

Head teachers' ways used in the implementation of multiple school accountability in managing public primary schools in Tanzania

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Abstract. The issue of education quality management is significant for educational institutions globally. Effective education quality management enhances students' knowledge and skills and contributes to economic development and societal stability. Multiple school accountability has been emphasised to improve the quality of school management and education delivery at all levels worldwide. In Tanzania, the implementation of multiple school accountability was the result of "Education Circular No. 3 of 2016", which aims to facilitate the involvement of education stakeholders in public school management for decision-making, planning, and policy formulation with head teachers. The study investigated the ways used by head teachers to implement multiple school accountability in managing public primary schools. Forty-two (42) participants were involved in this study from six public primary schools (6 head teachers and 36 teachers). Data were analysed by using thematic analysis with the help of SPSS version 25. The study found that head teachers use various ways to involve education stakeholders in school management and support the implementation of multiple school accountability measures. The paper concludes that head teachers are significantly associated with the implementation of multiple school accountability, with a higher level of school management experience demonstrating a greater likelihood of exhibiting strong use of various ways and strategies to strengthen multiple school accountability in public primary schools. Also, it recommends that head teachers should prioritise and show high levels of satisfaction with the mutual corroboration from education stakeholders and foster a supportive school culture that emphasises the implementation of multiple school accountability measures to facilitate teamwork in public school management.

Keywords: head teachers, multiple school accountability, managing

1. Introduction

The effectiveness of education management is deeply linked to the quality, stability, and efficiency of its head teachers. Thus, the concept of multiple school accountability has been emphasized and implemented across the world in educational management and leadership. Educational management and leadership have been developed in line with the unique nature of educational contexts and interaction leadership practice results in greater achievement called the "leader-plus effect" [17]. For example, in Organization for Economic Cooperation and Development (OECD) countries, especially the Netherlands, Norway, and England, multiple school accountability is strongly implemented as a way to ensure school autonomy and democratic participation in school management to strengthen leadership with respective communities [13]. Therefore, empirical studies found that two types of accountability mechanisms

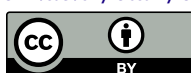
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*Educational
Dimension*



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in education management are “vertical accountability” which is a top-down and hierarchical kind of accountability mechanism that enforces compliance with laws and regulations and/or holds schools accountable for the use of resources to the quality of education they provide in terms of efficiency and effectively. Another is “horizontal accountability”; this is a non-hierarchical relationship directed at how schools and teachers conduct their profession and/or at how schools and teachers inform and involve multiple stakeholders and are accountable to them concerning the school’s goal setting, strategy formulation, decision-making, implementation and results in terms of quality of educational processes, outputs and outcomes of relevancy to the multiple school accountability is the horizontal accountability which involves stakeholders at the implementation level of the curriculum [14, 15]. Therefore, in this context, multiple school accountability is described as a practice of involving multiple educational stakeholders such as parents, communities, and other stakeholders by head teachers in formulating strategies, decision-making, planning, and educational assessment in school management [15].

The effectiveness of education management is deeply linked to the quality, stability, and efficiency of its leaders. Head teachers, as leaders of an educational organization, should involve individuals and groups in the planning of the school and strategic vision in the process of improving the quality of education management. Collaborative work is the main component of improving the quality of education management and cannot be ignored by educational authorities [2]. Several reasons underlie this rapid implementation of multiple school accountability and adoption in the educational management field; this is because multiple school accountability increases transparency and trust from the local community to head teachers in managing schools.

Numerous global studies and research across countries have shown that various strategies and ways of implementing multiple schools’ accountability by head teachers are essential and have positive outcomes in school management [26, 31]. A study by Aithal and Suresh Kumar [1] in India observed that implementation of multiple school accountability is unavoidable because seeks to strengthen public management in running public institutions and requires head teachers to work closely with different education stakeholders in managing schools. It is noted that multiple school accountability aims to provide a more comprehensive understanding and allow stakeholders to identify areas of strength and weakness in school management [7]. Furthermore, studies from the Global Western contexts, especially in the United States, France, Canada, and Norway, where multiple school accountability has been extensively implemented, explored that the head teachers are responsible for working closely with teachers, elected representatives of parents, non-teaching school staff, and the local education authorities in school management and administration including budgeting, planning, and decision-making [3, 17]. Due to the decentralization of education worldwide strengthening of multiple school accountability to head teachers in improving school management is compulsory. To improve the quality of public school management and administration, head teachers need to implement multiple school accountability in education provision.

1.1. An overview of the implementation of multiple school accountability

In various countries such as Norway, Spain, Malaysia, and Uganda, there is a positive movement toward the implementation of multiple school accountability in public schools, and it has been taken as significant to foster community engagement in education management and improve head teachers’ managerial skills. Implementation of multiple school accountability provides great autonomy to the local community especially parents and community involvement in public school management and

assists head teachers in thoughts, ideas, and opinions innovative for the school development and upholds a good relationship with the school and community [4, 22, 33]. This implies that multiple school accountability in the management and administration of public schools has become imperative because creates room for educational stakeholders to be involved. Therefore, there is a need to investigate ways used by head teachers in the implementation of multiple school accountability.

Scholars contend that implementation of multiple school accountability builds school capacity that fosters increased education stakeholders' involvement, commitment, effort, and productivity beyond expectations in school management. Another salient quality and significance of implementation of multiple school accountability is that it reinforces good leadership image, commitment, sense of duty, or obligation to work for the benefit of the whole school community, which improves school management [18]. Similarly, findings from OECD countries in Sweden revealed that horizontal school accountability entails more multiple school accountability to decentralized decision-making with the involvement of multiple stakeholders which becomes dominant in the management of public schools [13]. Furthermore, various strategies and initiatives have been implemented to support the implementation of multiple school accountability in several countries. For example, in the United States of America (USA), they introduced "School Quality Review" aims to facilitate the implementation of multiple school accountability in schools by engaging various education stakeholders in identifying the school's areas of strengths and weaknesses to support improvement in school management [3]. Likewise, the Netherlands introduced the "Window for Accountability", which aims to facilitate the implementation of multiple school accountability in managing schools, foster community engagement in education management, and improve head teachers' supervisory skills [28].

In Tanzania, like other countries worldwide, the initiative to improve the management of public schools has been put in place by supporting the implementation of multiple school accountability. Thus, the government introduced "Education Circular No. 3 of 2016" which aims to facilitate the importance of implementation of multiple school accountability in school management by head teachers to involve parents and the community in primary and secondary schools [44]. The aim is to achieve Sustainable Development Goals by 2030, particularly in quality primary and secondary education delivery, through the implementation of multiple school accountability to head teachers to facilitate the involvement of all education stakeholders in school management [27, 44]. This indicates that the implementation of multiple school accountability is effective in prompting education stakeholders' attitudes, behaviour, and team spirit to work together with head teachers in school management. Moreover, in 2014, the government of Tanzania introduced a revised Education and Training Policy (ETP) to replace that instituted in 1995. The ETP of 2014 policy advocated "education stakeholders' involvement in public schools management" [41]. The revised Education and Training Policy aims to improve the education management and provision of education to all levels in Tanzania [42]. Hence the revised Education and Training Policy is to cope with other countries worldwide to achieve Sustainable Development Goals [40]. This means that the implementation of multiple school accountability is critical in primary and secondary public school management by head teachers to facilitate the involvement of parents and the community in school management [7, 44]. For example, a study by Matete [23] in Tanzania found that school management and pupils' academic performance is a combination of many factors and it cannot be determined by head teachers alone in public schools. Head teachers, teachers, and parents should work together through multiple school accountability in managing public schools. Likewise, in China, Greece, South Africa, and Indonesia, researchers found that school committees, teachers, parents of students, school leaders, and head

teachers are supportive agencies to execute various school accountability measures and enhance the management quality of schools [20, 21, 34, 38]. This argued by Tieng'o [39] found that the implementation of multiple school accountability helps head teachers and education stakeholders to carry out their responsibilities effectively in managing public schools.

Furthermore, the evidence of various studies outside of Tanzania indicated a greater involvement of parents, families, and the community in school management through the implementation of multiple school accountability. For example, in Malaysia study conducted by Sarwo, Lian and Rohana [33] revealed that parents and community involvement in public school management assists head teachers in thoughts, ideas, and opinions of innovation for school development. Moreover, in Norway, a study conducted by Boavista [4] exposed that head teachers' involvement of parents and community has a potential benefit towards the implementation of multiple school accountability in public school management. Also, a study conducted by Mahuro and Hungi [22] in Uganda shows that it is the head teacher who triggers the involvement of community members in school management and upholds a good relationship with them.

Despite its significance, the literature includes several review studies, most of which have focused on accountability and leadership in schools. In addition, many of the reviews addressed the relationship between school accountability and other variables such as accountability regime or accountability of school network [10, 13]. As can be seen, the reviews existing in the literature addressed a different aspect of multiple school accountability. There are still limited studies, specifically those examining the implementation of multiple school accountability by head teachers, particularly in Africa, East Africa, and the Tanzanian context. In this context, the present study makes an original contribution to multiple school accountability by conducting a different method of analysis and investigation.

Therefore, this study has a great focus on filling the available gap in the literature by identifying ways to implement multiple school accountability in Tanzania, where Handeni District is taken as a reference point to generate data to inform the study empirically by investigating ways used by head teachers in the implementation of multiple school accountability in managing public primary schools. This gap suggests a need for more localized studies that adopt a holistic approach, integrating both individual and systemic perspectives to understand ways used by head teachers in the implementation of multiple school accountability to contribute to positive school management in developed countries as well as developing countries and Tanzania.

1.2. Research question

1. What are the ways used by head teachers in implementing multiple school accountability in managing public primary schools?

2. Theoretical framework

This study was guided by Accountability in Education Theory introduced by Rachmad [32] in 2022. Accountability in education theory provides insights into how head teachers involve education stakeholders and work as a team in managing schools within their social environments. The theory highlights the importance of fostering cooperation and relationships in school management and creating supportive networks for all stakeholders, including parents, students, teachers, and administrators, who are responsible for their roles in creating an effective learning environment and quality school management [39]. The accountability in education theory was helpful for this study because it directly relates to the study's primary objective, which is to clarify the importance of accountability within the education system to achieve better outcomes

and ensure the quality of school management. The core concept of this theory is that accountability creates transparency and open communication with all education stakeholders involved in education management [32]. This understanding fosters the implementation of multiple school accountability aimed at strengthening collaborative practices and education stakeholders' involvement, ultimately improving the quality of educational management to head teachers in public primary schools in the Handeni District.

3. Methodology

This study utilized an interpretative paradigm worldview philosophy that is relevant to the qualitative research approach as informed by the works of Cresswell and Cresswell [9] and Yin [45], interpretative paradigm helps to make sense of the data from the participants' views and report in qualitative research that blends the report through observation made by the researcher, the report provided by individuals through interviews, life history, personal experience and review of documents.

3.1. Research design

The researcher adopted a qualitative research approach as the methodological strategy underpinned by an interpretive paradigm. This implies that the qualitative approach provides the researcher with in-depth knowledge and is helpful for exploring phenomena in specific contexts [9]. Specifically, a case study design was used because it allows the researcher to explore the phenomena under study in in-depth information about ways used by head teachers to implement multiple school accountability. Furthermore, the case study allows an exhaustive investigation of a contemporary phenomenon within its real-life context and relies on multiple data sources for evidence [35, 45]. This design allows for the collection and analysis of qualitative data, facilitating a comprehensive understanding of ways used by head teachers in the implementation of multiple school accountability in managing public primary schools in Handeni District, Tanzania.

3.2. Participants

The target population included head teachers and teachers, with a total sample size of forty-two (42) participants involved in this study. Two sampling techniques were used; a convenience sampling technique was used to select 36 (18 male and 18 female) teachers who took part in this study based on the criteria that such participants have rich information available. A purposive sampling technique was used to select 6 head teachers (4 male and 2 female) based on the criteria that such participants have rich information based on their positions and working experience. The number of participants was determined due to the nature of the study and the saturation of the data needed [37]. Furthermore, six primary schools were selected based on head teacher position and experience of 5 to 10 years in leadership of managing public primary schools. The researcher selected Handeni District in Tanzania because facing a great challenge in the implementation of multiple school accountability to head teachers reflect on practices and their experiences [19].

3.3. Research instrument and measures

This study employed interviews and focus group discussions (FGDs) to obtain data as data collection techniques with the help of an interview guide and focus group discussion guide. Head teachers were interviewed individually to get detailed and enough information related to the study's objective and focus group discussions were conducted with teachers to share their own experiences about the way used by head teachers in the implementation of multiple school accountability. Teachers are good

informants because they work closely with head teachers in their daily activities at school. The combination of interviews and focus group discussions as research instruments increased the worthiness of the data collected. Hence, the qualitative and case study uses multiple methods of data collection that are interactive [9].

3.4. Validity and reliability

To assure the validity of the study, the interview and focus group discussions, the interview guides and focus group discussion guide were assessed in terms of the language used, quality, and unambiguousness for checking any contradictions or duplications with four other experts (three from the University of Dodoma and one from the University of Dar es Salaam) to measure contents before going to the field. To maintain reliability, the interview and focus group discussion guides were pre-tested (piloted) in two public primary schools. Furthermore, this study employed the trustworthiness of the study because qualitative data dominated it. In this regard, the sample size of the study was determined by the point of saturation. To maintain credibility, this study used multiple methods (interviews and focus group discussions) to collect data. Moreover, this study uses different locations to allow the transferability of the findings to provide eligible information. In this study, dependability was maintained by including different participants (head teachers and teachers) from different public primary schools (selected schools). This helped in collecting various views about ways used by head teachers in the implementation of multiple schools. Furthermore, confirmability was observed by keeping all the important documents, data, and information during the entire time of the study and writing the report grounded on the information given by the participants. The researcher considered all the research ethics before, during, and after data collection, including getting clearance from relevant authorities, consent, confidentiality, and anonymity of the participants.

3.5. Data analysis procedure

Data was screened, processed, and coded through the use of SPSS version 25 before the analysis process. In the analysis process, descriptive data were analyzed using thematic analysis as an appropriate procedure for qualitative study through five stages, namely transcription, coding, categorization into themes, descriptions, and interpretation of the research questions. The thematic analysis helped the researcher to easily identify quotations observed during the field and is a practical approach for the systematic organization of massive data into manageable units in which the patterns, themes, and categories of analysis come from data. Such analysis brought up a broad and real interpretational picture from the study area regarding the ways used in the implementation of multiple school accountability by head teachers.

4. Findings and discussion

It is observed from table 1 that the study involved a total of 42 participants. Of them, 20 (47.61%) were females, and males (52.38%). Six public primary schools were involved in the study, Kwamkono primary school had a proportion of 30.95%, Sindeni primary school had a proportion of 16.66%, Mapinduzi primary school had a proportion of 16.66%, Misima primary school had a proportion of 30.95%, Mkata primary school had the proportion of 2.38%, and Kwamatuku primary school had the proportion of 2.38%. Most participants were adults since the study involved the head teachers and teachers who were employed and worked in public primary schools. Many were 36-40 years (52.38%), followed by 30-35 years (28.57%).

Table 1

Demographic characteristics of the participants involved in the study [43].

Variable	Frequency	Percent
Sex of the participants		
Male	22	52.38
Female	20	47.61
Schools of the participants		
Kwamkono primary school	13	30.95
Sindeni primary school	7	16.66
Mapinduzi primary school	7	16.66
Misima primary school	13	30.95
Mkata primary school	1	2.38
Kwamatuku primary school	1	2.38
Age in years of the participants		
30-35	12	28.57
36-40	22	52.38
41-45	6	14.28
46-50	2	4.76

4.1. Ways used by head teachers in the implementation of multiple school accountability in managing public schools

Understanding the knowledge that participants possess regarding the ways used by head teachers in implementing multiple school accountability in managing public primary schools in Tanzania, particularly Handeni district. A significant number of participants indicated that school committees, Uwawa organization, parent-teacher meetings, and resource use and allocation are significant variables in measuring good governance towards enhancing the successful management of public schools and implementation of multiple school accountability. These strategies used by head teachers to increase school accountability have positive impacts on students, teachers, parents, and communities in managing schools and building trust in each other. The ways that contribute to the implementation of multiple school accountability are very crucial and reflect to head teachers' experiences within the educational management. Table 2 presents the participants' responses on ways used by head teachers in implementing multiple school accountability. The table also contains the sub-themes, response count, and representative quotes identified by the responses of the study participants.

Based on the findings of the current study in table 2 reveal that a significant number of respondents agreed that head teachers use various ways in the implementation of multiple school accountability. These results indicate that the participants acknowledged the involvement of all education stakeholders in managing public schools in strengthening multiple school accountability through the following ways:

4.1.1. School committees

In terms of school committees, the findings revealed that the majority of participants agree that head teachers use school committee meetings to help bring members together from different circles of interest, and they are responsible for school management, overseeing the activities of a school, and representing the community in school affairs. The participants elaborated that school committee meetings held by head teachers served as a way of implementing multiple school accountability, which creates impacts on instructional supervisory to the enhancement the head teacher supervises, delegates, and oversees the work of others in the school context, teaching

Table 2

Participants view about ways used by head teachers in the implementation of multiple school accountability [43].

Sub-theme	Responses count	Representative quote
School committees	39/42	School committee meetings held by head teachers help to bring education stakeholders together in public school management and administration.
Uwawa organization	40/42	Uwawa meetings are used by head teachers to promote accountability and foster implementation of multiple school accountability to improve school management.
Parent-teacher meetings	38/42	Parent-teacher meetings used by head teachers to collaborate in school management and implementation of multiple school accountability in public schools
Resources use and allocation	36/42	Decision-making for resource use and allocation in public primary schools is the way used by head teachers in implementing multiple school accountability.

and learning process to ensure that every teacher fulfils his/her responsibility, evaluation to monitor the pupils' progress, and quality academic performance to pupils. One of the head teachers said:

The school committee meetings held here at the school are one of the positive impacts of implementing multiple school accountability that lead to collaboration with education stakeholders in managing this school. (Interview with the head teacher from school E / October, 2023)

Similarly, during the FGDs, the responses were the same; another participant added that meetings of school committees become foremost because they involve various parties of education stakeholders in school management. Concerning this, one teacher argued:

School committee meetings have become a way in which the head teacher fosters collaboration in managing the public schools and improving the academic performance of pupils. (FGD with teachers from school D / October, 2023)

With respect to the given responses, it is logical to argue that participants' narratives conflate that school committee meetings are the best way of implementing multiple school accountability that results in mutual decision-making of all education stakeholders and head teachers, leading to more effective management of the public schools. It revealed that school committee meetings support agencies in the involvement of education stakeholders and the implementation of multiple school accountability in public primary school management. Based on the study, it was found that school committee meetings provide the transformation of school management based on insight toward the improvement of school management and the efficiency of head teachers in managerial skills. This aligns with the study by Sopingi, Arafat and Wardiah [38] in Indonesia, which found school committee meetings with head teachers are backing an agency and a way to execute various school accountability measures and enhance the effective management of public schools. Furthermore, a study conducted in Uganda by Serunjogi [36] directed that the use of school committee meetings across public

schools empowers head teachers to collaborate with the local community for school management and fostering multiple school accountability. The findings of the current study concur with the study of Nemes [25] in Tanzania emphasizes that school committees bring together head teachers and education stakeholders' unique interests and contributions to improving school management. This implies that school committees offer ways of involvement and collaboration in public primary school management to head teachers, parents, and the community via the implementation of multiple school accountability to improve academic performance and the learning environment for students.

4.1.2. Uwawa organization

The study underscores the importance of the initiative of groups and organizations that promote collaboration and teamwork in school management. Ultimately, the findings reinforce the positive contribution expressed by the participants that “Ushirikiano wa wazazi na walimu” (Uwawa organization) in English means “organization of parents and teachers” is a way used to implement multiple school accountability in the management of public primary schools. In this case, the participants added that Uwawa organization meetings resulted in ensuring effective curriculum delivery, schools improved learning outcomes, higher student performance, and encouraged innovative teaching practices to teachers. Hence study found that the Uwawa organization caused community partnerships and volunteer opportunities to increase overall student support and foster a culture of responsibility in improving school management. These findings were further supported by an in-depth interview with participants who, at different paces, reported:

The presence of the Uwawa organization here at school has become a platform for bringing together parents every month to discuss the successes and challenges of pupils regarding their academic progress as well as school management. (Interview with the head teacher from school H / November, 2023)

Similarly, one teacher, through their experiences, said:

Uwawa organization has helped in ensuring effective curriculum delivery, schools improve learning outcomes, and higher student performance. Also helped in controlling students' drop-out in public primary school. (FGD with teachers from school C / August, 2023)

The findings imply that the Uwawa organization fosters cooperation in school management and promotes a culture of continuous improvement and responsiveness to feedback on teaching and learning to students. This finding indicates that in public primary schools, the Uwawa organization is essential to facilitate the involvement of educational stakeholders in school management with head teachers. Therefore, there is a great correlation between the Uwawa organization and the academic performance of students in public school management. The findings of this study relate to the study of Boro [5] in the United Kingdom, which revealed that Parent-Teacher Associations (PTA) are very important tools in curriculum delivery, schools improve learning outcomes and higher student performance as well as contribute to effective school management of head teachers with the collaboration of all stakeholders. The study by Olayemi [29] in Nigeria also established that a formal channel of communication can be opened between the school management and parents through parent-teacher organizations to implement multiple school accountability to support student learning. Furthermore, a study conducted by Justin, Ogada and Majawa [16] directed that

multiple school accountability facilitates strong parent-teacher organization to foster cooperation and to ensure high achievement in school management. The study underscores the importance of the relationship between the school and the community, which is strengthened by using parent-teacher organization to facilitate the students' academic performance and school autonomy in management.

4.1.3. Parent-teacher meetings

The findings on the implementation of multiple school accountability reveal that a significant portion of participants expressed that various parent-teacher meetings conducted in public primary schools are one of the ways used by head teachers to involve all education stakeholders in school management. From the responses of participants, it was observed that parent-teacher meetings constructed commitment and responsibility for teachers and parents to collaborate in school management, structured opportunities for teachers and parents to exchange information about a child's academic performance and behaviour, and provide specific feedback and suggestions tailored to each student's needs in public primary schools. Parent-teacher meetings resulted in open dialogue between head teachers, teachers, parents, and students about curriculum delivery and student academic progress. It was explained by one of the head teachers as follows:

I use parent-teacher meetings as one of the strategies to implement school accountability in managing this school to facilitate opportunities for teachers and parents to exchange information about a child's academic and school management. (Interview with the head teacher 4 from school D / October, 2023)

Likewise, in the emphasis on the parent-teacher meetings, the participants mentioned that face-to-face meetings aimed to have formal communications to education stakeholders to provide an opportunity to meet and discuss budgeting of the school, maintenance of school properties, and improve student academic outcomes and the overall quality of education. In this context, one of the teachers insisted:

Parent-teacher meetings have positive results for implementing multiple school accountability and collaborative management in managing this school to head teachers, teachers, and parents. (FGD with teachers from school H / November, 2023)

The findings reveal significant implications for parent-teacher meetings as the best way to implement multiple school accountability to facilitate a collaborative approach in school management in public primary schools. Ultimately, these insights highlight the important role of head teachers in creating a strong positive bond between teachers, parents, and head teachers in school management. These findings support the Education Training Policy of Tanzania which emphasizes communication, improving teaching and learning, and participatory leadership to all education stakeholders through multiple school accountability in the management of primary and secondary public schools [41]. The findings also concur with the study of Chan, Shu and Xiao [8] in China that the implementation of multiple school accountability in public schools by head teachers influenced parents' involvement through parent-teacher meetings, resulting in positive learning outcomes and quality school management. What's more, the current findings correspond with the study of Hauseman, Pollock and Wang [12] in Canada revealed that parent-teacher meetings build relationships between school and educational stakeholders to provide support for positive learning outcomes and efficiency in school management. Therefore, the findings regarding parent-teacher

meetings highlight an important aspect and way to support the involvement and collaboration of head teachers, teachers, and parents in managing public primary schools.

4.1.4. Resources use and allocation

The findings exposed that the implementation of multiple school accountability resulted in the proper and appropriate use of capitation grants from the government of Tanzania. The findings show that the participants supported that teachers, parents, and the community are informed about the school's income and overall expenditures in various meetings held by head teachers in planning the procurement of teaching and learning materials at the school like class journals, chalks, subject logbooks, and teaching aids. Ultimately, these findings highlight the importance of cooperation of all education stakeholders in planning and decision-making for resource use and allocation in public primary schools resulting in all students having access to quality education regardless of background and accountability for school leaders to use resources effectively and ethically. In this context, one of the participants had this to say:

I have been involved with teachers and parents in meetings to plan and make decisions on resource use and allocation provided by the government for the school, this helped to implement multiple school accountability. (Interview with the head teacher 1 from school A / November, 2023)

Another participant echoes similar sentiments, remarking that:

The planning and decision-making of resource use and allocation in this school involve teachers and parents. This resulted in trust in the school management through transparency in budgeting, spending, and higher priority of accountability. (FGD with the teacher from school B / October, 2023)

From the participants' opinions and views, it can be detected that head teachers create a conducive and attractive environment by forming collaborative relationships with teachers, parents, and the community in planning resource use and allocation in school management and development. This finding implies that participating in the school's planning and decision-making processes regarding the school's resources strengthens the partnership of education stakeholders in public school management. Additionally, the current findings show that resource use and allocation have an impact on the development of the material base, especially digital learning methods, equipping rooms with projectors, building classrooms, and renovating old buildings to meet the standard. Thus, multiple school accountability strengthens the partnership in public primary school management. In supporting this view, a study conducted in Tanzania by Mwinjuma et al. [24] revealed that head teachers play a foremost role in terms of management responsibilities in public primary schools by involving education stakeholders in planning resource use and allocation to strengthen multiple school accountability. In addition, the current study's findings are similar to the study conducted by Gwaro and Ngacha [11] in Kenya, which found that head teachers engaged the education stakeholders in planning and decision-making in resource use and allocation to foster a participatory approach in school management. Again, the study conducted by Brinia et al. [6] found that the head teachers showed high levels of satisfaction with the mutual corroboration from parents in school management; both parents and the local community participate actively in school management, especially in planning the resource use and allocation. This implies that the involvement of

education stakeholders in school management by head teachers through the planning of resource use and allocation is a significant way in the implementation of multiple school accountability. This was also noted by Oostdam and Hooge [30], who observed that a collaborative approach to discussing resource use and allocation in public schools opens the door to good partnership and communication in school management to all education stakeholders.

5. Conclusions

Based on the discussed findings, it can be concluded that ways used by head teachers are significantly associated with the implementation of multiple school accountability in the management of public primary schools. Head teachers with a higher level of school management experience demonstrate a greater likelihood of exhibiting strong use of various ways and strategies in the implementation of multiple school accountability. Various ways used by head teachers play a pivotal role in school management, equipping head teachers to navigate the implementation of multiple school accountability and overcome challenges encountered in managing public primary schools effectively. Moreover, these findings underscore the positive importance of policymakers and other educational stakeholders worldwide in identifying areas of strength and weakness to improve school management more accurately and promote various strategies in the implementation of multiple school accountability. Furthermore, initiatives that promote higher education management improvement opportunities for head teachers could lead to a more efficient and effective implementation of multiple school accountability. Ultimately, by fostering an environment that supports all educational stakeholders' continuous engagement in school management to thrive in challenging educational landscapes, thereby enhancing their ability to participate and deliver quality education management and support their students' learning environment.

6. Recommendations

To enhance the implementation of multiple school accountability in educational management, it is essential for various ways to focus on educational stakeholders' engagement in planning and decision-making in school management. First, head teachers should prioritize and show high levels of satisfaction with the mutual corroboration from education stakeholders, especially parents and the local communities, to participate actively in school management. Additionally, establishing robust managerial support systems is essential for head teachers; this includes providing room for participatory school management opportunities to foster collaboration among education stakeholders. Finally, it's important to foster a supportive school culture that emphasizes the implementation of multiple school accountability to facilitate teamwork in public school management. By implementing these recommendations, implementation of multiple school accountability creates a more conducive environment for teamwork, ultimately leading to improved educational management and positive outcomes for head teachers in managing schools.

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Declaration on generative AI: The authors have not employed any generative AI (Artificial Intelligence) tools.

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