

Financial Challenges Facing Non-Governmental Organisations' in Promotion Education in Musoma District, Tanzania

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Abstract: The study objective was to establish financial challenges of non-governmental organisations' in promotion of quality education in Musoma District, Tanzania. Despite the efforts put by non-governmental organizations in promoting quality education in the country, there are several challenges that are encountered by NGOs which hinder their support in promoting quality education. The study adopted a descriptive survey design. The target population was 19 NGO Leaders, 111 Head Teachers, the DEO, 111 VEOs and DCSQAO, totalling to 243. The NGO officials, DEOs, DCSQAs, and were purposively selected because they were few. A 30 percent simple random sample was used to get 33 Head Teachers and 33 VEOs. Data was collected through questionnaires and interview schedules. To ensure face and content validity of the research instruments, 2 experts in the department of Educational Administration Planning and Economics of Kisii University were requested to scrutinize the research instruments so as to validate them. Reliability of the instruments was addressed through piloting in 5 schools and reliability coefficients were obtained by subjecting the instruments to a Split-half Technique and Spearman "Brown Prophecy formula". The co-efficient of reliability obtained was 0.721 which indicated that the instruments were reliable. Data was analysed qualitatively and SPSS programme was used. The findings of the study reveal that the majority (87) 88.6 percent of all respondents said that training on financial matters in the schools was done quarterly. It was recommended that the government to work closely with NGOs to provide quality education. Informed consent of the respondents were ensured and confidentiality adhered to.

Keywords: Financial, challenges, organisations, promotion, quality, education, Tanzania.

INTRODUCTION

Globally, quality education has been the greatest want of the world. It has been an enigma concept, many authors and scholars have tried to define or give out its clear cut meaning in different ways. The work of Coombs [1] in America's New York and that of Belfield and Levin [2] among 450 teachers and quality assurance officers in Washington. D C opined that quality education and system tend to vary among nations, particularly on education policy, socio-economic and technological development variability. Furthermore, UNICEF [3] also explain the quality education as an input that involves a number of teachers, teacher training curriculars and accessibility of learning materials. They also asserted that the concept must involve the matter of time as well as socio-economic and technological advancement at any particular nation.

According to Lu [4] the growth of Non-Government Organisations (NGOs) was a direct

consequence of the changes to both the Chinese state and society since the beginning of the reforms in 1978. The Chinese state has been creating and sponsoring NGOs in order to transform to them certain functions which the state used to perform under the command system. Due to the movement of establishing NGOs from both the state and the society of China, the number of NGOs has increased rapidly. It was noted that before 1978, the number of NGOs was estimated to be 6,000 but after China reformation, the number of NGOs multiplied to 186,000 in 2006, and to 209,000 in 2016. In addition, Sargent and Hannum [5] alluded that before the reformation, NGOs used to serve the government objectives but after that, the NGOs have been given a considerable autonomy to serve the interests of the society. However, the situation has not been perfect because some NGOs still rely on the government funding since they tend to lack organizational capacity hence they tend to collaborate with the government and its administrative network to implement their projects.

Studies done by Tharoor, Godrej, Banerjee and Thadai [6] revealed that NGOs were affiliated in India since its struggle for independence. Several studies have concluded that NGOs have played a significant role in promoting both formal and non-formal education which goes with the needed quality. A significant impact has been depicted in the non-formal education where there have been several innovations that have flourished in the country. Furthermore, Huang [7] who conducted a similar study in Taiwan contended that, the role of non-governmental organizations has been more critical because they seek to supplement, complement and substitute the formal education system in the country and reach out to the excluded, underprivileged and challenged sections of in Taiwan and India. Currently, several studies particularly in the education sector have revealed that NGOs in India have supported the construction of school infrastructure, enhancing technology and have increased manpower needs. This has influenced the quality of education positively [6].

Non-Governmental Organisation in Bangladesh and Nepal, according to Sakya [8], began in the 1970s with emphasis in quality basic education and expanded through to the 1980s. The mushrooming of NGOs in Bangladesh occurred most especially because their success stories, the growing pressure of aid agencies on the government to use them in development activities and increased funding sources from both the government and foreign donors and this has been the reason why Bangladesh has been one of the countries that has a strong links with NGOs and as a result; the country has achieved a lot in the field of quality non-formal education. Some reports have concluded that NGOs have provided alternative channels in education which could not have been covered by formal schooling. The work of Fan, Xitao and Chen [9] opined that the non-formal approaches have been advantageous in the sense that they give room for flexibility, innovation, effective and they adhere to quality standards. NGOs in Bangladesh have perpetually supported those children and adults who did not have a chance to attend formal education, drop-outs to at least have some literacy in a non-formal way.

When discussing about evolution of NGOs and their contributions to quality education among 520 education stakeholders in Pakistan, Gul [10] divided them into different phases. It was not until 1970 that the government became aggressive with its philosophy of socialism and public services were considered government responsibility. However, in the 1980s NGOs in Pakistan were organized and got full support from the government. Up to date, the government of Pakistan is quite positive about NGOs and has tried to create a conducive environment for them to operate so as to support quality education. The work of Khan, Siddiqui and Hussain [11] in Pakistan also found that the government wants to extend its mutual cooperation and support to NGOs because they play a significant

role and are helpful to the government in many functions, and most importantly, the impartment quality education to the deprived ones. Furthermore, the nature and objectives of NGOs are to make considerable aids to the formation of an improved and more unwavering comprehensive society [10]. Due to the existence of NGOs in Pakistan, Rehman [12] and Arai and Tabat [13] noted that NGOs have worked towards attaining sustainable development because most of them work for peace education, environmental protection, human rights and disarmaments and arms control, there has emerged a need for more involvement in the provision of quality education.

Embracing the role of different Non-Governmental Organisations in Africa has been equally significant in the road to attaining development particularly in the education sector. According to Adeyemi and Adu [14], in Nigeria, it is widely accepted that education has been one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. That has been the key reason why NGOs who are concerned with the provision of quality education are encouraged. Further, Okeke [15] pointed out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. This is the reason why in all modern nations, investment in education of the youth has been considered most vital. In this regard Aderinoye [16] alluded that education has been regarded as an effective tool in achieving development goals in any country in the world. Many countries in the world have been very active in ensuring that people get quality education so that they can be able to counteract various challenges of life in their respective areas. In this context, many countries worldwide seek to work closely with other education providers like the NGOs for the quality education which provides sufficient educated people that are equipped with the requisite knowledge to solve the society's problems and to attain competitiveness so as to meet the global developmental challenges.

According to Kadzamira and Kunje [17], the history of NGO involvement in education matters in Malawi is traced back in the 19th century with the coming of missionaries in the country. Schools at that time were established with a purpose of spreading Christianity. However, apart from teaching the bible, schools started to offer lessons such as reading, writing, counting, carpentry, brick laying and needle craft. The government of Malawi intervened later on in 1926 to take control by laying principles in the provision of education with little financial support. The Post colonial era delimited NGOs involvement in education matters. A few NGOs were recognized especially the ones that dealt with adult literacy and early childhood education. Currently, there has been democratization of both international and local NGOs in education. However,

Wolf, Welmond and Grandvaux [18] asserted that these NGOs face challenges including lack of the capacity to implement education programs which are labour intensive and require holistic approaches, most of them are unregulated and they tend to lack financial and managerial capabilities.

In South Africa, the work of Mazibuko [19] and Motsamai, Lynette and Corene [20] contended that it was the Apartheid government that laid rules which compelled black people to work for the whites and these led to racial prejudice and discrimination. The government also provided education to the whites, abandoning the rest. As a result, NGOs and religious institutions emerged that advocated for black emancipation that is, acquisition of land, quality education, better working conditions, providing them with social services that included education to black people. While comparing Lesotho and Zambia, Mwanza [21] revealed that almost all education for the blacks was provided by non-governmental organizations and this is the time when the white supremacist government passed the Bantu Education Act, a law that put all black education issues under its control, providing education that could make the blacks submissive and semi-educated. On the contrary, Zambian government evaded the white supremacy to provide quality education to all irrespective of their colour, where they included the efforts of NGOs for the same. When international NGOs tried to intrude, the Apartheid government resisted. However, the blacks resisted to attend such schools.

In Kenya, the work of Okoko [15] and Gatheo [22] asserted that NGOs started to be established most especially after the Second World War beginning with small associations which had political, economic and social interests that later on expanded into big organizations which accounted for a 5% gross domestic product and a big employer in 2012. Despite the fact the NGOs have thrived in Kenya, Wanjohi [23] affirmed that most of them do not last longer, especially due to resource scarcity. In the country, NGOs are regulated by the National Council of NGOs that was established in 1993 under the non-governmental organizations coordination act 1990 as a forum of voluntary agencies. However, due to inefficiency, most NGOs go unguaranteed. This problem affects NGOs that largely depend on donor funding for their survival. Consequently, research done by Yambo [24] among the high school principals found that most school sponsors collaborate with NGOs and other Faith Based Organization (FBOs) to solicit support for the provision of quality education in their schools. To a great extent this has worked considerably [25].

The issue of NGOs work in Tanzania especially in the provision of quality education has been a matter of great concern. According to Misokia and Mihayo [26] governments who isolate NGOs might not

meet the needs of providing quality education to its people. Hitherto, studies by Pan and Chen [27] has suggested that more efforts on the provision of quality education by reducing the problems facing education sectors such as lack of classrooms and insufficient number of teachers among others, be addressed by involving NGOs in the concerted efforts. This has made Misokia and Mihayo [26] to add that quality education is still deteriorating day after day though the government tries to make some efforts to reduce such tragedy by opening the doors for the more stakeholder and community to intrude in education sector, therefore the only immediate solution was to actively involve NGO's for supporting the provision of quality education. Then the apparent rise of the significance NGO's attempt to counterbalance this trend, thereafter NGOs developed and initiated to emphasize humanitarian issues, developmental aid and sustainable development. The Earth Summit in Rio in 1992 was the first to show the power of international NGOs, when about 2,400 representatives of NGOs came to play a central role in discussion. However, Mavoko [28] asserts that nowadays non-governmental organisations transnational networking is now extensive.

The significance of NGO's to support on access to and quality of primary education is highly acknowledged in many areas in Tanzania, specifically in Musoma District. However, it should be noted that NGO's does not work in isolation; it operates within the open system (across the community) and collaborates with the education department in the district councils respectively. Studies conducted by Haki-Elimu [29], have found that NGO's in Tanzania are facing challenges like lack of effective collaborative principles and operational frameworks, limited opportunities for the application of NGO model in the context of primary education among other.

Most of Tanzanian primary schools and those in Musoma District in particular have been facing various challenges which Glatthorn and Jaillal [30] highlighted as declining enrolments, declining quality, declining completion rates and increased drop-out rates, this led central government attempts to create necessary conditions to provide children with high-quality education as per policy concern. In view of the fact the quality education requires human and financial resources available to support the efficiency and effective provision of reliable education in primary school. However, the government decided to integrate stakeholders and NGO's in all education matter so as to combat with above mentioned circumstances

Musoma District has 01 divisions namely; Nyanjaand with 21 wards and 68 villages. There are 111 public primary schools with 1035 teachers and 17 public secondary schools with 36 teachers. Additionally, there no private primary schools and 02 private secondary schools in the district. For the last

three years, the primary school leaving exam results have not been encouraging. The district recorded an average score of 28%, 30% and 42% in the three consecutive years of 2014, 2015 and 2016 respectively. This represents a mean ranking grade 61 which is not good performance according to the National

Examination Council of Tanzania. The NGOs are expected, through provision of teaching and learning material, rehabilitating schools, providing meals and other roles, to improve quality education. However, the results have not been convincing as shown in Table-1.

Table-1: Primary School Leaving Examination Results in Musoma District between 2014 and 2016

Subject	Mean score			Grade
	2014	2015	2016	
Kiswahili	48.04	42.03	34.06	C
Social science	48.01	36.21	42.04	C
Science	46.02	38.07	44.03	C
Mathematics	20.07	22.04	18.02	D
English	44.01	36.03	34	D
Average	41.02	35	34.04	D

Source: PSLE (2014, 2015 & 2016) School Ranking

This means that NGOs have not attained their goal hence they need to explore these challenges in relation to academic achievement of public primary schools in Musoma District. The table below shows the performance for primary school leaving examination in the district for three consecutive years.

Statement of the problem

Basically, non-governmental organizations are meant to support the government in attaining quality education. Among the roles played by non-governmental organisations include rehabilitating and building schools and teacher houses, buying books and furniture, capacity building to teachers and parents and funding schools. Despite the efforts put by non-governmental organizations in promoting quality education in the country and Musoma in particular, there are several challenges that hinder their support in promoting quality education; hence quality education has not been fully achieved. This is in reference to poor pupils’ academic performance as shown in table 1.1. Hence, there is need to examine the challenges facing non-governmental organisations in promotion of quality education in Musoma District and suggest the way forward.

Financial Challenges Facing Non-Governmental Organisations in Promotion of Quality Education

One of the universally advocated trend in the financial transactions has been about auditing. The work done by Meyer [31] in America reiterated that the U.S. Congress responded to the issue of accounting scandals including misappropriations by passing legislation that eventually imposed the strictest government and NGOs oversight of the accounting profession since the 1930s. This new law was known as the Public Company Accounting Reform and Investor Protection Act of 2002, later created the Public Company Accounting Oversight Board, with a five-member board under the supervision of the Securities and Exchange Commission (SEC). Due the requirement

for more accountability, studies by Belfield and Levin [2] in America prescribed that the law mandated the board the authority to investigate and penalize individuals, accounting firms that audit the financial statements of publicly traded companies in a substandard manner to curb such a menace. This was aimed at bringing sanity to accounting and auditing system [10].

In promoting quality education availability of fund is the key factor to consider, since many resources for schools needed to improve quality education, depends more on funds. According to Anangisye [32], funds can be used for paying salary for school workers like teachers, and non teaching staff also fund can be used for buying Teaching and learning Materials like books, charts, maps, graph, not only that, fund/money also can be used for construction of classrooms, teachers houses latrines and buying or making furniture. This means that NGOs need money to operate their activities within their offices and outside to ensure that quality education is achieved [33].

In India, nongovernmental organizations tend to be financially unstable. A survey was done by Tharooret *et al.*, [6] about the urgent needs of non-governmental organisations in the education sector across the country. Seventeen NGOs that are empanelled by Give India and are active in the field of education were interviewed for the survey. Findings reveal that out of the seventeen NGOs only eight of them received negligible funding from the government while the rest received funding from private donors. The report from Khulida and Siti [34] in southern India further hinted that most of them are not able to meet their annual budget funds because of unpredictability around the quantum of donations from corporate and individuals especially in recessionary conditions. However, the previous study’s findings relied on NGO officials’ views only; a gap the current study intends to fill by involving other education stakeholders like the

DEO, DSQAOs, Head Teachers and VEOs, which is expected to yield more findings concerning the topic of study.

Non-governmental organisations in Pakistan, tend to have a financially little influence in education matters. A study was done by Rahman [35] about the role of non-governmental organisations in imparting primary education. It involved interviews and questionnaires for data collection with a population of all NGOs and governments institutions working in Karachi. A random sample of 300 respondents was obtained. On the question of whether NGOs utilized funds to promote primary education efficiently, 45.55% declined while 21.48% agreed and 32.96% had no idea. It was also reported from Taiwan by Pan and Chen [27] that 55.18% of the respondents believed that NGOs did not work closely with the government in promoting primary education. However, the previous work did not involve education implementers. This work will involve the DEO, DCSQA and head teachers to find insights to NGOs scope in promoting quality education.

Moreover, non-governmental organisations seem to promote quality education in Sierra Leone. A study was conducted in Sierra Leon by Nishimuko [36] on the role of non-governmental organizations and faith based organizations in achieving education. It employed interview with teachers, government officials and those engaged in NGOs and FBOs, and questionnaires completed by pupils, parents and teachers. Comparing with other towns Kenema, and Makeni, Moyamba town was significantly better on matters like schools buildings, teaching and learning material, security and other facilities because they were provided for by Plan Sierra Leone, a non-governmental organization. The plan also provided recreational kits, workshops and refresher courses for teachers. In Moyamba children were found to have their own text books and notebooks, which was not common in other parts of the country. The researcher further unveiled that NGOs help promote access to schooling, make teachers and children motivated, and make people aware that they are part of a community. However, the previous work is not clear on respondent selection [32].

In dealing with NGOs, a Ghanaian perspective reveals that non governmental organisations tend to increase enrolment rates in schools. This was in line with an investigation done by Fielmua [37] about the role of NGOs in basic education in the Nadowli district. A case study approach was employed and data collection tools involved focus group discussion, semi structured questionnaire, field observation and review of secondary data. Results reveal that the NGOs have promoted infrastructure such as classrooms, offices, stores, and kitchen blocks, furnished library installed with solar, toilets, and urinary pits and teacher's quarters. It was also shown by Pan and Chen [27] that the average dual desk to pupil ratio has gone down to

1:3 while other schools had attained adequate furniture. The study realized an increased enrolment rate of 33% from 2235 in the year 2000/2001 in the year 2009/2010. The study shows a significant decrease in drop-out rates and absenteeism as well. This was achieved through provision of school feeding program, playing equipment and community sensitization by that particular NGO. Though, the preceding work focused on enrolment rates and attendance in schools. The present study will determine the influence of NGOs on quality education at large.

Moreover, NGOs were depicted to advocate for children's right hence promoting quality education in Ghana. A study conducted by Kantanka [38] on international NGOs in development through the promotion of children's rights to quality education in Awutu –Senya District. A qualitative research methodology was used for data collection and analysis. Both semi-structured interviews and focus group discussions were employed targeting a population of NGO officials and 23 members of the beneficiary communities that included children, their parents and teachers. Findings reveal that the NGOs officials believed that children's rights can only be achieved through creating a conducive environment for them. This was in line with the work of Huzeru [39] in Northern Ghana that the NGO established projects that involved a pre-school construction with play equipment and furniture, rain water catchment system, primary school construction and furniture, latrines as well as construction of a borehole. Thus, the children were able to exercise their right by studying in an conducive teaching and learning environment. Nevertheless, the earlier study did not focus on the government influence on NGOs in promotion of quality education, a gap that the current study will work on.

The NGOs tend to have a significant role in promoting quality education in Ethiopia. This is established by the work of Gizaw [40] who examined the role of NGOs in attaining universal primary education with a focus on reading, writing and numeracy at Ada Berga Woreda Western Showa Zone of Oromia region. A descriptive survey method was used employing purposive, stratified and random sampling techniques to select a sample from a target population that involved students, teachers, and education head and cluster supervisors. Quantitative data gathered were analysed using F-test while qualitative data was analysed with themes. An interview with Woreda education officers revealed that NGOs have a positive impact in universal primary education because they upgraded schools, constructed additional classrooms, provided clean water, constructed latrines, provided and they teaching and learning material. NGOs also provided girls' special needs like sanitary pads, a step that increased girls' enrolment and above all, NGOs provided health education to students and training to teachers. Though, the previous work relied

on finding out NGOs influence of the three skills, that is, reading, writing and numeracy. The current work will seek to know the extent to which NGOs have promoted quality education as a whole.

Besides, non-governmental organisations tend to improve the enrolment of needy children, particularly girls. A study conducted in Kenya by Kiseu [25] about non-governmental organisations' educational contribution to needy primary school children in Voi division, proves this statement true. The study employed a descriptive survey design that involved 30 schools, 100 class teachers, 474 needy children and their 398 parents/guardians. The researcher used purposive and simple random sampling techniques in selecting the sample size that added up to 304 respondents. Multiple data collection instruments were employed including interviews, observations and focus group discussion. The results reveal that enrolment of needy girls improved from 8 (14.3%) in 1998 to 15 (26.8%) in 2000 when NGOs started supporting educational institutions in 1999. Also, 100% of the respondents concurred that NGOs advocated for the girl child education. The previous study concentrated on examining how NGOs promote education especially for the needy. However, this work will find out how NGOs promote quality education for both pupils and teachers [41].

In Tanzania, NGOs seem to have a relatively significant influence in promoting education. This was justified by a study conducted by Madale [42] about assessing the contribution of Plan International to Primary Education in Tanzania. A case study approach was adopted and two out of six districts that benefit from the project were selected. Twenty schools, ten per district were selected out of 118 primary schools in the two districts, where six schools per district were Plan International beneficiaries while the rest were not. A sample size of 467 respondents was obtained and it included teachers, school committee members, parents and pupils. Data collection instruments included checklist of questions, focus group discussions, participant observations and documentary review.

Descriptive data was analysed by frequency and cross tabulation while statistical analysis employed Chi square and T-test. Results reveal that Plan International beneficiary schools enrolment rates increased to 93.5%, the drop out rate in schools with the project was 1.4% while schools without the project had a 3% drop out rate. The project also improved school infrastructure and facilities, for instance, the average pupil-classroom ratio of schools with and without the project was 1:39 and 1:41 respectively, schools with the project had a 4.5% deficit of desks while those without the project had a deficit of 24%, a pupil-pit latrine ratio for schools with and without the project was 1:36 and 1:40 respectively. The project provided text books, chalks, dusters and library services while those schools without the project did not have library services at all.

RESEARCH METHODOLOGY

This work adopted the descriptive survey design. According to Kothari [43], research design constitutes the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. This study was conducted in Musoma district. Musoma District Council (MDC) is among the eighty districts at Local Government Authorities of Mara region. According to Dachi [44], MDC lies between 1°30 and 2° latitudes south of equator and between 32° 15 and 30° 15 Longitudes East of Greenwich. The district covers a total area of 4910 Km² of which land area is 4610 Km² while the rest of the area 300 km² is covered by the waters of Lake Victoria. The district is boarded by Butiama district to the North, Serengeti district to the East, Bunda district to the South and Lake Victoria to the West.

The target population of this study constituted 243 people in which such universe comprised different units based on criteria in each ward/village within Musoma District. The work of Kerlinger and Lee [45] stipulated that a target population is a sum total of the elements from which a researcher would make inferences. Table-2 below shows the target population.

Table-1: Target Population

Respondents	Population
NGO Officials	19
Head Teachers	111
DEO'S	1
DCSQAs	1
VEOs	111
TOTAL	243

Source: Musoma District Council, 2017

Table-2 shows a representation of this study's target population of 243 respondents where 19 are non-governmental organisations officials, 111 are head teachers, 1 District Education Officer, 1 District Chief

School Quality Assurance Officers and 111 Village Executive Officers.

Simple random technique also was adopted, whereby the selection of respondents were done through rotary case in which the total number of sample were obtained on the base of disproportional sampling manner as follows of 33 teachers and 33 community leaders were based on simple random technique,

because simple member of the population to have an equal and independent chance of being selected as respondents. Thereafter, the total sample size of 87 respondents were obtained, that represents 30% of the target population, which according to Best and Khan [46], is statistically significant Table-3.

Table-3: Sample size of respondents

Categories	Population	Sample	%	Samp. Tech.
NGO Officials	19	19	100	Purposive
Head Teachers	111	33	30	Random
DEO				Purposive
DCSQA	1	1	100	Purposive
Community Leaders	1	1	100	Random
			30	Random
	111	33		
Total	243	87		

Source: Musoma District Council, 2017

Table-3 above shows a sample size of 87 respondents from a population of 245 people, who comprise of 19 NGO officials, 33 head teachers, 1 DEO, 1 DCSQA and 33 VEOs.

The study used different tools and techniques to improve accuracy of data and to validate Data was collected using in-depth interviews, questionnaires, and documentary analysis. Validity of the research instruments was guaranteed by giving the instruments to two experts in research methodology in the faculty of Education Administration, Planning and Economics of Kisii University to scrutinize and ensure that they were reflected to objectives. For reliability, a test re-test of the findings was calculated and a Pearson’s correlation coefficient of 0.836 was obtained, which, according to Kothari [43] was considered reliable.

FINDING

Financial challenges faced by NGOs in Promotion of Quality Education

This section presented results related to objective one of the study: To establish financial challenges of non-governmental organisations’ in promotion of quality education in Musoma District, Tanzania. In order to achieve this objective, data was collected using questionnaires and interview schedules from respective respondents. The results are presented under the following sub-heading:

Training on Financial Matters

Training on financial issues has been considered an important exercise aimed at ensuring financial management efficiency.

Training on Financial Matters

Table-4: Training on Financial Matters

Response	Frequency	Percentage
Monthly	10	11.4
Quarterly	77	88.6
Total	87	100

In this study, the majority (87) 88.6 percent of all respondents said that training on financial matters in the schools was done quarterly. Only 11.4 percent of them indicated that it was done monthly. This implies that the teachers and school treasurer gets financial training quarterly which are normally supported by NGOs. The management of financial matters in schools

was likely to be the result of NGOs giving in-service training on financial matters in schools in Musoma District. This was supported by the work of Tharooret al., [6] who reiterated that periodic training for workers was a key to efficiency and competency. The same information was presented graphically in figure-1.

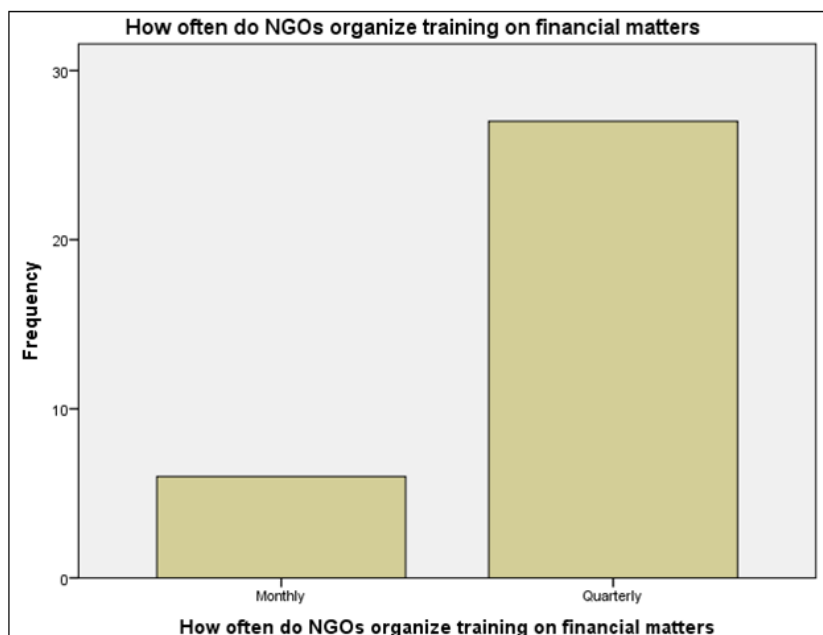


Fig-1: Training on Financial Matters

The respondents reported that that the financial training was done quarterly as indicated in Figure-1. The work of NGOs in this region was significant. Studies done by Rahman [35] about the role of non-governmental organisations supported this view by pointing out that they also supported and improved

primary education in other parts of the world.

Financial Misappropriation Musoma District

The respondents were asked how they dealt with financial misappropriation in Musoma District while promoting quality education. They responded as indicated in table-5.

Table-5: Dealing with Financial Misappropriation

Response	Frequency	Percentage
Advising the officer on misappropriation of funds	14	16.1
Reporting to the authority for appropriate action	64	73.6
Undecided on what to do	09	10.3
Total	87	100

In dealing with misappropriation of funds, most of all the respondents (64)73.6 percent suggested that they would rather report the matter to the authorities concerned for appropriate action against the offender. This was justified by a study conducted by Madale [42] who posited that financial mismanagement was highly condemned and the offender was to be properly disciplined. Further in an interview with the District Education Officer (DEO) and District Chief School Quality Assurance Officer (DCSQAQO) they also alluded that the head teachers or any other education

officer or personnel found in financial misappropriation and mismanagement was disciplined to deter others from doing the same.

Meetings on audit reports

Periodic financial report was found to be important in schools so as to ascertain the financial position of the schools. During the interview with interview with the DEO and DCSQAQO, their response was in line with what the other respondents had as indicated in table-6.

Table-6: How often do you attend meetings on audit reports in schools?

Response	Frequency	Percentage
Monthly	07	8.0
Quarterly	75	86.2
Never	05	5.8
Total	87	100

The findings revealed that 75 (86.2%) of the respondents said that audit meetings in schools was attended quarterly. This was important for they could find time to be privy to audit report for accountability. This finding was supported by Belfield and Levin [2] who also revealed that the American congress legislated the strictest government and NGOs oversight accounting profession to do proper auditing of financial matters.

CONCLUSION

In this study, the majority (87) 88.6 percent of all respondents said that training on financial matters in the schools was done quarterly. Only 11.4 percent of them indicated that it was done monthly. This implies that the teachers and school treasurer gets financial training quarterly which are normally supported by NGOs. The management of financial matters in schools was likely to be the result of NGOs giving in-service training on financial matters in schools in Musoma District. In dealing with misappropriation of funds, most of all the respondents (64) 73.6 percent suggested that they would rather report the matter to the authorities concerned for appropriate action against the offender. The findings also revealed that 75 (86.2%) of the respondents said that audit meetings in schools was attended quarterly. This was important for they could find time to be privy to audit report for accountability.

RECOMMENDATIONS

The role of NGOs this study was found to be enormous hence more funds are needed to the work of both international community the locals as they endeavor to improve quality education. The NGOs are the channel through which funds are distributed to schools and communities hence adequate financial training and accountability was found necessary.

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