate trainings to school education managers as well as

providing for revitalizing strategies for broadening school level financial bases. Finally, the findings of the research will attract and stimulate other researchers in this topic to conduct related study in the area of provision of adequate capitation grants to public primary schools and in relation to increasing provision of school infrastructures.

1.9 Scope and Delimitation of the Study

This study focused on the influences of decentralized fiscal system and other areas of decentralization in the provision of primary schools' infrastructure in Bukoba Municipality Council. The study was conducted in Government primary schools in Bukoba since it cannot be easy to carry out this study in whole country due to time factor and the size and geographical distribution of the population.

1.10 Limitations of the Study

This study was confined to Bukoba Municipality Council. In conducting this study, the time available was limited. Again study area represented other areas that face the similar problem all over the country. However, it is believed that the little time available and inadequate fund were rationally utilized to gather as much relevant data as possible.

1.11 Organization of the Study

This study was organized in five chapters; Chapter One opened the broad introduction of the research study which outlines issues such as the statement of the problem, the significance of the study among other basic aspects related to this chapter. Chapter Two, presented review of related literatures on the impact of

decentralized administration system and provision of primary schools' infrastructure.

Chapter Three focused on the research methodology that were employed, description and justification for choosing them. The study addressed target population, sampling procedures, instruments used to collect the data, instruments and data collection procedures and ethical issues were presented. In Chapter Four, the data collected through various instruments such as questionnaires, interviews and documents analysis guides were organized, presented and discussed in accordance research objectives and tasks. Chapter Five consisted of the summary, discussion of the findings, conclusion, and recommendations for further research.

1.12 Definition of Key Terms

Fiscal decentralization: Fiscal decentralization involves shifting some responsibilities for expenditures and or revenues to lower level of government. This refers to the extent the local government has been given the autonomy to determine the allocation of their expenditures. This is not far apart with the decentralized fiscal system at school where local government plays a role towards disbursement and distribution of finance.

School infrastructure: Are the basic systems and services that are necessary for a school or an education institution to run smoothly e.g. buildings (classrooms, laboratories), transport, water and power supplies, desk, and teacher's houses.

Public primary schools: Are government institutions that offer formal pre- primary and primary education (pre-school, class I-VII) to a person of 4 years and above who had never attended that education.

1.13 Summary of the Chapter

This chapter justifies the rationale for the study on the influences of fiscal decentralization and provision of infrastructures in public primary schools as the research title elaborates, by tracing important aspects on nature of education decentralization and how it has been practiced in Tanzania in the background of the study. Also the reason for conducting the study, significance of the study, delimitation and scope were stated on this chapter. The next chapter represented the literature review of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the review of related literature. The literature on decentralization and its effects on social services delivery in education sector. Nevertheless, this Chapter discussed the existing literature on the relationship of decentralization and social services delivery, with a focus on Local Government Authorities (LGAs) and schools' infrastructure provision services. Moreover, this chapter had discussed the Educational policies due to Education Sector Development Programme (ESDP), and targets and objectives of ESDP for developing government schools' infrastructure and teaching-learning environment at large. However, acute shortage of primary school infrastructures is still reported according to Basic Education Statistics in Tanzania (BEST) 2012-2016 and The United Republic of Tanzania (URT) President' s Office (PO-RALG) 2016 in brief. The chapter presented the literature knowledge gap at the end to justify the operational and existence of decentralization at different level.

General outlook on decentralization and social services provision including Education requirements: However, it has become widely acknowledged that a centralized system is not always the best way for development and overseeing services provision in society (Gaynor, 1998:1). A centralized structure of school management has been criticized as inappropriate for day-to-day administrative tasks of for example, teacher deployment, and payment of salary for teachers and purchase and distribution of school equipment (Gaynor, 1998:1; Mc Glinn & Welsh, 1999:9).

There are various arguments for advocating decentralization of primary school management. First, it has been argued that decentralization brings decisions closer to people, leads to more equitable distribution of public services and to more participation of the local people in school development plans (Brosio, 2000:2; World Bank [WB], 2003: 74; Gariani, Gertler & Schargrodsky, 2008:2107). Second, it is also argued that because local tiers have a better knowledge of local conditions and preferences, they are likely to be more effective in service provision than the central officials (King & Ozler, 1998:1; Gropello, 2004:503; Galiani *et al.*, 2008:2107; Saito, 2008:6; Emmanuel, 2008:10).

Third, it is further argued that, because many governments of developing countries are increasingly unable to administer primary education directly, in order to improve the provision of education, there is a need to dismantle centralized bureaucracies through decentralized system of school management system (Naidoo & Kong, 2003: ii; Winkler, 1994:287; Lexow & Smith, 2002:14). Embedded in these arguments, there is also an argument that, in order to reduce public spending, the central government should cut off the activities that are within reach of individuals in the local community environment, which McGinn and Welsh (1999:95) call a “subsidiary principle”. Results from decentralization policies as much dependent on the capacity for faithful implementation and on the extent to which corruption can be controlled.

Based on these arguments, many African countries have implemented various education management and decentralization policies in order to improve the quality of education provision and learning achievement of pupils (Naidoo & Kong, 2003.

The main objective of education policy in many countries, including Tanzania, is to enable individuals acquire knowledge and skills that will enable them to compete in the labor market-driven economy (Codd, 2005:194). This is so because of a growing belief in the power of education to influence the well-being of individuals and nations (Lauder, Dillabough & Halsey, 2006:1; Lauglo, 1995:10). For countries to attain this goal, education systems have to be transformed to become more responsive locally to market forces and demands. This is done by making the service providers more accountable to local tiers and clients (Glassman & Sullivan, 2006:4; Gropello, 2004:1; Galiani *et al.*, 2008:2106; Levin, 1991:145). The assumption is that collaborative leadership and management will strengthen accountability of the service providers (teachers) to pupils, parents and communities and improve educational achievement.

Moreover, this chapter had discussed the Educational policies due to Education Sector Development Programme (ESDP), and targets and objectives of ESDP for developing government schools infrastructures and teaching-learning environment at large. However, acute shortage of primary school infrastructures is still reported according to Basic Education Statistics in Tanzania (BEST) 2012-2016 and The United Republic of Tanzania (URT) President's office (PO-RALG)2016 in brief. Education sector development program in Tanzania also reveals measures for revitalizing education achievements, as per the following literatures:

2.2 Education Sector Development Programme

The Education Sector Development Programme was formulated in 1996 by the Inter Ministerial Sector Management Group working under the leadership of the

Education Sector Coordinating Committee (ESCC). Consequent to that the Basic Education Master Plan (BEMP) 1997-2002 was developed and issued in February 1997. During December 1997 an update on the ESDP framework was developed by the Government. Further developments thereafter took into consideration the views from the Public Expenditure Review (PER), the Public Service Reform Programme (CSR) and the Local Government Reform Programme (LGRP).

2.3 Education Sector Plan 2016/17 – 2020/21. Tanzania Mainland

The five-year period from 2016-17 to 2020-21, which is aligned with the current national five-year development plan 2016/17-2020/21. It has been developed through a full consultative process running over two years, involving national and local level consultations with stakeholders ranging from students, community leaders and civil society organizations to senior government officials and ministers. Tanzania's international development partners were also consulted extensively and provided technical assistance to the preparation of the final document.

2.4 Conceptualization of Fiscal Decentralization

Fiscal decentralization involves shifting some responsibilities for expenditures and or revenues to lower level of government. This refers to the extent the local government has been given the autonomy to determine the allocation of their expenditures. This is not far apart with the decentralized fiscal system at school where local government plays a role towards disbursement and distribution of finance. Financing modalities shall include Central Government through block grants, Local Authorities through its revenue sources. Community contributions shall involve cost sharing, which includes initiatives like Community Education Fund

(CEF) and school inspectorate service charge. Such contributions are intended to promote participation and ownership.

The government decision of decentralizing fiscal system to the local government authorities is seen as a step further toward ensuring access and quality of primary education for all members of the community, wherever they are. Again, it guarantees the availability of adequate and quality classrooms, desks, pit-latrines, water tanks and teachers' houses among others (Ngwilizi, 2002) Local government through its councils by collaborating with education officer in a given locality to ensure the optimal uses of the allocated fund to support the educational expenses at the school.

Finally, the school receive fund as capitation grant to the school account and plan for the uses has been directed by the school committee The school infrastructures and fiscal decentralization system is comparatively affecting each other toward the assessment of quality education in other way school infrastructure mainly on the allocated budget. Moreover, there has been physical contribution of resources from the nearby society to build the school infrastructures like libraries, laboratories, desks, toilets classrooms. But some time could not cater the demand of school infrastructures needed.

Majority still view the government has primary responsibility for funding the school infrastructures than the community involvement. So far the system towards the policy of decentralization of fiscal system has been measured in the built infrastructure at the school and by infrastructure we mean basic systems and services that are necessary for a school or an education institution to run smoothly e.g. buildings (classroom, laboratory), transport, water and power supplies, desk,

teachers' houses it has been obvious for the poor infrastructures in the school premises and the raised concern and blame for local government. Recently the central government has been disbursing the fund directly from ministry of finance to directly to school account that local government has remained with the mere power to supervise the but still inadequacy is there to stay.

Among a number of objectives of education sector development were to improve physical infrastructure and facilities, to broaden the resources base, to enhance participation of all stakeholders including local communities and many others, all these targeted on providing all schools with permanent and decent physical infrastructures.(The education sector development programme) PDF complete. The Government of the United Republic of Tanzania has set out its vision, overarching policy and strategic objectives for the education sector in a series of five-year or ten-year Education Sector Development Plans (ESDP) since 1997. This latest ESDP covers the five-year period from 2016-17 to 2020-21, which is aligned with the current National Five Year Development Plan 2016/17-2020/21.

This ESDP has been developed through a full consultative process running over two years, involving national and local level consultations with stakeholders ranging from students, community leaders and civil society organizations to senior Government officials and Ministers. Tanzania's international Development Partners were also consulted extensively and provided technical assistance to the preparation of the final document. (education and training sector development programme (ESDP). (*The Primary Education Development Plan (PEDP)*). The Tanzania government has recognized the importance of investing in human capital in order to

fight disease, poverty and ignorance. Since 1995, there have been a series of reforms to address the problems that have undermined education. The state of physical infrastructure has been in disrepair and there are shortages of major supplies. Many pupils learn in crowded, poorly furnished classrooms and have to share textbooks with 20 or more at a time. Teachers are poorly paid and ill prepared for the management and quality assurance tasks that they are to perform. Classrooms pedagogy and teacher-student relations are too often marked by disdain and violence rather than caring and mutual respect.

(Education sector development programme - Tanzania Online) The Primary Education Development Plan (PEDP) is a five year plan that articulates this vision of Universal Primary Education within the wider Tanzanian policy frameworks of the Education and Training Policy and the Education Sector Development Programme, the Local Government Reform Programme, and the over-arching Poverty Reduction Strategy Paper and Vision 2025.

- (i) Improve teaching and learning environment including school/college infrastructure;
- (ii) Ensure adherence to policy, laws, regulations, norms and standards in the provision of quality education at all levels;
- (iii) Ensure training of qualified teachers to cater for all levels of education.

Ensure quality assurance in the entire system of administration, supervision, governance and management of education (The United Republic of Tanzania Ministry of Education And Vocational Training Education Sector Development Programme). The PEDP consists of four main components: (a) expanding enrolment;

(b) improving the quality of teaching and learning processes; (c) building capacity within the education system and other public and private sectors with a stake in education provision; and (d) strengthening the institutional arrangements that support the planning and delivery of education services.

In order to achieve the objective of enrolling all children 7-10 years old by 2005, the PEDP focuses on issues of enrolment and access, teacher recruitment and deployment, and classroom rehabilitation and construction. It also includes interim plans for expanding non-formal educational programmes for out-of-school children and youth.

2.5 The Concept of School Infrastructure

School infrastructures are physical facilities needed to deliver fundamentals to provide quality educational services. School infrastructure includes classrooms, furniture, and teachers' houses, offices, pit-latrines which facilitates teaching and learning process. Provision of adequate infrastructure is essential for socio-economic development of every society. According to URT (2001), school infrastructure is a key base for learning in schools. School infrastructure in primary schools includes classrooms, libraries, and dormitories for boarding schools, open fields for games, games equipment, and sanitation facilities among others.

2.6 The Roles and Responsibilities of Local Government on Provision of Schools' Infrastructure

Local government authorities are responsible for the provision of primary education. This is provided in the local government district and urban authorities laws of 1982,

and in the Education Act No. 25, 1978 and its subsequent amendments. These Acts also give the Ministers responsible for local government and education powers to issue orders and regulations to alter the powers and duties of the local government authorities in providing primary education.

The Education Act also prescribes that the local government authorities have to perform their functions in accordance with national policies and development plans. The provision of primary education is the responsibility of the local government, the local governments has to implement their services delivery within the constraints of planning, policy setting and funding, which are heavily centralized (URT.2002b). The communities' enhance primary education for example by contributing labor and money to school construction (Kabagire, op.cit).

2.7 The Roles and Responsibilities of Central Government on Provision of School's Infrastructure

The arrangement and authority for the financing of development projects at primary school level is the roles and responsibilities of both the Central government and Local Government Authorities (Kabagire, 1998). In other words, there is a partnership between the central and local government within this fiscal framework through which both authorities finance their development activities in schools through the following channels: first, self-financing using (own sources) such as local tax revenues, user charges, or shared revenues collected within the Local Government Authorities (LGAs); second, intergovernmental fiscal transfers, either through general purpose block transfers or earmarked-specific purpose transfers.

2.8 Empirical Studies on Decentralization and Schools' Infrastructure

Village Council and Ward Development Committees (WDCs) are features of decentralization. UNESCO (2005) conducted a study on decentralization in education in Pakistan. The study indicated that since 2001 the Government of Pakistan has been decentralizing authority from the provinces towards the districts. Decentralization forms part of the action plan for the reform of the education system (2001-2005), designed in the context of debt and poverty reduction strategies (UNESCO, 2005).

For the intention of involving local personnel in the educational institutes, Pakistan government established committees by the name of "School Management Committees". Pakistan Government found it was essential to involve people as a part of the education system because of the limited resources and foremost the education system experienced lots of problems. Experts had the same opinion that education department would not improve until parents and community members were involved in the administration matters.

According to the statement above, parents and community were involved, in the affairs of schools, along with the teachers, so that all of them could find solutions to problems by keeping resources available. This was thought to cause a strong education system. In different areas of Pakistan, experiences show that, involvement of local personnel in the education institutes have brought about positive results. The current study will be done in Tanzania; specifically, on the impact of decentralization and the provision of primary schools' infrastructure in Bukoba Municipality Council in Kagera.

Muna (2012) carried out a study on democratic governance, focusing on the processes leading to decentralizing governance in Kenya. The study found that there was a belief among the majority of Kenyans that dispersing political, administrative, and fiscal powers and responsibilities to regional governments, has deepened democracy, maximized opportunities for all Kenyans to participate in the process of decision-making, and consequently improve regional social and economic development. However, the researcher concentrated on decentralization process without studying its influences on provision of schools' infrastructures, which called for this study.

Smith (2012), also carried out a study on fiscal decentralization and development in Argentina and Mexico, 1980–2010. The study employed a mixed method to explore how cities make decisions to innovate, develop, and finance economic development programs. The finding established that, cities, which experience greater fiscal autonomy measured by the collection of more own-source revenue, are better able to stimulate effective economic development programs, and ultimately, create jobs within their communities. In spite of the fact that the previous study is closely related to this one, the need for this research study is still important because Mexico and Argentina are two different countries from Tanzania.

The study was in line with findings by Muriisa (2008) who did a study on decentralization in Uganda: prospects for improved service delivery. The study followed by baseline survey, whereby programme impact be measured through comparative study. The results indicated that the majority of participants (76%) of assessed counties in various local Governments in Uganda felt that decentralization

has improved social service delivery. The successful provision of primary education serves as a good example in which participation of the people in the delivery of services is exhibited. Parents and the local population provide labor for the construction of classrooms while government provides funding for corrugated iron sheets and other capital inputs. The previous study was carried out in Uganda, mainly focused on decentralization and services delivery improved and concentrated on social services in general and little is known about influences of decentralization and provision of primary schools' infrastructure in Tanzania. Therefore, this gap justifies the need to carry out this study since it will try to bridge the fore mentioned gaps of knowledge.

Edquist (2005), studied on decentralization of educational management in Vietnam and analyzed data from four different departments of Education and Training in four different provinces and three different development organizations included in the process of educational decentralization. The results from the case study show that a decentralization of education has been undertaken in Vietnam. However, the decentralization has only been in the form of spatial decentralization, transferring responsibility and authority to lower levels of government, and has not decentralized decision-making authority to the Departments of Education and Training.

The political sphere has not matched the decentralization of education with financial decentralization and has not increased the capacity within the Department of Education and Training. This lack of financial decentralization and capacity-building has provided a situation where the political sphere still keeps the decision-making authority over education. Hamid (2013) also conducted a study on decentralization

and public service delivery in Indonesia. The study focused on its effects on the road infrastructure. The study used baseline survey data from Village Potential Statistics known as PotensiDesa (PODES). The study indicated that there was a positive relationship between decentralization and improved availability of local road infrastructure. However, the study was focused on road infrastructure and failed to analyze school infrastructure this called for this study.

Tunzo (2014), conducted a study on the effects of devolution of the administration and management of public community built secondary schools and student performance in Ilala Municipality, Tanzania. Nine schools were selected purposively and by performance levels based on the 2012. The findings revealed that there were some positive effects of the devolution of the administration and management of community built public secondary schools which include improving secondary school students' enrolment, improved academic performance for some secondary schools, increased proportional age group to complete secondary school education, improved efficiency of service delivery monitoring and evaluation, increased sense of ownership and participation, increased level of involvement of local communities.

Again the results showed that negative effects include inadequacy of resources, poor school infrastructure, poor stakeholders' involvement; poor performance in the majority of the community built and managed secondary schools. The devolved responsibilities face inadequate human and financial recourses. Despite the importance of the study, study failed to investigate the impact of decentralization and provision of primary schools' infrastructure in Tanzania. This study aims to fill such a gap.

Mwombeki (2013) carried a research in Bukoba Municipal on the performance of school boards in managing schools in a decentralized school system in Tanzania. The study employed mainly the qualitative research approach through which data were collected and analyzed. The study found that school boards have relatively been doing well in some aspects like students' discipline, students' enrollment and construction of classrooms. Again the study revealed that school boards were not efficiently, confidently and comfortably performing their school management and administration roles.

Challenges which still characterize the contemporary school management and administration sphere include; lack of transparency practices, poor parents' commitments and obligation in school development activities like in construction of school buildings, paying for the schooling of their students, management of school finances and in the facilitation of proper implementation of the curriculum. This idea was also in agreement with Ngamesha (2013), who argued that positive students' effects include, full involvement of all concerned with taking decisions and timely empowerment of all concerned including school administrators, deployment of qualified teachers and students' leaders at lower tiers in the implementation of the policy.

A critical analysis of the previous studies shows that most researchers had concentrated on decentralization and management while neglecting the impact of decentralization and provision of schools' infrastructure. This study therefore, will investigate the existing impact of decentralization and provision of infrastructure in primary schools in Tanzania. REPOA (2010) also conducted a survey on the impact

of Local Government Reforms in Tanzania (1990-2008). The study found that more than three quarters of citizens (78%) interviewed agreed that local government reforms improved service delivery (from 58% in 2003). Again the findings indicated that the Local Government Reform Programme has brought notable improvements not of least which have increased financial resources at the local level. LGA budget, for example, more than doubled between 2003-2007 primarily as a result of increased fiscal transfers from central government. However, the study did not say anything on the influence of decentralization and provision of primary schools' infrastructure, which called for this study.

2.9 Synthesis and the Literature Gap

Even though many studies have been done regarding the decentralization such as those done by Tunzo (2014), Mwombeki (2013), (REPOA, 2010) and Ngamesha (2013) there is still an existing gap on the study about the influences of decentralization and provision of primary schools' infrastructure at Bukoba Municipality Council in Kagera. The dilemma on the current shortage and poor condition of primary schools' infrastructure.

The Local Government Authorities (LGAs) accountability and performance, the Central Government in terms of provision of development grant are also questionable and poor provision and supervision of primary schools' infrastructure through administration at lower level. Apart from the explained above existing gaps but as it was explained in background to the problem: Basic Education Statistics in Tanzania (BEST) for years 2012-2016 (MoEST) reveals that nationally, there was acute shortage of 10943 of school administration blocks equivalent to 83.4%,

186008 of teachers' houses equivalent to 81.1%, and data of figure 1 of this report which were extracted from Bukoba Municipal Council's annual report of 2015-2016, reveals the shortage of primary schools infrastructures in aspects such as classrooms 50.4%, toilets (students) 72.9%, teachers' houses 92% and offices 31.9%, despite ESDP policy which had operated for more than 10 years in the municipality; due to these factors, this study investigated on the influences of fiscal decentralized system on provision of school infrastructures with incongruence available school infrastructures.

Although there are several global and local studies that investigated on the factors influencing adequacy of capitation grants to public schools UNESCO (2005), Muna (2012), Smith (2012), Murisa (2008), Edquist (2005), Hamid (2013), Tunzo (2014), REPOA (2010), still the issue of influences of decentralized fiscal system on provision of infrastructures is a serious and widespread in public primary schools; in connection to the above studies it is noted that most of these studies investigated on either decentralization process, decentralization and service delivery, decentralization and road infrastructure, decentralization and management or fiscal decentralization and development; but said nothing on influences of decentralized fiscal system on provision of infrastructures in public primary schools in Tanzania. This study therefore attempts to fill the gap of prevalence of inadequacy of capitation grants which leads to shortage of infrastructures in public primary schools by examining influences of decentralized fiscal system on provision of infrastructures in public primary schools in Tanzania : Bukoba Municipal Council.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research approach, study area together with sample size that were involved in this study were presented in this chapter; data collection methods and instruments as well as data analysis methods were also discussed.

3.2 Research Approach

The study employed qualitative approach of data which made possible the collection of adequate information required to arrive at the conclusion. The choice for these approaches sought to explore the interrelated views and concept of understanding the social reality of communities where data were collected. The study employed qualitative approach and collected data by questionnaire was quantified into percentage and frequencies in tabular forms. Also qualitative approach was used in collecting and analyzing data on interviews and documentary review and this enabled the researcher to share an understanding and perceptions of others (respondents) and describe in depth the views and opinions on the influence of decentralized fiscal system on provision of schools' infrastructures.

3.3 Research Design

Nalaila & Msabila (2013), define a research design as a plan on how a study will be conducted or a detailed outline on how an investigation will take place. This research study assumed a case study approach to investigate the influence of decentralized fiscal system on the provision of primary schools' infrastructure in the study area. Orodho and Kombo (2002) indicated that case study approach is useful for studying

an individual, group, an episode, a process, a community, a society, or any other unit of social life. Again it provides the researcher an opportunity of studying the influences of decentralized administration and the provision of primary schools' infrastructure in Bukoba Municipal Council in Kagera.

Furthermore, the case study was adopted because it allows the use of multiple sources of evidence, hence improving the value of data for the study as it allows for validation of one source of data by another source (Zucker, 2001). Kothari (2004:32) asserts that "the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design included an outline of what the researcher did from writing the hypothesis and its operational implications to the final analysis of data. More explicitly, the design decisions happen to be in respect of:

3.4 Study Area

For better understanding of phenomenon for investigation, a researcher needed to select a specific area of the study that is suitable for gathering information. The study was carried out in Bukoba Municipality Council in Kagera Region. Bukoba Council is located between latitudes 1°6'0" to 1°8'42" south of the Equator and Municipal between longitudes 31°16'12" and 31°18'54" East of Greenwich. It has a total area of 80 square kilometers. The population according to the 2012 National Census results is 128,796 people with annual growth rate of 4%. Of the total population, 66,275 are women while 62,521 are men.

Table 3.1: Target Group

SN	Target group	Population	Sample size distribution on proportional bases
1.	Head Teachers	20	14
2.	Ward Education Officer	14	10
3.	Ward Councilors	14	10
4.	District Education Officer	1	1
5.	District Executives Director	1	1
Total		50	36

Source: researcher, 2019

(National Bureau of Statistics, 2012). Bukoba Municipal Council consists of fourteen (14) wards, 64 streets with a total of 25 government primary schools. The selection of the area based on the following reasons: First the area has public primary schools with less documented problem of influences of decentralized fiscal system on provision of infrastructure in public primary schools; ESDP (URT,1999). In addition after government announcement of free education in 2015, there was an increase of Gross Enrolment ratio – Kagera region from 1,034,729-2012 to 1,562,770-2016, (BEST, 2016) and due to earthquake calamity in the region in 2016 where some public primary schools' infrastructures including Zamzam, Kibeta, Kashai and others were destroyed. Thirdly, the researcher is familiar with the area so she was convinced that the situation of inadequacy of infrastructures in public primary schools in Bukoba Municipal Council is more acute than in other municipalities or districts in Tanzania, hence she believed to get reliable data, moreover she was also familiar with the organizational culture of the area thus it was convenient and conducive for data collection, hence became strategic source of reliable information needed for the study.

3.5 Target Population

The population is a group of individuals, objects or items from which samples are taken for measurement (for example a population of students). Again it is defined as an entire group of persons or elements that have at least one thing in common, In this study, the target population includes all 14 wards, 66 streets and 25 government primary schools in Bukoba Municipality and other development partners concerned with primary schools' development activities such as head teachers, Ward Education officer, Councilors and Districts Executives Director.

3.5.1 Ward Councilors

The researcher used simple random and stratified sampling technique to select ten wards from fourteen wards. Again one councilor from each selected ward which makes a total of ten councilors were involved as key informants in the study. Furthermore, the same procedures were employed in the selection of Ward Education Officers. The reason for selection of Councilors is that, they are chairpersons of Ward Development Committees (WDCs) in that case they possess knowledge of decentralized financial system and provision of primary schools' infrastructure. Ward Executive is a custodian of all information concerning development in the ward and secretary of Ward Development Committees.

3.5.2 Ward Education Officers

The researcher used simple random and stratified sampling technique to select 10 wards out of 14 wards whereby 10 ward education officers of the selected wards were involved in the study automatically. They are entitled to run day to day education matters on a given ward including whole school visit and inspection,

supervising school infrastructures, buildings and report writing so they are essential personnel to facilitate education at ward level. Ten among fourteen ward education officers were involved in this study. These are essential personnel for local government education administrators and mostly their roles are linked direct with daily activities of school. They are there to ensure academic progress in their respective areas their roles are as follows here under

- i. Inspection school academic progress e.g. performance of teacher, student report and infrastructures.
- ii. DEO is assigned to represent the district on any education forum and other activities.
- iii. To ensure the capitation grants is used effectively according to their planned budget.
- iv. Weo to ensure that daily school activities is run according
- v. Approval of school document and attending meeting related education matter.

Furthermore the most of sampled ward education officer (WEOs) responses indicated that they do inspection of infrastructures at their schools frequently after these inspections they advice head teachers to repair damaged areas, moreover, they ensure the presence of security at school all the time and stand firm to prohibit the misuse of the classrooms (after classroom hours) specifically for outsiders tending to conduct tuition classes at schools; and the like.

3.5.3 Head Teachers

As a researcher wished to obtain representative sample schools of the whole population in a Municipal Council. In this case, schools were selected randomly

from wards which were stratified sampled to make a total of fourteen schools. Head teachers from selected schools were key informants in this study. The reason for selecting head teachers is that, head teachers are on the site where infrastructures were supplied and they possess adequate experience and they are main actors in this study.

3.5.4 District Education Officer

Purposive sampling technique was employed for the selection of the District Education Officer (DEO) to participate in the study. This is because he is an education supervisor and has knowledge, experience and deep understanding information regarding the decentralized fiscal system and provision of primary schools' infrastructure.

These are essential personnel for local government education administrators and mostly their roles are linked direct with daily activities of school. They are there to ensure academic progress in their respective areas their roles are as follows here under

- i. Inspection school academic progress e.g. performance of teacher, student report and infrastructures.
- ii. DEO is assigned to represent the district on any education forum and other activities.
- iii. To ensure the capitation grants is used effectively according to their planned budget.
- iv. WEO to ensure that daily school activities is run according
- v. Approval of school document and attending meeting related education matter.

Moreover, the incumbent (DEO) District Education officer did follow up on the uses of capitation grants through monitoring and evaluation endorsement of school expenditure and by passing through bank statements monthly and in order to assess the quality of infrastructures he frequently visited school and got statistics of infrastructures.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

The sample size of this study included 10 wards, 14 public primary schools and 36 respondents who included 1 District Executive Director, 1 District Education Officer, 10 Ward Councilors, 10 Ward Education Officers and 14 Head Teachers. The schools were selected depending on the richness of information that commensurate with purposes of the study which focused on influences of decentralized fiscal system on provision of infrastructures in public primary schools in Tanzania Bukoba Municipal Council. According to Cohen, Manion Morrison (2008) the selection of sample size was determined by nature of the study, area of the study and time availability.

3.6.2 Sampling Procedures

The researcher used purposive and simple random sampling to obtain samples of Wards and schools, ward councilors, ward education officers and head teachers. Purposive sampling was used to obtain District Education Officer and District Executive Director purposely due to their roles and positions in order to get detailed information based on influences of decentralized fiscal system on provision of infrastructures in public primary schools, which is intended to be addressed in this

study. 14 public primary schools were purposely selected due to richness of information from the school concerning the requirements of the study and on each selected school heads of schools were automatically involved in the study. And in selected wards, ward councilors and ward education officers were automatically involved in the study. In addition, purposive sampling enabled the researcher to select proper respondents who have knowledge, experience and deep understanding on the issue of adequate capitation grants and sufficient provision of school infrastructure. Purposive sampling also empowered the researcher to select respondents depending on the data he or she to collect (Cohen, etal, 2008). Through purposive samples the researcher was able to get reliable and richest information on the study problem.

3.6.3 Simple Random Sampling

The technique was used in 10 selected wards. A great advantage of stratified sampling is that, it enabled and allowed the researcher to get different rates of respondents to be used for sample obtained from different population strata (Lee, 2008). In obtaining participants using stratified random sampling a researcher first divided the population into sub population or strata. The stratification in this study based on length of leadership as ward councilors, those who had been ward councilors for more than 5 years were set in one group and those who had held that post for less than 5 years were in the second group.

In order to get 10 wards to participate in the study pieces of paper written yes and no were written; whereby for the first group 8 pieces of paper were written yes and the remaining papers no, and to the last group two pieces of paper were written yes and

the remaining pieces of paper no. By this way the researcher got 10 wards out of 14 wards whereby ward councilors and ward education officers of the selected wards automatically involved in the study. Simple random processes allowed equal chance of participants to participate in the study as selected from large group of population (Kothari, 2010). But stratified random sampling is credited to this study because produced sample that are more reasonable to the study with reliable information from good methods obtained participants (Neuman, 1977).

3.7 Data Collection Techniques

The collected data were primary and secondary data. Primary data; are data which are original to the problem. They were generated from various sources, through different data collection methods. Primary data were necessary to get relevant, original and reliable firsthand information about the phenomena under study. Secondary data; the study collected secondary data through documentary search like school records, circulars, administrative files and minutes of meetings related to the research problem. Secondary data were used to supplement primary data.

3.7.1 Questionnaires

The study employed questionnaires where open question questionnaires were used. This is because they allow the researcher for an infinite array of answers and to understand the data points and logic that has caused the respondents to form their opinions, hence allow the researcher to more deeply understand the topic under discussion, on this case factors affecting decentralized fiscal system on provision of infrastructures in public primary schools where the researcher submitted them to sampled head teachers, ward councilors, ward education officers and District

Education Officer. A questionnaire is the research instrument that gathers data over a large sample (Kombo and Tromp, 2006) the questionnaire was chosen because it enabled the researcher to reach a large group of informants within a short period of time at reasonable costs. In this method a questionnaire were used because large samples were used and thus the results are more dependable and reliable .The method assumed freedom from the researcher's bias and answers were in respondents own words.

3.7.2 Interview

The study employed semi-structured interview to obtain information on the factors affecting influences of decentralized fiscal system on provision of primary schools' infrastructures where District Education Officer and Head Teachers were interviewed by using interview guides. The interviews were used to examine the perceptions, factors affecting influences of decentralized fiscal system on provision of primary schools' infrastructures. The researcher preferred semi-structured interview because of its flexibility that allows some changes and more clarification in case of misunderstanding or misinterpretation to both a researcher and respondents. Therefore, the interview is credited in this study for its ability to obtain more in depth information flexible and provision of supplementary information about the respondents (Kombo & Tromp, 2006).

3.7.3 Documentary Review

The documents reviewed in this study included official documents containing information on the issues related to school infrastructure, receiving and usage of capitation grants whereby school records, including: school log books, school

calendar, whole school development plan, circulars, and minutes of meetings such as school committee meetings' records, parents' meetings' records which are related to the research problem were reviewed. The information obtained was used to supplement the data gathered by questionnaires and interviews. Also documentary review enabled the researcher to assess the available preserved permanent information to compliment primary data obtained in the study (Dens combe, 1998). Therefore, through documentary review a researcher was able to cross check the consistency and reliability of the data obtained through interviews and questionnaires.

3.7.4 Pilot Study

Pilot study was conducted by the researcher and it involved six respondents namely one head teacher and his assistant, head boy and head girl (head prefects), Education for self reliance teacher and healthy teacher from one primary school in Bukoba municipality. The school and the respondents were chosen on the basis of richness of information depending on the purpose of the study. The piloted school was not part of the sample. All respondents were interviewed. This pilot study was conducted to enable the researcher to discover possible weaknesses and problems in different aspects of the research thus after pilot study the researcher became aware of what to include in the research tools and vice versa.

3.7.5 Peer Review

After the preparation of the tools for data collection the researcher presented them and discussed with her three peers. Then the researcher consulted her supervisor. The comments, suggestions and advices by peers and the supervisor were used to

correct and adjust the research tools in relation with the study objectives. This helped the researcher to cross-check the consistency of data generated from interviewing Head Teacher, Ward and Village Executives. The documentary data was generated from school records and documentations including village or mitaa and ward development plans, financial report and other documents including circulars, directives and policies.

3.8 Trustworthiness of Research Findings

The researcher used trustworthiness of research findings which in qualitative studies is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the study findings are credible, transferable, confirmable and dependable. Trustworthiness is all about establishing these four things: Credibility which is how confident the qualitative researcher is in the truth of the research study's findings. Here researchers use triangulation to show the research study findings are credible.

Transferability which is how qualitative researcher demonstrates that the responsibility study findings are based on participants responses and not any potential bias or personal motivation of the researcher last dependability which is the extent that the study could be repeated by other researchers and that the findings could be consistent. The researcher used inquiry audit in order to establish dependability which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

3.9 Data Analysis Plan

Data analysis was done through qualitative. Qualitative data, which was acquired by means of questionnaires were analyzed using simple descriptive statistics in terms of percentages and frequencies. On the other hand, qualitative data which was obtained from documents and interview questions were analyzed by content analysis and this allowed compressing them without losing their key meaning.

3.10 Ethical Consideration

The researcher observed all rules, policies, and procedures to ensure the rights of all participants were safeguarded (Leedy, 2001). This was done in order to avoid misunderstanding and quarrels with the respondents. Ethical issues included the following:

3.10.1 Research Clearance

The researcher requested for research permit from the director of postgraduate studies of OUT. The research clearance letter introduced the researcher to the Regional Administrative Secretary of Kagera region and to the district director, Bukoba Municipality; who in turn gave her the research permit that introduced her to the head teachers in schools where the study was conducted. As well as to ward education officers and councilors.

3.10.2 Informed Consent

After getting the research permit from the Bukoba Municipality director, the researcher met the respondents and informed them about the purpose of the study. Informed consent enabled respondents to be aware of the purpose and to understand

the importance of participating in the study (Leedy, 2001). The researcher also explained how the study was to be conducted and the uses of information obtained from the respondents. No one was forced to participate in the study and participants were informed that they were free to decide whether to participate or to withdraw from the study.

3.10.3 Confidentiality

The researcher ensured confidentiality of the information from the respondents by excluding their real identity (Cohen et al, 2008). Also the researcher ensured high privacy during the data collection processes. Furthermore, the researcher informed the respondents that the information obtained was to be treated confidentially and for the general research purpose of the study, which intended for the improvement of infrastructure good condition and availability in public primary schools hence enhancement of education achievements. Respondents were free to express their views.

3.10.4 Plagiarism and Fraud

Plagiarism refers to a situation where researchers refer to another person's work as theirs without acknowledging the author. In addition, stealing ideas from another scholar is also plagiarism. On the other hand fraud refers to the situation where the researcher fakes the data that has not actually been collected. Fraud also refers to false presentation of research methodology and results (Mugenda 2003). In order to address these ethical issues, the researcher acknowledged all the sources or quoted work and will continue to honor this profession ethical aspect. And on fraud no false presentation of research methodology and results were observed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyze and discuss the findings of the studied survey. The data presentation analysis and discussion were based on specific objectives which aimed to:(i) Examine the adequacy of capitation grants for provision of school infrastructures(i) Assess the appropriateness of trainings conducted by school inspectors to school level education managers and(iii) Examine the appropriateness of strategies for broadening the school level financial bases.

The research findings were collected from 10 wards using questionnaires with 10 ward councilors ,10 ward education officers (WEOs),1 district education officer and 14 head teachers .Other data were collected using interviews with one district executive director, 1 district education officer and 14 head teachers. These findings were supported by documentary review 14 schools involved in the study were identified as school A,B,C,D,E,F,G,H,I,J,K,L,M and N This was done for the sake of confidentiality, Head teachers were also identified accordingly to letters attached to their schools in this study, Then ward councilors , District executive directors , District educational officers and Ward education officers were recognized by their positions.

4.2 Adequacy of the Grants in Relation To School Infrastructural Requirements

The section presents analysis and discusses the first research objective aimed at examining the adequacy of capitation grants for school infrastructure requirements. More specifically the section provides findings to the first and second research

questions were provided by the central government “How adequate were the grants in relation to school to school infrastructure requirements” The questions were constructed to explore data needed by first objective which address the prevalence and patters of inadequacy of capitation grants disbursed to public schools in relation to shortage of infrastructural requirements . The data regarding the prevalence and patterns of inadequacy of capitation grants disbursed to public schools in relation to shortage of infrastructures in schools were mainly collected using questionnaires and supplemented with interviews.

4.2.1 The Situation and Existence of Inadequacy Capitation Grants In Relation to Shortage of School Infrastructure Requirements

The main focus of this sub section was to access the prevalence and patterns of inadequacy of capitation grants disbursed to public schools in relation to shortage of infrastructural requirements in public primary schools in BUKOBA MUNICIPALITY Through questionnaires and interviews to head teachers, District education officers and District executive officers were asked to respond to the following questions, “How much do school receive for capitation grant “? “Are you satisfied with the condition of your school infrastructures”? these questions were formulated to explore how stakeholders perceive and understand the real situation of inadequacy of capitation grant disbursed to public schools in relation to shortage of infrastructures in public schools underlying these questions, the researcher ‘s assumption was that capitation grants disbursed to public schools are inadequate and this lead to shortage of infrastructures , in these schools and this is real serious and wide spread, The assumption was in line with basic education statistics in Tanzania

(BEST) for years 2012-2016 (MOEST) Which affirm that nationally there was acute shortage of 10943 of school administration blocks equivalent to 83.4%, 186008 of teachers houses equivalent to 81.1%. The response revealed the following;

Table 4.2: Capitation Grants Disbursed to 14 Sampled Schools 2012-2014

SN	Name of School	2012	2013	2014	2015
1.	A	1,540,793.80	1,541,958.60	1,545,980	1,59100
2.	B	1,942,157	1,948,629	1,953,712	2,029,000
3.	C	3,301,701	3,304,197	3,312,816	3,400,000
4.	D	55,417,781.45	55,459,675.80	55,604,342.40	56,952.000
5.	E	3,978.923	3,981,951	3,992,368	4,091,000
6.	F	2,040,281.90	2,067,241.20	2,047,140.40	2,104,000
7.	G	3,978,973	3,981,981	3,992,368	4,091,000
8.	H	2,065,679.60	2,067,241.20	2,072,633.60	2,125,000
9.	I	2,522.838.20	2,524,745.40	2,531,331.21	2,594,000
10.	J	2,108,009.10	2,109,602.70	2,115,108.60	2,594,000
11.	K	1,422,271.20	1,423,346.40	1,427,059.20	1,470,000
12.	L	1,549,259.70	1,550,430.90	1,554.475.20	1,596,000
13.	M	2,091,077.30	2,092,658.10	2,098,116.80	2,150.000
14.	N	609,544.50	610,005.60	611,596.80	631,000

Source: researcher, 2019

The received capitation grants to the sampled 14 public primary schools as per compiled report from the BMC education department is as in the above table. Respondents had various comments most of them commented that received funds is insufficient for infrastructural needs and other educational facilities. Moreover, the research findings through questionnaires revealed that some schools received external funds for infrastructure apart from the government received fund to school there other nongovernmental organization, institution and charity groups that are helping and offering their fund to construct schools infrastructures. But they are unevenly distributed not all surveyed school has access of financial assistance from that organization. There were identified helping groups which were P4R, Jambo Bukoba AFDB, Rotary club and Isaa's Medical Projects .

Table 4.1: Capitation Grants Disbursed on Time/ Sufficient

School Identity	Capitation Received on Time	Capitation Sustenance
A	Y	V
B	N	X
C	Y	X
D	Y	X
E	Y	X
F	N	X
G	N	X
H	Y	V
I	Y	X
J	Y	X
K	N	V
L	Y	X
M	N	X

Figure 4.1 : Capitation Sustenance Chart

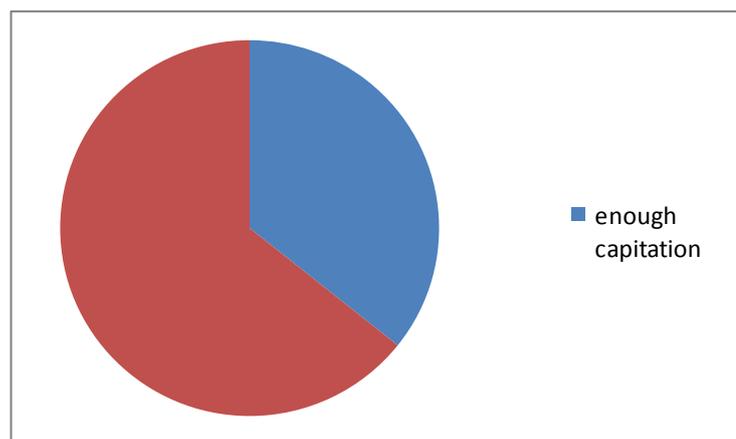
Key: Y =Yes

N= No

Source: Compiled by Researcher

According to table 4.2 above we see that the majority of respondents 78.5% disagreed that received capitation grants is insufficient to school infrastructural needs and other educational facilities and only 21.4% agreed that it is sufficient.

Show the extent of response on the survey made on the time taken to school to receive the capitation grants from local governments and the majority of respondents according to that figure agreed on receiving capitation on time. This was good.

**Figure 4.1: Capitation Sustenance Chart**

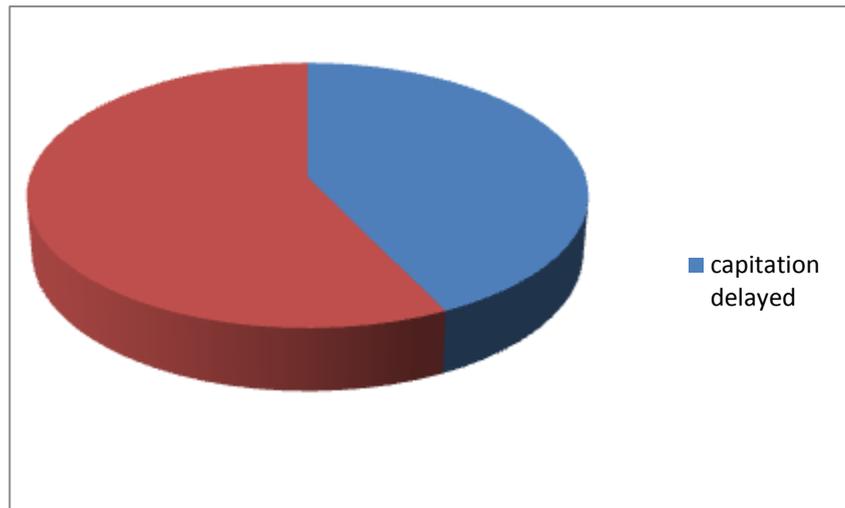


Figure 4.2: Time Flow of Capitation Grants Charts

Furthermore to confirm the information acquired by questionnaires the researcher through interview asked the head teachers the DEO on the adequacy of received capitation by aid of the following questions ; “what are your opinions on the amount of disbursed capitation grant all respondents opinions on the first question agreed that the disbursed capitation grant at their schools is insufficient for infrastructural requirements and other education facilities on the second question all of them had not received school development grants for more than six years while they all agreed to receive capitation grants every month and when asked on the house per teacher ratio in their schools the head teacher choose among the given alternatives which were a)1;1 b)1:2 c) 1:3 and d)1:4 When I asked them to create alternatives (e) and state what is available at their particular schools, that is for instance if the school has two teachers houses and 20 teachers , then on the created alternatives she or he will fill 1:10 the most given answers were 1:8, 1:9, 1:10, 1:11!

From the findings it is clear that there is connection between inadequate capitation grants sent to public schools and the shortage of infrastructures specifically in

Bukoba Municipality taking into account the aspect of the prevalence and patterns inadequate of capitation grants in relation to shortage of infrastructures in public primary schools in Bukoba Municipality the study found that shortage of school infrastructure is real and seen in all sampled schools.

4.3 Adequacy of Grants in Relation to Schools Infrastructural Requirements

4.3.1 Student's Ratio on Desk Uses

Many respondents through questionnaires and interviews revealed how classrooms are sometime overwhelmed with high numbers of students this is referred on sitting capacity in the classrooms by showing the relative ratio of single student per desk. Halves of surveyed schools the found ratio was determined to be 1:3 one desk per three students. Alarming that there is high need of infrastructures to be considered and this show us the gradual increase numbers of students as a result of free education policy for primary and secondary school.

Also many respondents through questionnaires showed the extent of the relation of the school infrastructures availability and performance at school according to the perceived quality of performance. At least this is impressive indicator on use of school infrastructures and academic development .For the case of toilets /pit latrine are equipped with water from different sources such as BUWASA, water tanks and rivers to some nearby schools. Moreover, access of pure water remains of much importance to use in school premises. its presences has much importance as is termed as one of the essential infrastructures because of multiple roles that is done through use of water such as sanitation, essential ingredient in feeding and drinking. The study has revealed the way water as essential ingredient to school have been

obtained through various ways such as harvesting rain by using water tanks, Bukoba Water Supply (BUWASA)s rivers and wells.

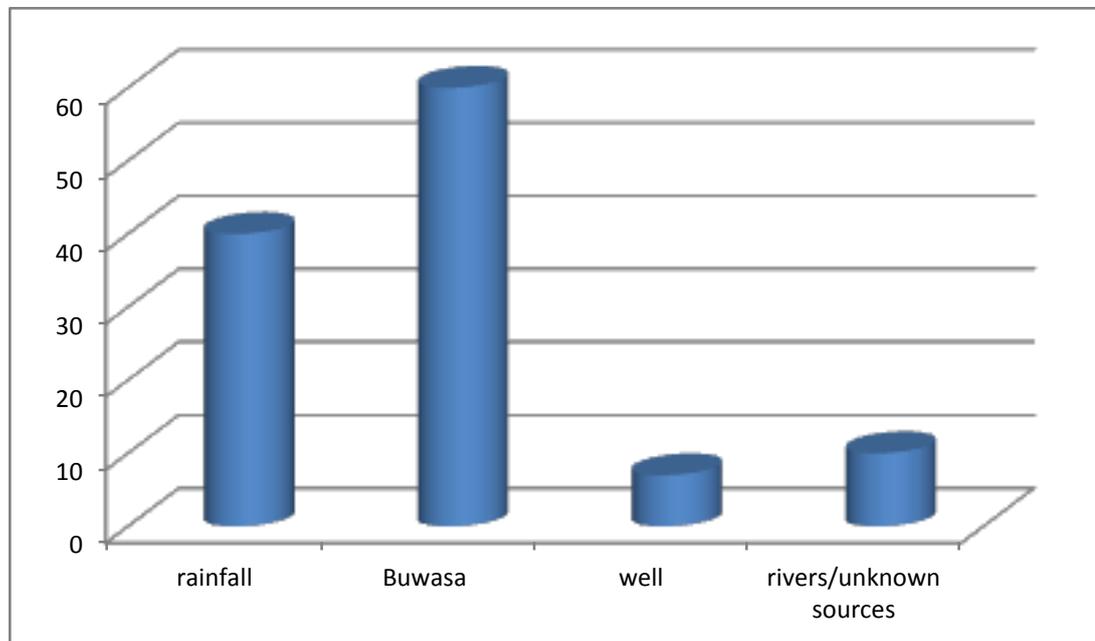


Figure 4.3: Workers Satisfaction on School Infrastructures

key

0-60 =%,

Highest access of pure water is 59% (BUWASA) Followed by rain fall water 38% then rivers and other sources 18% and lastly well 4% .

4.3.2 Workers Satisfaction on School Infrastructures

The study on effect of decentralized fiscal system and provision of infrastructures in public primary school in Bukoba municipal. The study shows the existing of good equitable school infrastructure with the workers morally and satisfaction on their working station. This show us how most of teachers act on their natural environment when interacting with normal life at school. This indicates how the working environment especially school infrastructures e.g. desks, toilets, pit latrines, classrooms and teachers' houses. The Figure 4.3 show the percentage of response on the workers satisfaction.

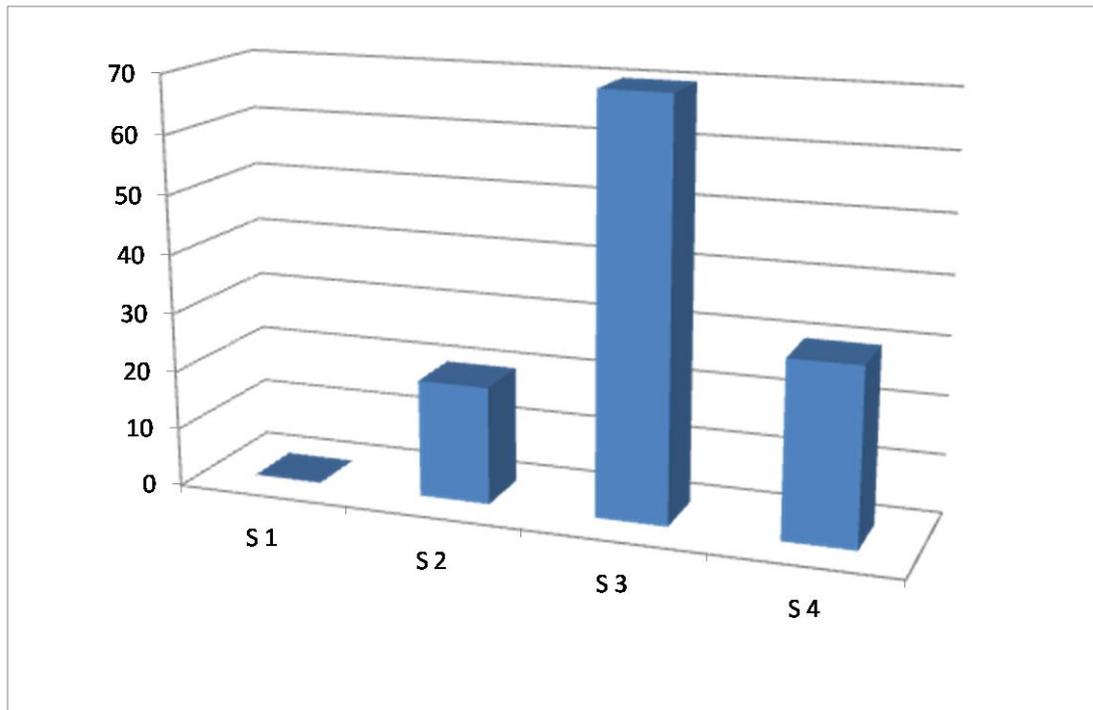


Figure 4.3: Workers Satisfaction on School Infrastructures

Key:

0-100=%

S1=strong satisfied,

S2= satisfied,

S3=Not satisfied,

S4=less,satisfied

Source: Compiled by researcher

School infrastructure maintenance and repairing

Basing on the study findings most of schools' infrastructures like toilets, desk classrooms are repaired on the basis of twice per year, the remaining number repair once per year it is some time depending on the available of resources to implement repairment and maintenance Table.

4.5 Appropriateness of the Trainings Conducted By School Inspectors to School Level Education Managers

This section presents, analyses and discusses the findings relating to the factors affecting appropriateness of the trainings conducted by school inspectors to school level education managers , More specifically the section provides answers to the fourth research questions “what are the content for training of school level education managers”? The question was set to explore the data needed by the second research objectives to address the appropriateness of the training conducted by school inspectors to school level education managers in public primary school is in Bukoba Municipality. The data was collected using documentary review where official documents containing information on the issue related to trainings by school inspectors to education stakeholders, school infrastructures receiving and usage of capitation grants where by school records circulars and minutes of meetings related to the research problem were reviewed.

4.5.1 What are the Content for Trainings Of School Level Education Managers?

The main focus of this sub section was to identify the content and participants in trainings conducted, The observation in all sampled schools where documentary review were conducted showed that these trainings were conducted and in most cases participants were head teachers, teachers ward education officers in rare cases ward councilors attended these meetings, Moreover the contents of these meetings targeted improving areas of academic issues such as preparation of schemes of work, lesson plans, lesson notes, teaching and learning aids, and of the like and totally

excluded aspects of training participants on mobilizing education stake holders on conducting campaigns on school development fund raising,

Moreover some excluded participants such as ward executive officers (WEOS) and executive officers for streets (EOSs) who were key persons for conduction of these campaigns should not be excluded in school inspectors trainings (URT-2002) Ministry of education and vocational training education sector development program so generally The study revealed that the conducted trainings by school inspectors included head teachers, education for self-reliance teachers and academic teachers at school level. Most of the trainings contained revitalization of academic issues such as: preparation of Schemes of work, lesson plans, teaching and learning aids and others of the like rather than training education managers to mobilize education stake holders, education beneficiaries and nongovernmental organization (NGO)s to participate in funding for construction of school infrastructures, inclusion of that aspect was rarely observed; thus out of 14 researched schools only 5 NG'Os had provided for construction of some infrastructures. On the other hand in some of the researched schools these trainings revealed that the trainings dealt with academic issues only.

4.6 Strategies for Broadening the School Level Financial Bases

The third objectives of the study established strategies employee's strategies for broadening the school level financial bases respondents were asked the following questions, "What are the strategies used to broaden the school financial bases"? And "How relevant were the strategies in broadening the school financial bases"? Generally this section aimed at examining strategies used to broaden the school

financial bases and their relevance to the targeted need and the study revealed that ... These findings were in line with URT (2000B) Ministry of education and vocational Training – Education Sector Development Program (ESDP).

The study revealed that during (2000/2001-2005/2006) the era of receiving development grants at schools, Ward Executives Officers (WEOs) in collaboration with Executive Officers in Streets (EOS) participated in mobilizing community members to participate in labor contribution (manageable activities such as land clearance) before construction of school buildings. These activities led greatly in minimizing buildings construction costs so they helped in broadening school funds indirectly. Furthermore, teachers guided pupils at their schools to participate in self-reliance activities in order to enhance the increase of school funds, all in all the available projects at schools were not big enough for this purpose apart from providing for pupils' porridge once in a while.

In short the first strategy was relevant in broadening the school financial base though indirectly while the second one was a bit irrelevant. This fact denotes that the government should empower inspectorate departments (school quality assurance unit) to conduct trainings once per term to school managers in order to assist them to train this team appropriately to frequently mobilize education stakeholders and beneficiaries, Non Governmental Organizations (NGOs) in catering for broadening school financial bases.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusion and recommendations of the study. It consists of six sections: (1) first section presents the summary of the study (2) the summary of the key findings (3) conclusion (4) new knowledge (5) implications of the study findings for practice and (6) recommendations for further studies.

5.2 Summary of the Study

The purpose of the study was to assess the influences of decentralized fiscal system on provision of infrastructures in public primary schools in Tanzania in Bukoba Municipal Council specifically the study was guided by the following specific objectives: (1) Examine the adequacy of capitation grants provided by the central government (2) Assess the appropriateness of the conducted trainings by school inspectors to school level education managers and (3) Examine the appropriateness of strategies for broadening the school level financial bases.

The study used qualitative approach while qualitative data, which will be acquired by means of questionnaires, were analyzed by using simple descriptive statistics in terms of percentages and frequencies. On the other hand, qualitative data obtained from documentary review and interview questions were analyzed. The study involved 36 respondents who are one District Executive Director, one District Education Officer, Ten Ward Councilors, 10 Ward Education Officers and fourteen Head Teachers. The informants: District Executive Director and District Education Officer were purposely obtained while ward councilors and head teachers were

obtained through simple random sampling technique.

5.3 Summary of the Key Findings

The study established the following major findings.

5.3.1 Examining the Adequacy of Capitation Grants Provided by the Central Government

The study findings noted that fund (capitation grant) that is received is not enough to cater for various need of infrastructures and other education facilities at schools. In addition the study confirms that, inadequacy of fund accelerated to unimplemented school budget and leaving school infrastructures lagging behind and unfinished.

5.3.2 Assessing the Appropriateness of the Conducted Trainings by School Inspectors to School Level Education Managers

The study findings revealed that the trainings by school inspectors mainly included head teachers, academic teachers and education for self reliance teachers and excluded other members of school committee the fact which led to failure to conduct community fund raising campaigns at the required standard for school development. Moreover, the study findings confirmed that the content of these trainings were mainly of academic issues rather than inclusion of aspect of training education managers to mobilize education stake holders, education beneficiaries and nongovernmental organizations (NGOs) to participate in funding for construction of school infrastructures. As the result the target of raising funds from targeted education stakeholders was not fulfilled.

5.3.3 Examining the Appropriateness of Strategies for Broadening the School Level Financial Bases

The study finding related that school development grants are currently not received at schools instead they are getting only capitation grants, which are also very meager. This fact denotes that Ward Executive Officers (WEOs) and Executive Officers in Streets (EOSs) who previously played a big role of mobilizing community members to participate in a number of activities including the land clearing, fetching water and other building materials and so on are no longer utilized.

5.4 Conclusions

Based on the research findings it was indicated that previously schools were receiving development grants which was mainly for construction of school buildings such as classrooms, administration blocks, teachers houses and others of the like but currently development grants are not sent to schools instead they are getting only meager capitation grants and thus many respondents commented that fund that is received is not enough to cover various need on infrastructures and other education facilities at all in turn the study discovered that meager capitation grants sent to school led to inadequacy of school infrastructures and these problems at schools were real.

Secondly it was noted that inadequacy of school infrastructures affected by failure to utilize education sector Development policy appropriately where school inspectors were to conduct effective trainings and include education managers (Education stakeholders, Education Beneficiaries, and so on) with the purpose of training them to mobilize community members to raise funds for school development, and this fact

led to failure to inadequacy of school infrastructures due to insufficient funds received at schools for that purpose.

5.5 New Knowledge Developed in this Study

The general purpose of this study was to examine influences of decentralized fiscal system on provision of infrastructure in public primary schools in Tanzania: the case of Bukoba Municipal Council. As most previous researches based on decentralization and areas of decentralization, this study has gone a step further and assessed the factors influencing fiscal decentralization in public primary schools in Bukoba municipal Council. This study has also provided a detailed understanding on the school inspectorate unit, on their responsibility of conducting trainings to education managers at primary school level concerning mobilizing community members to raise fund for school development. There the government and other stakeholders may use these funding to enhance broadening the level of financial at schools.

5.6 Recommendations of the Findings for Practice on the Basis of the Key Findings the Following Recommendations are made

- i. The Government specifically The Ministry of Education, Science and Technology should revive the budget of capitation grant for a single pupil and increase it to enable public schools to get well equipped infrastructure at schools such as desks, enough pit latrines, classrooms, teachers' houses and others of the like.
- ii. The Government specifically The Ministry of Education, Science and Technology should empower school inspectorate unit and enable them to

conduct effective trainings to education stakeholders and beneficiaries as a way forward for enhancing conduction of school development fund raising campaigns in their areas hence broaden financial bases at school level.

- iii. School management teams should work hand in hand with other education stakeholders and officials such as a WEOs, DEO, REO, ward councilors and school committee members to ensure the effective money usage and close supervision to build school infrastructure.
- iv. Capitation grants should proceed being disbursed from the top treasury to school accounts to avoid fraudness of fund at various lower levels hence improve accountability.

5.7 Recommendations for Further Studies

This study used a case design and it was conducted to assess the influences of decentralized fiscal system on provision of infrastructures in public primary schools in Tanzania in Bukoba Municipality, specifically on examining the adequacy of capitation grants provided by The Central Government to public primary schools for provision of infrastructures; and to assess the appropriateness of trainings conducted by school inspectors to school level managers in order to enable them set appropriate strategies for broadening the school level financial bases. Thus similar studies are needed to widen the scope of understanding regarding the nature scale and influences of decentralized fiscal system on provision of infrastructures in public primary schools in other districts and municipalities, Tanzania.

- i. Moreover this study was conducted in urban public primary schools therefore, other studies should focus on rural public primary schools to make comparison

with the nature and factors affecting the influence of decentralized fiscal system on provision of infrastructures in public primary schools.

- ii. Furthermore, this study was limited to factors affecting the influences of decentralized fiscal system on provision of infrastructures, in public primary schools other studies needed to examine the factors affecting the influences of decentralized fiscal system on provision of infrastructures in secondary schools, colleges and university colleges.
- iii. Moreover there is a need to investigate the nature and perceptions of influences of decentralized fiscal system by relating the phenomenon operated in public and private primary schools to assess their differences as well as operational procedures coordinating provision of school infrastructures.

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APPENDICES

Appendix I: Interview Guide for Head Teachers

School name.....district.....
ward..... Date of interview.....

- 1) For how long have you been a head of this school?
- 2) What do you understand about influences of decentralized fiscal system on provision of primary school infrastructures?
- 3) How do you describe the situation of infrastructures at your school?
- 4) What are your opinions on the sum of amount sent at your school as capitation grant?
- 5) What are the undertaken measures before using/spending
 - I. Development grant
 - II. Capitation grant
- 6) State when you last received (i) & (ii) in the question above.

Which suggestions can you offer to the ministry of Education science and technology concerning under taken ways of addressing the shortage and poor condition of school infrastructures

Thank you for your cooperation

Appendix II: Interview Guide for District Education Officer

- 1) For how long have you been Bukoba Municipal Education Officer?
- 2) What do you understand about
 - i) Factors affecting infrastructures in primary schools in your district?
 - ii) Received school development grant and capitation grant?
- 3) Currently school capitation grant is sent direct to school accounts what are your opinions concerning this fact?
- 4) How do you describe the situation of infrastructures in public primary schools in your district?
- 5) Which suggestions can you offer to the Ministry of Education, science and Technology concerning undertaken ways of addressing the shortage and poor condition of school infrastructure?

Thank you for your cooperation