

**EXPLORING INSTITUTIONAL FACTORS LIMITING
GOVERNANCE OF CAPITATION GRANTS FOR SECONDARY
SCHOOLS IN MOMBA DISTRICT, TANZANIA**

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GOVERNANCE OF CAPITATION GRANTS FOR SECONDARY
SCHOOLS IN MOMBA DISTRICT, TANZANIA**

By

Siraji Twaha

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Science in Development Policy (MSc. DP) of**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled “**Exploring Institutional Factors Limiting Governance of Capitation Grants for Secondary Schools in Momba District, Tanzania**” in partial fulfillment of the requirement for award of the degree of Master of Science in Development Policy of Mzumbe University.

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Accepted for the Board of the Institute of the Development Studies

DIRECTOR, INSTITUTE OF DEVELOPMENT STUDIES

DECLARATION AND COPYRIGHT

I, Siraji Twaha, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

To my wife Kuluthum, my daughter Amida and my parents Mr. and Mrs. Twaha. I will always cherish you!

ABBREVIATIONS AND ACRONYMS

AAI	African American Institute
BRN	Big Results Now
CAG	Controller and Auditor General
CBLO	Competence Based Learning Outcomes
DSEO	District Secondary Education Officer
ETP	Education and Training Policy
FGDs	Focus Group Discussions
GoT	Government of Tanzania
IOs	International Organisations
IPAR	Institute of Policy
KBLO	Knowledge Based Learning Outcomes
LAAC	Local Government Accounts Committee
LGA	Local Government Authority
LGC	Local Government Council
MDC	Momba District Council
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NFGG	National Framework for Good Governance
NGOs	Non Governmental Organisations
PEDP	Primary Education Development Programme
REPOA	Research for Poverty Alleviation
SBMs	School Board Members
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Programme
SMCs	School Management Committees
SMT	School Management Team
SSA	Sub-Saharan Africa
TTU	Teachers' Trade Union
UNDP	United Nations Development Programme

UNESCO	United Nations Educational and Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania

ABSTRACT

The overall objective of this study was to explore institutional factors limiting governance of capitation grants released from the central government to decentralised public local facilities providing secondary education in selected secondary schools of Momba District. Specifically, it assessed the perceptions of school community towards poor governance of capitation grants in public secondary schools, how cognitive, regulative and normative structures of public secondary schools contribute towards poor governance of capitation grants, and ways to enhance effective governance of capitation grants in schools. The study adopted a case study design and used a sample of 101 study participants. The quantitative data for this study were analysed descriptively through Microsoft Excel, and presented by using tables. Also, the qualitative data were analysed through content analysis.

The study found out that there is a general dissatisfaction of the education stakeholders on the disbursed amount of capitation grants. School boards are normally excluded from the decisions concerning the amount disbursed and expenditure of capitation grants that makes difficult for them to execute their supervisory role. It was found that there are management conflicts between school boards and School Management Teams (SMTs). Furthermore, majority of school board members had insufficient knowledge on governing capitation grants. There are no strong rules and regulations that compel heads of schools to use capitation grants in a participatory manner. It was also found that parents are not much concerned with education matters including guiding their children to go to school that limited governance of capitation grants. Cognitive factors such as insufficient knowledge towards governance of capitation grants were found to be the leading institutional factors limiting governance of public funds released by the government. The suggested measures mentioned to enhance effective governance of capitation grants are to establish rules and regulations to ensure capitation grants' expenditure is done in a participatory way, criteria for allocation and disbursement of capitation grants should base on the needs of the schools and not number of students. There should be clear boundaries in the execution of school management duties between school boards and SMTs.

The study concluded that under the fee-free policy, it is difficult to realise the quality of education unless the institutional factors that contribute towards poor governance of capitation grants in public secondary schools are thoroughly addressed.

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 General Introduction

This research explored the institutional factors limiting governance of capitation grants in selected public secondary schools of Momba District. The introductory chapter provides the background to the problem, problem statement, objectives and research questions, significance of the study, the scope as well as the limitation of the study.

1.2 Background to the Problem

Education can be viewed as one that prepares a learner through training to participate effectively and meaningfully in development of his or her life and nation at large (Komba, Hizza, & Jonathan, 2014). The role of education is clearly shown in the Declaration of Conference of African States “Education is Africa’s most urgent and vital need, and that education is a matter of key developmental importance throughout the world”. The right to education is stipulated in the United Nations Declaration of Human Rights (1948), and the 1989 Convention on the Rights of the Child (Rosenweig, 2002 in Ampratwum & Armah-Attoh, 2010).

In the pursuit of meeting the Education for All (EFA) initiative, country Governments and other International Organisations (IOs) committed themselves to raise literacy rates by 2015 through implementing the Millennium Development Goals (MDGs). However, MDGs have been extended as the 2030 Sustainable Development Goals (SDGs). The fourth goal of the SDGs is to ensure that all girls and boys complete free primary and secondary schooling. However, this fourth goal to be well implemented requires government intervention especially in Sub-Saharan Africa (SSA) where not all parents afford the costs of sending their children to school because of rampant poverty (United Nation Development Programme [UNDP], 2010). As the recognition of the challenge, African governments met in Dakar Senegal in 2000 and declared to abolish school fees in order to improve quality and access to basic education (Padamallu, Ozdamar, Ganesh, Weber & Kropat, 2010). Thus, following that

deliberation, Governments in Africa started releasing money in terms of Capitation Grants to decentralised public local facilities providing education called primary and secondary schools (Nikel & Lowe, 2010).

However, the disbursement of education funds in many countries in the world is faced with the problem of poor governance as the money provided is mismanaged and makes its objectives not being well realised. For example, Hallak and Poisson (2007) indicate that in France, there is some financial misconduct at school level that is contributed much by lack of transparency at each level of administration. Ochse (2004) in her study on Germany delineates that some of the concerns that result in corruption in the government schools are much contributed by not adequately enforcing the legal provisions governing financial management at schools.

In Africa, incidents on poor governance of capitation grants at school level have been reported. For example, Joubert and Van Rooyen (2008) assert that many schools in South Africa are faced with the problem of managerial incompetence and mismanagement of school funds. This is supported by the reports of 2012 and 2013 provided by the Corruption Watch of South Africa sighting Limpopo to be among the provinces with highest number of reports of frauds involving schools (Rangongo, 2016). Furthermore, according to the study conducted by Okon, Akpan and Ukpong's (2011) in Nigeria, Financial mismanagement is prevalent in secondary schools due to the result of indecent use of financial control measures by the heads of schools. In Kenya, Florence (2012) conducted a study that disclosed the existence of mismanagement in government secondary schools in Gucha District. The District experiences many problems of financial mismanagement coupled with poor quality education.

Tanzania like other countries in SSA, experiences the incidences of poor governance of capitation grants at school level. Since attained its independence in 1961, Tanzania has been undertaking various efforts to overcome the challenges facing education sector towards improving the human development. Education sector has been given priority and is illustrated in the implementations of various policies and programmes

centred on the improvement of education. These include the Universal Primary Education (UPE) of 1974 (Chonjo, 1994), the Education and Training Policy (ETP) in 1995, Education Sector Development Programme (ESDP) in 1997, the National Framework on Good Governance (NFGG) in 1999, the Primary Education Development Programme (PEDP) in 2002, and the Secondary Education Development Programme (SEDP) in 2004. The introduction of PEDP and SEDP compelled the government to provide financial support in the form of development grants and capitation grants in order to increase access and improve quality education (REPOA, 2012). The study conducted by Uwazi (2010) found that the provision of grants replaced revenue lost to schools following the abolition of school fees and also ensured that the needed resources such as teaching and learning materials and other administration related expenses are available at school.

Despite the efforts taken by the government at various policy lens that had enormous impacts in education sector in Tanzania such as introduction of capitation grants to improve quality and access to education, still the education system in Tanzania has not produced the desired quality of education even though access to education has been well improved (Suleman & Kataro, 2014; Davidson, 2004; and UNICEF, 2011). The government has good intention of providing capitation grants to secondary schools; however things like frauds that have been reported show that there is mismanagement of the funds as revealed by studies conducted by HakiElimu, (2007), Msoroka, (2010), Uwazi, (2010), Claussen & Assad, (2010), and Research on Poverty Alleviation [REPOA] (2012), .

Momba District is among the districts in Tanzania that receive capitation grants provided by the central government to run the schools. According to Education Stakeholders Meeting convened in Mbozi District Songwe region in 13th February, 2017 whereby some members reported that the money released by the government to run the schools in Momba District and other areas in the region are not well used to boost the academic performance of the schools because they are not well governed (Education Stakeholders' Report- Songwe Region, 2017). The stakeholders proposed among other things the proper utilisation of the funds. However, in spite of the fact

that the education stakeholders talked about the existence of some malpractice on utilisation of capitation grants at school level, the factors contributing to that poor governance of capitation grants were not well stipulated. Therefore, this study intended to fill that gap of knowledge by exploring how regulative, cognitive, and normative structures of institutions called secondary schools limit governance of capitation grants in Momba District.

1.3 Statement of the Problem

Various strategies for improving quality of education in public institutions are growing in Africa. Utilisation of public funding in terms of capitation grants released by the central government to decentralised public local facilities providing secondary education is one among the strategies. However, the existence of that strategy for more than a decade now in Tanzania has raised issues for investigation in terms of institutional factors contributing to poor governance of capitation grants for secondary schools. Therefore, this study was set to explore the institutional factors contributing to poor governance of capitation grants provided for secondary schools.

1.4 Research Objectives

1.4.1 The General Objective

The study explored institutional factors that contribute towards poor governance of capitation grants released by government for public secondary schools in Momba District.

1.4.2 The Specific Objectives

Specifically, this study sought to:

- a) Identify perceptions of the school community towards poor governance of capitation grants in the study area.
- b) Examine how cognitive, regulative and normative structures of public secondary schools contribute towards poor governance of capitation grants in the study area.
- c) Find out the regulative, cognitive and normative measures to enhance effective governance of capitation grants in public secondary schools.

1.5 Research Questions

The study was guided by three research questions; namely:

- a) How do perceptions of the school community contribute towards poor governance of capitation grants in the study area?
- b) To what extent do cognitive, regulative and normative structures of public secondary schools contribute towards poor governance of capitation grants in the study area?
- d) What are the regulative, cognitive and normative measures to enhance effective governance of capitation grants in public secondary schools?

1.6 The Significance of the Study

Literally, the significance of a study entails what new knowledge or developments are the research objectives of one's study going to generate. The study has both the theoretical and practical significances, which have been categorised thusly: contribution to the body of knowledge; call for a review of financial management and accounting guidelines for the Secondary Education Development Plan (2004 – 2009); and informing the school community on governance of capitation grants.

1.6.1 Contribution to the Body of Knowledge

Since this study is informed by three objectives, the significance of a study will be informed by several issues emanating from those three objectives that analyse institutional factors contributing to poor governance of public funds at school level. This will ensure level of understanding of public accountability over public resources. This is because capitation grants are public goods, and the money spent is taken from the consolidated funds collected from the taxpayers. Thusly, it must be effectively and efficiently used to have a wider impact on socio-cultural, economic and political development of both the people and the entire nation.

1.6.2 Contribution to Guideline for Financial Management and Accounting for Secondary Education (2004 – 2009)

Second, examining the extent to which both, cognitive, regulative and normative structures of institutions called public secondary schools limit governance of capitation grants, enhanced towards understanding the level of knowledge of both, school board members and heads of schools on governance of capitation grants as well as effectiveness of rules and regulations set for managing the utilisation of public funds at the facility level. This has produced important information for the policy makers, bureaucrats and researchers to realise the need of examining the best way of achieving the governance of capitation grants to achieve the expected outcomes of quality education. As such, various stakeholders including researchers, parents, heads of schools, civil societies are expected to benefit from the study findings on the empirical part of governance of capitation grants in public schools.

1.6.3 Contribution to the School Community on Governance of Capitation Grants

As heads of schools are more likely to be conversant on the governance of capitation grants at school level, the study will increase awareness to the school community on governance of capitation grants. This will help the community to know the importance of monitoring the expenditure of money brought from the central government to the schools that if well governed will contribute to the improvement of quality education provided at their schools.

1.7 De-limitation of the Study

Basically, the delimitation of this study revolved around three issues. These are: the coverage area where the study was undertaken, the theory that informs the study, as well as the methodological issues such as research design utilised, sampling and sample size, and the time de-limited towards generating the study's findings.

In terms of the coverage area, this study delimited itself in Momba District which is located at the North-Western part of Songwe Region in Tanzania.

Also, the scope of the study revolved around the institutional theory. Institutional theory asserts that the behaviours of people in an institution are governed by institutional constructs (regulative, cognitive as well as normative domains). Consequently, this study explored how regulative (established rules and regulations), cognitive (participants level of knowledge) and normative (values, morals and social obligations) structures of institutions called public secondary schools limit governance of capitation grants in Momba District.

Further, in terms of methodological issues, the generated study findings are in consonance with a case study design. Its essence was to explore the case. Moreover, the generated study findings are confined with a sample size of 101 study participants sampled through utilising both, probability and non-probability sampling techniques. In the same vein, the years 2017 and 2018 were time utilised towards generating the study findings, and thusly the scope of the study revolves at those years.

1.8 Limitations of the Study

The data collection process faced three main limitations. These were time, openness and transparency issues pertaining to respondents and limited co-operation from respondents.

(i) Time: Time is examined at two levels. First, the time allocated to collect primary data was too short to accomplish all the field tasks. Only three months were set aside for data collection. Therefore, in responding to this challenge interviews were carried till late hours. Second, it was difficult for most respondents from those schools and nearby community to honour their appointments because of other competing work responsibilities. Therefore, most of the interviews were rescheduled to their convenient time.

(ii) Openness and Transparency of Respondents: Some employees were reluctant to respond to questions that required them to indicate the quality dimensions of their schools. This reluctance was caused by unfounded fear of being investigated as suspects for divulging things they would not like to expose to third parties or simply for fear of losing the much needed employment after disclosing what they feared were

institutional secrets. Measures to overcome this problem included counter checking the information with other respondents in the same department or section and through observation. Also, the researcher tried as much as possible to reduce any possible mistrust by properly presenting himself through identity card and letters of introduction and creating rapport with the respondents.

(iii) Support and Co-operation from Respondents: During data collection a few heads of schools were likely to decline to participate in the study because they mistakenly believed that the research was investigating issues concerning their performance towards governing public resources. In this case, they feared that they could be implicated in school administration. To mitigate this problem, more time was spent to sensitise respondents on the nature and purpose of the study. At the same time, there were few respondents who complained that the questionnaire was too long. After explaining the importance of the study, they eventually filled out questionnaires.

1.9 Organisation of the Study

Chapter One introduces the study. It provides a general background to the study which includes a statement of the problem, objectives of the study, research questions, significance, delimitation as well as limitations of the study.

Chapter Two explicates a review of the relevant literature linked to governance of public funds in terms of capitation grants. The overriding essence is to create a new understanding from the theoretical debates and empirical literature reviewed. Theoretical literature reviewed the meaning of capitation grants, quality of education, overview of fee free education in Tanzania, governance of capitation grant in schools and its challenges. It shows the theoretical framework of the study. It also discusses institutional theory linked with the study objectives. Apart from the theoretical literature, the empirical literature critically analyses and synthesises various studies linked with the study objectives

While Chapter Three provides the methodology used to pre-empt the unknown, Chapter Four presents, analyses and discusses the findings on: the perceptions of the school community towards poor governance of capitation grants; the extent to which cognitive, regulative, and normative structures of public secondary schools contribute towards poor governance of capitation grants, as well as measures to enhance effective governance of capitation grants in public secondary schools. Chapter Five summarises the key findings, conclusions, and recommendations of the study in addition to suggestions for further studies in this subject area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

As noted earlier, the debates about whether effective governance of capitation grants improves quality of secondary education have dominated the discussions of researchers, training institutions, government technocrats, parliamentarians, as well as policy makers. This chapter provides both, the theoretical and empirical literatures in line with the study objectives. It presents the theoretical perspectives of the study, a critical analysis of the empirical literatures drawn in line with the study objectives, and the last part, provides a summary of the chapter which centers at the knowledge gap addressed by the study.

2.2 The Theoretical Perspectives

The theoretical perspectives of the study review definitions of key terms and concepts used by the study. Further, it provides an overview of the history of fee free education in Tanzania, and governance of capitation grants in schools and its challenges. Lastly, the section describes the theoretical framework of the study.

2.2.1 Capitation Grants

Various scholars conceive capitation grants to refer various issues. Winkler and Schlegel (2005) defined capitation grants for schools as the transfer of financial resources from the government or non-governmental organisations (NGOs) to either the small networks of schools or directly to schools. Likewise, Nkongolo (2014) considers capitation grants as the funds deposited by the government in each secondary school's account, mostly in proportion to the number of students for the purpose of improving quality education through enhancing both the effective teaching process and buying learning materials such as books and other reading materials, pens, examination expenses, exercise books.

For the purpose of this study, capitation grants refer to public funds released from the central government to decentralised public local facilities providing public secondary education for various purposes in those educational institutions.

2.2.2 Quality of Education

In the words of Qorro (2007), education is an informal, formal and nonformal development process that includes a particular understanding expressed in a particular socio-ideological context with a particular policy and agendas. As such, it is not only a manifestation and encouragement of human learning and development but also a development process that involves change for the better for both the society that designed the process and the individual enjoying the benefit of the process (Qorro, 2007).

The word quality is etymologically derived from Greek “Qualitas” which literally means the specific difference or the distinguishing features of a thing. In this study, quality of education is conceived as a multi-dimensional with both objective and subjective aspects resulting from better governance of capitation grants. Each dimension needs to be 'measured' in order to generate indicators but different dimensions will need different techniques for data collection, analysis and interpretation. The term had nothing to do with the ascribed norms of good and bad, however, quality education addresses the levels of achievement in education which can be viewed in terms of the relationship between the goals, expectations of the society and the impacted changes to learners, education system and the human society at large (Qorro, 2007).

Education goals include learning goals, which equips learners with knowledge, values, skills, and attitudes that are meant to make learners become better members of their respective societies (Nyerere, 1968). It also includes measurable inputs and outputs that keep the education system running and educational goals that basically uphold the dominant ideas within the particular society (Mmari, 2005). Since the goals of education are naturally different between societies due to possession of certain dominant ideas, the meaning of the quality of education is also different.

Measuring the quality of education can be accomplished in a multitude of ways. Quality can be measured based on inputs, process, outputs and outcomes. It is important to narrow the scope of inquiry. Within the lens of inputs, Quality education may refer to the, numbers of teachers, teacher training curricula, and learning materials. Secondly, it may refer to processes, which is the amount of direct teaching, time, and extent of active learning. Thirdly, it may mean outputs, that is, performance in test scores, examinations, graduation rates, and lastly it may refer to outcomes, that is, acquired learning outcomes or performance in subsequent employment. Basically, Learning Outcomes can be of two types: Either Competence Based or Knowledge Based learning outcomes.

While Competence or Skills Based Learning Outcomes (CBLO) generally begin with 'be able to' and the associated assessment criteria will predominantly reflect that the evidence must be observable. Knowledge Based Learning Outcomes (KBLO) generally begin with 'Know', 'Understand' or 'Know how to' and the associated assessment criteria will reflect that evidence can be recorded by means other than observation, although observation remains a valid method. Furthermore, in some quarters, quality education may simply imply the attaining of specified targets and objectives such as inclusiveness and equity to all societal groups (Chapman & Adams, 2002).

As such, when defining the context, you may want to consider whether you would like to define the quality of education through the curriculum being taught or through the results of the curriculum once it is taught. A formative evaluation in this context would be to measure the curriculum for the level of critical thinking being achieved and to refine the curriculum based on such measures until it attains the highest level of educative capabilities. A summative evaluation in this context would be taking measures of assessment results required by the curriculum and determining student learning levels within the course(s) being taught. Quality of education then must be reflected in some type of theoretical framework or model that can be used to shape a measurement and evaluation approach.

It is my point of view that first we must develop or select a quality framework or develop a theory of change that lays out the different dimensions of quality and how they theoretically influence each other and the ultimate educational outcomes - such as learning or performance. In my view the following indicators can be used to substantiate the quality of education: Satisfaction of students; satisfaction of stakeholder; responsiveness to students and societal needs; impact on society; connect with industry; employability of graduates; quality of faculty and quality of students; and contribution of alumni.

2.2.3 Fee Free Education in Tanzania

Historically, the government of Tanzania offered compulsory and fee-free education since the late 1960s. In the mid 1980s cost sharing education was introduced in the country and in 1995 enrollment fee was officially reintroduced (Daven, 2008). In 2002, however, Primary Education Development Program (PEDP) was re-introduced as another strategy of improving and enhancing fee free education. The PEDP not only introduced a particularly important innovation called capitation grants but also established a foundation for the later re-introduction of fee-free education for Ordinary Levels of public Secondary Schools (Uwazi, 2010; Rajani, 2009; Policy Forum, 2009). Further, in 2015, the government of the United Republic of Tanzania, assured citizens of fee-free education for Ordinary Levels of public secondary schools which was effected from January 2016 (Taylor, 2016). The government, therefore, had to directly fund the respective schools. Capitation grants were meant to facilitate and simplify the mechanisms through which the funds and resources would reach each school with the goal of improving quality education by eliminating revenue loss and certainly delay of funds for important needs.

The capitation grants were supposed to ensure constant supply to the needs and requirements of quality education by ensuring that enough learning and teaching materials are not only available but also accessible. Effective release of capitation grants in Tanzania is guided by a formula designed to eliminate the historically long time extremely large disparities in fund disbursement for education (Rajani, 2009).

The formula was designed to ensure that schools with more students receive more funds and the number of students would determine the amount of funds disbursement (Nkongolo, 2014). Capitation grants were effected immediately from 2002 to 2007 when each public primary school in Tanzania received an amount of Tsh.16,000 per every enrolled pupil per year until the year in accordance to the first PEDP.

The second PEDP from 2007 to 2011 significantly recognised the importance of capitation grants but it surprisingly reduced the disbursed amount from Tshs. 16,000 to Tshs. 10,000 per enrolled pupil per year. Despite the figures being reduced, studies conducted in 2010 revealed that the disbursed amounts were averagely less than five thousand Tanzanian Shillings (4189) per student per year (Nkongolo, 2014; Clausen and Assad, 2010). Most schools sought to spend the disbursed funds for books (40 percent), school requirements (20 percent), rehabilitation (20 percent), school administration (10 percent), and examinations (10 percent). However, not even 50% of the expected capitation grants were disbursed to the schools across the country, and therefore the expected outputs could hardly be realised since there were no effective and well established structures (Nkongolo, 2014).

In 2015, the Government of Tanzania (GoT) not only intensified the idea of capitation grants for primary schools but also re-introduced such funding to the public secondary schools. This has been a push factor for this study. While several studies have explored various factors informing utilisation of capitation grants in public secondary education, the problem related to poor governance of public funding in terms of capitation grants still exist. Consequently, this study explored how institutional factors contribute towards poor governance of capitation grants.

2.2.4 Governance of Capitation Grants in Schools

Governance is a term that is largely discussed by various scholars in the literature. Governance is simply defined by Brautingan (1991) as the exercise of control, authority or power. It can also be conceived as the exercise of political, economic and administrative power to manage affairs of a country at all levels (Sudarmo, 2006). Furthermore, it can be perceived as the one that contains processes, mechanisms, and

institutions through which various groups of people express their interests through exercising their legal rights, mediate their differences, and meet their obligations (UNDP, 1997).

Basically, various studies show that governance is attributed by the practices of good governance such as transparency, responsibility, democracy, participation, and accountability (UNDP, 1997; Akter & Girdharan, 2016). Akter and Girdharan (2016) define good governance as a proper way of managing resources of the country and affairs in a way that is open, accountable, transparent, equitable and responsible to the needs of the people. Thus, the successful governance of capitation grants in schools in fact needs resources to reach at schools, public officials use them dutifully by following their orders, and that its goals are normally monitored and that there are results (that are positive or negative) (Crouch & Winkler, 2009). Therefore, in this study, governance of capitation grants provided for schools is conceptualised as an act of putting policy decisions related to utilisation of public funds into action in order to achieve specific objectives. Thus, when the governance ideals are fulfilled by certain administrative organ, the outcome will be good governance or poor governance.

At school level, the administrative organ entrusted to govern the expenditure of capitation grants is school committees or boards (Mzee, 2017). For example, the European Education Act of 1998 put capitation grants system on statutory basis and set out the responsibilities of the boards (Carol *et al.*, 1986). In Tanzania, school boards refer as the ones established by the National Education Act through section 38 for the purpose of advising and supervising the management of a national school (United Republic of Tanzania [URT], 1978). For the purpose of this study, school boards refer as the organs formed by the Regional Commissioner to work as the management body in secondary schools. Following the decentralisation reforms that have been taking place since 1990s, school boards were given a mandate to act as supervisory bodies that participate in schools management instead of just acting as advisory bodies. These reforms are found in Secondary Education Master Plan (SEMP- of 2005 – 2011) (URT, 2000). They have powers relating to management, development, discipline, planning, and directing heads of schools. Other function of

the school boards is to ensure resources, such as capitation grants released by the state, are used efficiently. Thus, through school board members and other respondents, this study investigated how institutional factors contribute to poor governance of capitation grants released by the central government to secondary schools.

2.2.5 Challenges of Governance of Public Funds in Educational Institutions

In most cases, the poor education system is attributed by the lack of effective management, poor leadership and non-compliance to governance principles (Hoodbhy, 1998). Capitation grants provided by central government for schools need to be well managed in order to give intended results (Kiprono *et al.*, 2015). There are various studies showing challenges facing governance of capitation grants in Africa and other parts in the world. For example, Rosalina and Downs (2004) conducted a study in Poland, Brazil, and England and found that there was no anyone in the local community who understood the system of funding or having an idea about the value received. The same authors showed that even the parents were not included in governing school funds, only few of them (not exceeding one or two) participated in school board meetings. This is a challenge, as parents who are key stakeholders at school level are not much involved in school decision making about expenditure of capitation grants.

Kumar (2016) studied roles and functions of School Management Committees (SMCs) of Government middle schools in Kullu District of Himachal Pradesh and found that some members of SMCs were not attending SMC meetings. The reason for not attending was carelessness. This is a serious challenge because if members of the school boards or committees do not spare time for attending meetings of SMC, that room can be used by some heads of schools to misuse the school funds.

Capitation grants have neither been efficient not effective in the majority of selected African countries such as Ghana that is reported to have very high incidents of misuse of capitation grants provided by the government as the heads of the schools were reported to have provided soft loans to school staff members using funds from the

capitation grants without seeking the consent of the school boards, and therefore, of the government officials (Brookings Institute, 2007).

Another study conducted by Svensson and Reinikka (2008) that studied on the ways of “Fighting Corruption to Improve Schooling” by providing empirical evidence from a newspaper campaign in Uganda found out that, like Ghana, Uganda lacked transparency and accountability in handling the funds allocated as capitation grants for schools (Svensson & Reinikka, 2008). As well, the study conducted by Institute of Policy Analysis and Research [IPAR] (2008) revealed that there is a rampant mismanagement of school funds in Kenya and that sometimes the heads of schools are reported but actions are not taken against them by the concerned authorities.

In Tanzania, like other countries in the world, governance of capitation grants is faced with a lot of challenges as REPOA (2012) revealed that school committee members have poor monitoring capabilities. That means they cannot make follow ups on the expenditure of school fund. The body entrusted to monitor the taxpayer’s money at school level has not enough capacity to do so. Furthermore, it was revealed that the heads of schools have insufficient skills to manage school funds. This is also a challenge because most schools in Tanzania have no school bursar and the heads of schools do all the duties relating to financial management.

Nevertheless, challenges contributing to poor governance of capitation grants differ from one country to another depending on country’s economic status. This study was designed to explore how institutional factors limit governance of capitation grant in a Tanzanian context.

2.2.6 Cognitive Dimension of Institution

It is a dimension of institution that relates with being conscious mentally or thinking and reasoning of social being in an organisation to create change. Cognitive theorists like Powell and DiMaggio (1991) say cognitive dimension of institution is all about interpretations of shared meanings, mental models, and conceptual beliefs.

They emphasise that change in an organisation is internalised by organisational members through ideas and culturally supported. This means that members in an organisation choose to support a change willingly because they have knowledge and believe in it. Cognitive dimension of institution in this study is all about factors that limit governance of capitation grants relating to lack of knowledge and information on the way capitation grants are governed at school level.

2.2.7 Regulative Dimension of Institution

This views institution as a product of organisational elements like rules, regulations and new policies. Regulative theorists such as Barnett and Carroll (1993) conceptualise regulative institution as a product of market forces driven through coercive ways. This means that they believe the essential driver of change is legal obligation with fear and coercion acting as key factors affecting organisational change. Here members in an organisation are forced to change and not because they want to but they have to. Scott (2007) states regulative institutions as the rules of the game consisting of unwritten and written codes of conducts with enforcement mechanism that constrain social behaviour. In this study regulative dimension of institution is all about factors such as lack of rules, regulations and policies to govern the expenditure of capitation grants, as well as the weaknesses of the existing rules, regulations and policies on governance of capitation grants at school level.

2.2.8 Normative Dimension of Institution

Institutional change is sometimes driven by essential ingredients such duty and moral obligation. Normative dimension of institution can be conceptualised as doing what most others are expected to do or doing what is normally done in an institution. This is supported by normative theorists such as Selznick (1948) who say that members in an organisation feel they ought to change out of a sense of obligation and duty. It is all about values and norms that structures choices and stressing on how things should be carried out. Philosophically, normative dimension of institution is about which things that are good or bad, or actions that are right or wrong in an institution (Shelly, 1997). In this study, normative dimension of institution involves looking at elements such as

values, norms and social obligation of the school community and how those elements affect governance of capitation grants.

2.2.9 Theoretical Framework of the Study

Conceptually governance of capitation grants is an act of putting policy decisions related to utilisation of public funds into action in order to achieve specific objectives. Various theories such as system theory; networking theories as well as policy implementation theories can be used to understand the praxis of governance of capitation grants in public institutions vested with the responsibilities of offering education. However, due to their criticism, this study has laid its focus on institutional theory for the purpose of explaining about governance of capitation grants in those public institutions.

Literally, institutions are the “rules of the game” consisting of both, formal legal rules and informal social norms that govern individual behaviour and structure of social interactions (Minniti & Levesque, 2008). The Institutional theory helps to explain how institutional policies, rules, regulations, processes and products determine the behaviour of people, institutional actions, as well as decision making structure (Roy, 1997). The theory has over the years benefited from insights and articulations of eminent scholars such as Marx and Weber, Cooley and Mead, to Veblen and Commons.

Scott (1995) summarises the views of the founders of institution theory by defining institution to comprise of regulative, cognitive and normative structures and activities that provide stability and meaning to social behaviour.

While the regulative system utilises the established rules, laws, regulations as well as government policies to inform the process of governance of capitation grants, the cognitive structure or constructivism refers to the levels of knowledge, and access to those public funds. Likewise, the third dimension, normative institutions tend to prescribe shared values such as gender roles applicable within a given society (Ahl, 2006).

As such, the applicability and relevance of the institutional theory in relation to the objectives of the study revolves at understanding how regulative, cognitive and normative structures of institutions called public secondary schools contribute towards poor governance of capitation grants in Momba District.

2.3 Critical Analysis of Empirical Literature

There are some related researches that have been done in Tanzania and others outside Tanzania which study how capitation grants provided to government schools are governed and factors limiting its effectiveness. These literatures are critically reviewed on how they create the research gaps by looking on their methodology, findings as well as policy implications.

There is available study by REPOA (2012) that focuses on whether civic engagement and school autonomy affect governance of capitation grants at the level of the school. The study was conducted in 48 schools in 6 district councils. It used both qualitative and quantitative methods while a questionnaire administered to a total of 144 respondents used a five –point Likert scale. The study came up with some findings that both school autonomy and civic engagement variables were found to be related with the governance of the capitation grants in schools. That means when the parents attend meetings and engage in discussions of school matters, that becomes an important predictor of good governance of the capitation grants at school. The study ends by suggesting that improving the governance of capitation grants at the school level is crucial for improving the quality of education in primary schools in Tanzania. Despite the fact that the study tried to show the factors leading to mismanagement of the capitation grants in primary schools, it was not able to go deeply to study how institutional factors contribute to poor governance of capitation grants. Therefore, my study explored those institutional factors specifically in secondary schools in Momba District.

In his study about governance effectiveness on capitation grants and education outcomes in primary schools of Morogoro region-Tanzania, Mzee (2017) focuses on the effect of school governance and capitation grants on education outcomes. The study used a cross-sectional research design with mixed quantitative and qualitative

approaches. The study found that the school committees did not conform to the rules established for spending capitation grants due to its inadequacy. Moreover, members of the school committees were heavily depending on school heads in decision making. Also, adherence to good governance principles was not effective enough because school committees were not skilled in financial management. This made mushrooming of mismanagement of the fund that consequently led to poor performance of pupils.

Mzee's (2017) study profoundly assessed effect of public funding and school governance on academic performance of pupil in government owned primary schools in Morogoro region. This helps to give a clear picture of the problem of poor governance of capitation grants in the area. But my study focuses on exploring institutional factors contributing to poor governance of capitation grants provided for secondary schools in Momba District where socio-economic activities vary from Morogoro region.

Al-hassan and Al-Hassan (2010) conducted the research to assess the effectiveness of the fund given by the government in form of capitation grants with the aim of determining whether or not it is sustainable. The study was conducted in Northern, Upper West and Upper East of Northern Ghana. The study employed a modified Likert scale. It was found that there is high awareness of the existence of the capitation grants among important stakeholders of education, but its sustainability appeared to be weak. The weaknesses of the sustainability of the scheme contributed by various factors as mentioned by the researchers, but institutional factors were not well studied. Therefore, my study intended to fill that gap of knowledge by exploring on how institutional factors limiting governance of capitation grants provided for secondary schools in Momba District.

Maulid (2017) focuses on investigating accountability and its facilitation in efficient management of school fiscal resources in Tanzania, specifically in Dar es Salaam and Dodoma. The study employed interviews, focus group interviews and documentary reviews. It included 56 participants. It disclosed several factors influencing good usage of school funds in Tanzania such as the nature of accountability and how the

important players are guided by number of rules and regulations in order to implement procedures in the management of school financial resources. Other factors are financial procedures employed during the allocation and during utilisation. Moreover, more findings disclosed that factors characterised by misuse in schools are in general related to weaknesses in organisational structure, personal gain, and weak financial procedures.

Despite the vibrant research by Maulid (2017), the researcher's qualitative study cannot be used to generalise the findings to all other places in the country. This is due to the reasons that factors are not constant in the same place or the same to all places. The study could give more information if it could have involved both qualitative and quantitative approaches. Thus, my study used both qualitative and quantitative approaches to yield more information.

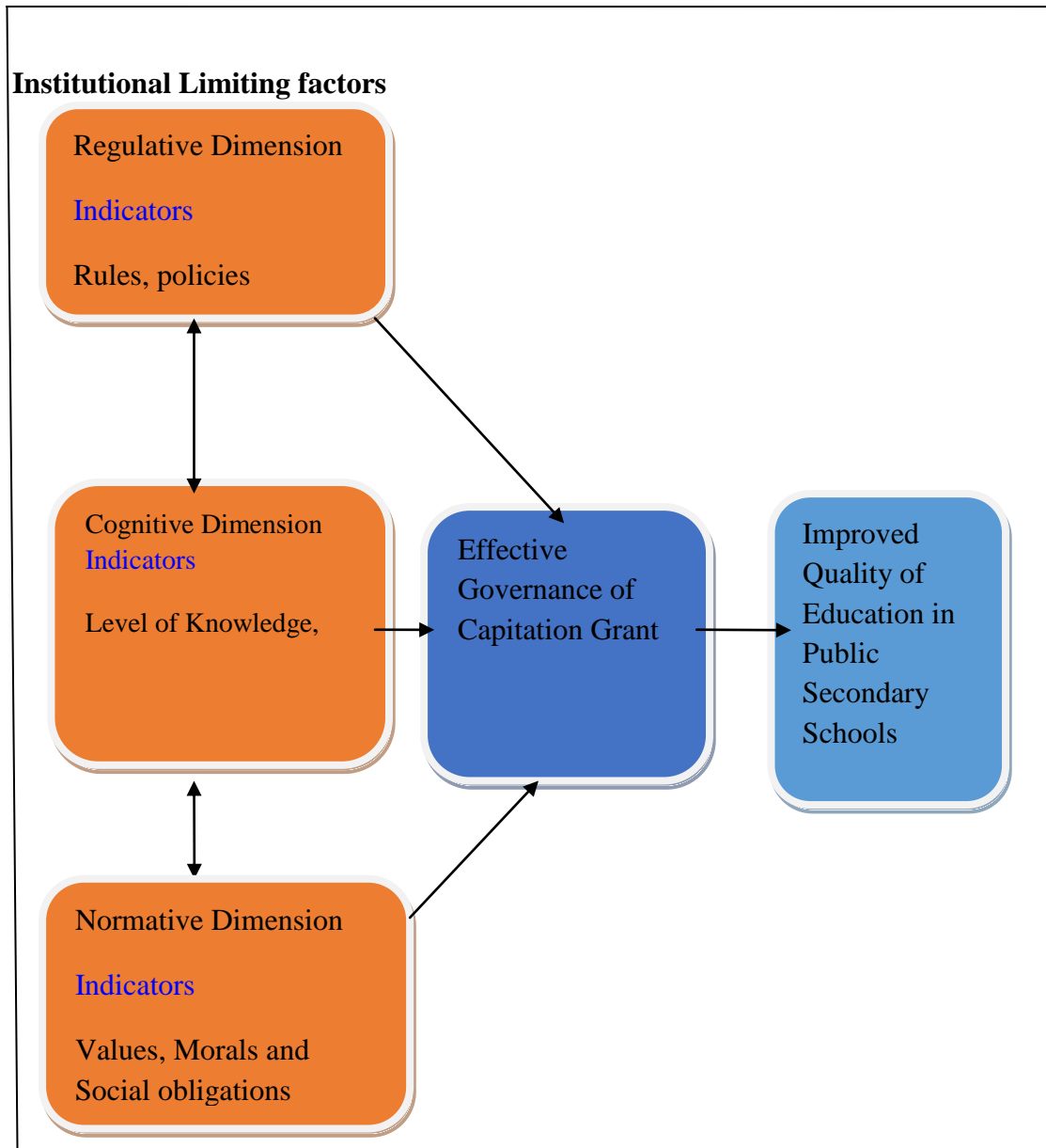
2.4 The Knowledge Gap

Literature has shown that most studies on this field have been based on the capitation grants for primary schools (Mzee, 2017; REPOA, 2012; and Al-hassan and Al-Hassan, 2010). Moreover, very little has been said on how institutional factors (regulative, cognitive and normative dimensions) inform the governance of public funds in those institutions. This is the gap filled by this study. Consequently, this study was set to explore how regulative, cognitive, and normative structures of public secondary schools contribute towards poor governance of capitation grants in Momba District

2.5 The Conceptual Framework on Governance of Capitation Grants

This diagram as demonstrated by Figure 2.1 below conceptualises how the institutional indicators from (regulative, cognitive and normative) dimensions of public secondary schools relate with the governance of capitation grants at the district level in Tanzania. The diagram does not focus on the causal-effect relationship between independent and dependent variable, rather shows the contribution of the study objective to the governance of the capitation grants for improving quality of secondary education. The arrows indicate feedback to and from different parts.

Figure 2.1: Conceptual Framework of the Study



Source: *Adopted and Modified from Palthe's (2014) Study of Implications for Managing Change*

Figure 2.1 shows how various institutional indicators from (regulative, cognitive and normative) dimensions of public secondary schools relate with the governance of capitation grants at the district level in Tanzania. As such, once the government has allocated funds such as capitation grant to an education facility such as secondary schools, the governance of the allocated funds in form of capitation grants will depend

on the nature and strengths of institutional indicators from (regulative, cognitive and normative) dimensions of public secondary schools. Those are the determinants of governance of public funds for improving the quality of education in institutions called public secondary schools.

2.5.1 Description of the Items used in Conceptual Framework

i) Rules, Regulations and Policies: These are regulative dimension indicators that regulate interactions and constrain human behavior in the institution (Geels, 2004). These set punishments and rewards backed up with sanctions. They are used to give directives on how things should be legally undertaken, for example the legal way of governing capitation grant provided central government to schools. Therefore, these elements of regulative dimension are used to determine the effectiveness or ineffectiveness of governance of capitation grants.

ii) Level of Knowledge: This entails the extent to which an individual in an organisation has skills to impact change. Knowledge is defined as the awareness or skills gained through learning or experience (The Concise Oxford Dictionary, 1998).

iii) Values, Morals and Social Obligations: These are normative dimension indicators that constrain individual behaviour in an organization. Values are defined as codes or standards of behaviour in the organisation. It explains what should be judged as good or bad (Spranger, 1928). Therefore, these are ideals that members of a certain culture share and normally have strong influence on social behaviour.

Morals are defined as standards of behaviour guiding individuals in the society to know what is right or wrong in their doings (MacIntyre, 1984). They are used to explain how people in the organisation have to live in relation with others through doing what is expected to be done.

Social obligation means commitment or duty someone has to fulfill be it legally or morally just to follow society's customs or traditions (Rossi, 2001). Therefore it involves dos and donts that are defined by the society. In this study, social obligation is used to see how it affects governance of capitation grants at school level.

In the conceptual framework, values, morals, and social obligation of normative dimension of institution are described as the determining factors of effective governance of capitation grants.

iv) Effective Governance of Capitation Grants: The term effective literally means able to do something or being effectual (The Concise Oxford Dictionary, 1998). Therefore, effective governance of capitation grant in this study means ensuring the specific objectives of capitation grants are fulfilled through effective management.

v) Improved Quality of Education: This is the end product of inputs and processes in education sector. Quality of education is sometimes attained if government injects money in running the schools and that money is used effectively and efficiently. In this study, improved quality of education in schools is expected to be attained if governance of capitation grants is effective.

2.6 Summary of Chapter Two

This chapter reviewed the literature of utilisation of capitation grants and tried to link it with the improved quality of education in Tanzania. The overall assessment of empirical debates and studies aimed at improving utilisation of capitation grants succeeded in documenting a number of key shortcomings in the literature of governance of public funds in the local settings. As such, they have made important contributions to our understanding of measures and mechanisms for improving utilisation and governance of public funds. Despite these achievements, there was a scant literature on institutional factors limiting governance of capitation grants in public institutions located in the local settings. As such, the literature review helped to fill some of literature gaps that the objectives of this study strive to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the methodology that guided the study towards exploring the institutional factors that contribute towards poor governance of public funds provided in terms of capitation grants in institutions that provide public secondary education in Momba District. The chapter presents and justifies the utilisation of: the research design; the area of study; the population and sample size; the sampling techniques; the methods and instruments of data collection, validity and reliability of research instruments, data processing as well as data analysis. The last section survey the utilisation of research ethics.

3.2 Research Design

This study utilised a case study design. The design was chosen because it allows description of participants' experiences views, existing beliefs, perceptions and norms on a particular research issue (Yin, 2009). In this study, utilisation of a case study design enabled to establish a framework of exploring the problem related to institutional factors contributing to poor governance of public funds released by central government to decentralised public local facilities providing secondary education. It was chosen because it allows the exploration and understanding of complex issues within a specific context (Zainal, 2007). This means that a small geographical area is chosen as a subject of study to be intensively studied to acquire an in depth information. Momba District was chosen to explore how institutional factors limit governance of capitation grants for secondary schools.

Studies have revealed that a case study design is significantly founded on the interpretive philosophical groundwork, in which scholars argue that human social life is qualitatively different from any other scientific study (Creswell, 2009). Truth is therefore said to be relative means that it is dependent upon some agreed and socially-constructed norms, beliefs and perceptions (Muya, 2014). The denial of universal objective truth in the social human life, enabled for the collection and analysis of the

knowledge obtained from the government representatives, school administration, members of the school boards, teachers and students on institutional factors limiting governance of capitation grants provided for secondary schools in Momba District.

3.3 Research Approach

This dissertation adopted the mixed research approach in which qualitative data featured more compared to quantitative ones, hence bearing the name: Qualitative sequential quantitative mixed research approach. The rationale of utilising this approach stems from the nature of design of research questions. The dominance of qualitative approach was due to the fact that the study sought to examine and understand informed insights, experiences, beliefs and attitudes of the school community towards institutional factors limiting governance of public funds for the realisation of quality education among public secondary schools. The qualitative approach was however, supplemented with the quantitative approach so as to bring in some understanding on the causal-effect relationship of some variables under study.

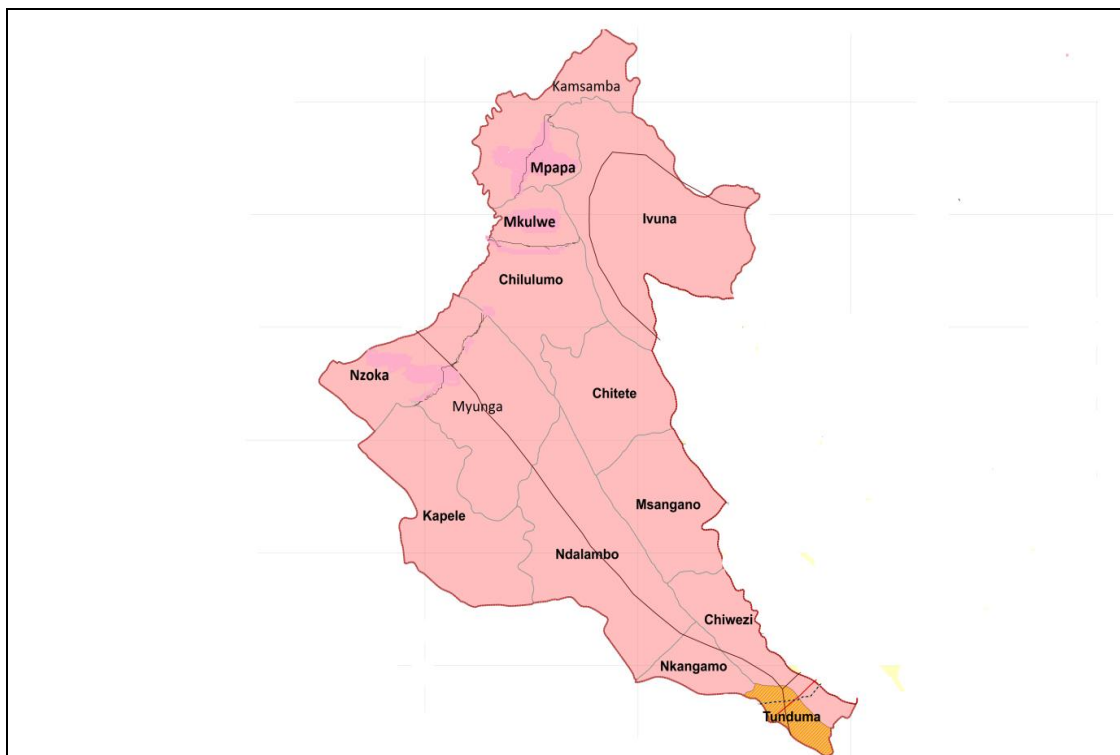
The quantitative approach enabled the study to describe the nature and characteristics of the population. Despite the apparent differences in philosophical assumptions and methodologies between the qualitative and quantitative approaches, utilisation of the two research approaches according to Muya (2014) not only complements each other, but to unanimously optimise the reliability and validity of the study. The mixed-methods approach ensured the careful selection of methodology and increased the potency of the study in the analysis of rational premises for the unknown conclusions and inferences.

3.4 The Area of Study

The study was conducted in Momba District which is located at the North-Western part of Songwe Region in Tanzania. Momba District is one among four districts in Songwe region. It covers 5856 square kilometers which is equivalent to more than one fifth (21%) of Songwe Region. There is no school providing Advanced Level of secondary education although plans to upgrade one of the nine schools already started.

There are facilities and infrastructures built to ensure that pupils who qualify are actually enrolled.

Figure 3.1: A Map of Momba District Showing a Surveyed area of Secondary Schools



Source: Momba District Profile (2017)

Momba District was selected because the study wanted an area where there is limited information about governance of capitations grants in its secondary schools. Momba District is a new district that was formed in 2013 and it is also available in Songwe region that was also formed in 2016. Therefore, it was chosen because there is scanty information relating to governance of capitation grants released by central government to its secondary schools, as the district is facing many challenges of education delivery, researches are needed to come out with the solutions.

3.5 Target Population

Kothari (2004) gives a definition of target population to be a group from which the researcher intends to get information and makes conclusions. This research involved the following important stakeholders from Momba District as targeted population:

Students; District Secondary Education Officer (DSEO); Teachers Trade Union (TTU)-Secretary; Heads of Schools; Academic masters/mistress; Teachers; Chairpersons of school board; and other members of school board. The total population of this study was 1574 as demonstrated on the Table 3.1.

Table 3.1: Population Distribution of the Study Area

Categories	Amount in the Category
DSEO	1
TTU District Secretary	1
Headmaster in Momba sec school	1
Academic Master/Mistress – Momba sec	1
Teachers in Momba sec school	17
Students in Momba sec schools	399
Chairperson of School Board -Momba sec	1
School Board Members – Momba sec	8
Headmaster in Uwanda sec school	1
Academic Master/Mistress – Uwanda sec	1
Teachers in Uwanda sec school	16
Students in Uwanda sec schools	251
Chairperson of School Board Uwanda sec	1
School Board Members – Uwanda sec	8
Headmaster in Chikanamlilo sec school	1
Master/Mistress – Chikanamlilo sec	1
Teachers in Chikanamlilo sec school	24
Students in Chikanamlilo sec schools	437
Chairperson of School Board Chikanamlilo sec	1
School Board Members – Chikanamlilo sec	8
Headmaster in Msangano sec school	1
Master/Mistress – Msangano sec	1
Teachers in Msangano sec school	17
Students in Msangano sec schools	367
Chairperson of School Board Msangano sec	1
School Board Members – Msangano sec	8
Total	1574

Source: Field data, 2018

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

According to Kothari (2004) sample size is stated as the number of items that are selected from the universe to form a sample. Among other reasons that determine sample size is the style of research that is mentioned to have important contribution (Cohen *et al*, 2000). Therefore, this study used a sample size of one hundred and one (101) as indicated on Table 3.2.

Table 3.2: Sample Size of the Study

Respondents	Expected respondents	Response
District education officer	1	1
TTU District Secretary	1	1
Heads of schools	4	4
Academic Master/Mistress	4	4
Teachers	40	40
Students	15	15
Chairperson of School Boards	4	4
School Board Members	32	30
Total	101	99

Source: Field data, 2018

3.6.2 Sampling Procedures and Techniques

The study used purposive sampling, simple random sampling, and stratified random sampling procedures to select the study sample.

3.6.2.1 Purposive Sampling

This is undertaken with the purpose, the researcher purposely chooses a respondent who is relevant to the topic of the study and can be easily available to him or her (Rwegoshora, 2006). It utilised a purposive (non-probability) sampling technique for the selection of both, four (4) secondary schools based on how long they have been established. The selected secondary schools and their registration years included Chikanamlilo - 2000, Momba -2005, Msangano - 1999 and Uwanda 2004 (DSEO Report, 2016). The selection of these schools basing on how long have been established focused to get more information about the practices on governance of capitation grants because they have good experience of receiving and utilising of capitation grants from the government since it was introduced in 2002.

Furthermore, the selection of heads of schools and academic masters was due to the reason that they are key stakeholders for utilisation of capitation grants at school level. Heads of schools are the accounting officers of their schools who are responsible to ensure capitation grants at their schools is well utilised. Academic masters have to get teaching materials to ensure good performance of their students. Likewise, the study selected purposively chairpersons of school boards and other board members because they are responsible for the management of the schools including good governance of capitation grants. DSEO and TTU – District secretary

were chosen because they are responsible to administer the administration of the schools including ensuring the government supply all the needed aids such financial assistance for the running of secondary education. Therefore, all the respondents selected purposively believed to have necessary information required for this study.

3.6.2.2 Simple random Sampling

Simple random sampling that is lottery method was used to select number of teachers from all schools to be used in the study. Lottery method is the one whereby a researcher chooses randomly numbers which correspond to a subject. The researcher was given the list of teachers' names and gave them numbers. The numbers were mixed in the box and the researcher picked to get the right sample whereby from each school a total of ten (10) teachers were chosen to participate in the study.

3.6.2.3 Stratified Random Sampling

The study also utilised stratified random sampling to select a representative sample from students. Singh (2007) terms stratified sampling as an act of dividing the population into strata and then use a simple random sample. For ensuring that students from each school are adequately represented, a researcher used a proportionate stratified random sampling where each stratum (school) has the same sampling fraction (Henn, Weinsten & Foard, 2009). Therefore, fifteen (15) students from the selected schools were obtained to be used in the study. Table 3.3 shows the students sampling process for this study.

Table 3.3: Selection of a Study Sample from Students

S/N	Name of Sec Schools	Number of Students	Target population	Sample Size
1	Momba	399	39	4
2	Uwanda	251	25	3
3	Chikanamlilo	437	43	4
4	Msangano	367	36	4
Total		1454	143	15

Source: Field Data, 2018

The target population that is 143 was equivalent to 10% of the total population. A sampling fraction of 0.105 was obtained from taking a required sample size of the students: 15/143. That sampling fraction was in turn multiplied by each strata of a target population to create a sample size for each stratum. Thus, when sample size of the respective strata was obtained, the students were selected randomly by using the lottery method. This means that I went to each particular school and was given names of student's leaders. The students' leaders were given numbers and the researcher randomly picked the required numbers to obtain the sample size needed. Before picking numbers, the researcher ensured the numbers are well mixed in the box.

3.7 Types of Data and Tools for Data Collection

The study employed both secondary and primary data. Secondary data was obtained from documentary reviews including published and unpublished literature such as official reports, books, journals, articles, internet sources, theses and dissertations. Likewise, the primary data was collected using interviews and questionnaires.

3.7.1 Interviews

The study employed a semi-structured interview as a research tool for data collection. Unlike the structured interviews that have concrete set of questions that prevent diversion, a semi-structured interview openly allows for the generation of new ideas from the interviewee. The semi-structured interview generally allowed the interviewer to formulate a framework of themes that were explored in an interview guide. The pre-interview guides helped the researcher to focus on the objectives of the study without being limited to a particular style. The semi-structured interviews allowed the interviewer to amend the questions in accordance to situations and the nature of the interviewee. The interview guide was purposely used because it enabled the researcher to get information directly while clarifying some questions and arguments the influence of effective capitation grants on the quality of education.

Interviews were not only a useful and appropriate instrument of collecting data from key informants but also were used to supplement the data collected from questionnaires and documentation. The informed consent of respondents was sought before the interviews were conducted. A total of fourteen (14) interviews were

conducted. Standardised open-ended types of interviews (Zainal, 2007) were conducted. Similar questions were asked to the four (04) heads of schools of the selected secondary schools in Momba District. Likewise, DSEO- for secondary schools (01), Chairpersons of school boards (04), academic masters/mistress (04), and TTU- District secretary (01) were interviewed. In-depth interviews were crucial for this study because it is from these key informants that the study essentially relied for the realisation of its objectives and main arguments.

3.7.2 Questionnaires

A questionnaire, as an appropriate tool for collecting information within a relatively short period of time, refers to a sequence of questions that prompt for answers from either an unaided respondent or asked by an interviewer which in turn becomes an interview (Muya, 2014). Questionnaires with close and open-ended questions were sent to thirty two (32) school board members. Out of the 32 questionnaires sent, about two (02) questionnaires were not returned due to unknown reasons while the rest returned and were fully filled.

The reason for administering semi-structured questionnaires is that it contained both closed and open-ended questions helped to avoid prejudiced findings. While the open-ended questions invited free responses, the closed-ended questions allowed respondents to choose from the provided alternative responses. The semi-structured questionnaire contained short and precise questions. The questions still logically allowed the provision of quick and accurate information from the respondents. The study was also sensitive in translation and pre-testing of the questionnaire.

The findings from the questionnaire were presented in both tables and percentages, described and then critically analysed. The drafting of questionnaires generally focused on exploring the institutional factors contributing to poor governance of capitation grants released for realizing quality education among public secondary schools, examining the extent to which institutional factors (cognitive, regulative, and normative factors) affect governance of capitation grants for public secondary schools in Momba District, and finding out the cognitive, regulative, and normative measures to enhance effective governance of capitation grants in public secondary schools.

This was a significant tool because all the respondents could read and write and they had enough time to evaluate the questions before they responded.

3.7.3 Focus Group Discussions

Focus Group Discussions are techniques of data collection where a group is used as a device for eliciting information (Stewart & Shamdasani, 1990). The participants of Focus Group Discussions were teachers (40), and students (15) from all secondary schools. A total of 8 focus group discussions were conducted in each secondary school with 4 focus group discussions for students, and 4 for teachers. The aim was to get their perceptions and experiences on the practices of governance of capitation grants at school level.

3.7.4 Documentary Reviews

The technique of data collection deeply subjected to critical analysis of the documents related to the topic of the study. In this study, official documents such as the capitation grant directives and school's records and established regulations were critically reviewed to understand how they affected the effectiveness of capitation grant and, consequently, the quality of education. The schools' annual reports were also reviewed. This study equally involved the web-based documents incorporating and collecting both the soft and hard copy documents. The documentation used and examined in this study was accessible publicly. The other secondary data obtained from the Momba District Council's documents especially the office of the District Education Officer were also reviewed and analysed. The significant information retrieved from these important sources was used to cross-examine the consistency of information generated through the use of interviews and the questionnaires based approach. Examples of the information obtained through this documentary analysis were number of students; number of teachers from each school; and the time of schools were established.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity

This involves the effectiveness of the instruments (Krishnaswami, 1993). To ensure the validity of instruments, like the questionnaire and interview schedules, the researcher made the pilot study in the area of study in order to reveal if there is a need of modification. Furthermore, the questions for questionnaire and interview were translated in Kiswahili language seems to be more familiar to respondents. This intended to get as much information as possible.

3.8.2 Reliability

Ary, Jacobs, and Sorensen (2010) argue that reliability is more about the consistence of the result obtained by the measure each time. The accuracy of instruments determines the consistence of results. In this study, to make sure that the instruments are reliable, various measures were taken such as pilot tests of interview and questionnaire guides were conducted.

3.9 Data Processing and Analysis

Since the study utilised both quantitative and qualitative data, a sequential data analysis was preferably used. In the sequential data analysis, qualitative data analysis preceded the analysis of quantitative data. This is because the qualitative data analysis started as early as the beginning of data collection. The findings obtained from the early data analysis acted as a guide to the subsequent data collection.

In this study, qualitative data analysis was conducted through content analysis. In this study, both orals and written communications were coded or classified according to some conceptual framework. Thus, for example, institutional factors limiting governance of capitation grants were coded as regulative, normative or cognitive. Since those terms are subject to many interpretations, the researcher specified definitions clearly. Newman and Robson posit that content analysis can be used to produce either a quantitative description of the content in a text or a qualitative description of the content in a text in a process of revealing meanings and discover in-depth insights of content in a different way (Neuman & Robson, 2009).

In this study, the qualitative path to content analysis was employed. It was guided by memo writing and both approaches to coding: manifest coding and latent coding as well. This thematic analysis aimed at searching for patterns in data such as the recurrent behaviours, school community perceptions in line with the governance of capitation grants. The identified patterns were interpreted in terms of the setting in which they manifested themselves. Basically, in this study, qualitative data analysis allowed for the organisation of data into themes, and data refining. Apart from qualitative data analysis, this study further employed quantitative data analysis. The quantitative data for this study were basically analysed descriptively using measures of central tendency such as mean and standard deviation through Microsoft Excel, and presented by using tables with frequencies and percentages respectively.

3.10 Research Ethics

The study followed the ethical standards for conducting an academic research. The researcher asked for the research clearance letter from Mzumbe University. The researcher significantly sought for the respondents' informed consent. The respondents were allowed the choice of remaining anonymous (even to the researcher) throughout the study so as they may be assured of their privacy. The researcher also ensures confidentiality to respondents who wished to conceal some information.

3.11 Summary of Chapter Three

This chapter has presented and justified the utilisation of: the research design; the area of study; the population and sample size; the sampling techniques, the methods and instruments of data collection, data processing as well as data analysis. As such, it has made important contributions towards understanding the nature of the problem related to poor governance of capitation grants from the public institution that provide secondary education. Indeed, conceptualisation of the institutional factors such as regulative, normative and cognitive have enabled to develop the means of how to measure governance of public funds in those local facilities that provide public education.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses data, as well as discusses the findings from a study on institutional factors that contribute towards poor governance of public funds provided in terms of capitation grants in public secondary schools located in Momba District. Apart from linking the discussion with the reviewed literature in line with the study's objectives, the section also analyses the conformity of an adopted institutional theory in the literature as well as in the conceptual framework with the findings of this study. The objectives of this study were three folds: first, to identify the perceptions of the school community towards poor governance of capitation grants in the study area, second, to examine the extent to which cognitive, regulative, and normative structures of institutions called public secondary schools contribute towards poor governance of capitation grants, and lastly to find out the regulative, cognitive and normative measures that could enhance effective governance of capitation grants in public secondary schools.

The presentation, analysis of data and discussion of findings is organised under the following sections: The first one provides socio-demographic characteristics of respondents; the second profiles the perceptions of the school community towards poor governance of capitation grants in their local settings; and the third provides the extent to which institutional factors (cognitive, regulative, and normative factors) contribute towards poor governance of capitation grants in secondary schools. While the fourth section discusses the cognitive, regulative and normative measures towards enhancing effective governance of capitation grants in public secondary schools. The last part provides the summary of the chapter.

4.2 Socio-Demographic Characteristics of Respondents

The study consisted of 101 study participants who were involved either directly or indirectly at the locally established public secondary schools in Momba District that are coordinated and funded by the GoT through her Ministry of Education and Vocational Training. However, only 99 respondents were valid for this study and they

were selected from varying demographic characteristics. Such features were distributed in accordance to Age, Gender, Education and Occupation of the respondents. This was important because the varying demographic features allowed for a wide perspective of responses that informed the findings of this study.

4.2.1 Sex of Respondents

As can be seen from Table 4.1 below, the majority, 61.6% of the respondents were male while just 38.4% of the respondents were female. This shows that gender distribution among respondents was not equal. This infers that, at least in Momba District where this study was conducted, males are more engaged in governance of capitation grants either through directly participation in education matters or school administration than females. The reasons for this were not clear. This finding shows how Tanzanians women are in governance of public resources such as capitation grant. One of the women in the Momba District had this to say during an interview:

Mh! ...I doubt if a high proportion of women understand or take initiatives in governance of public resources such as capitation grants, mainly because we are constrained with so many family affairs such as search for water, raising up children as well as meeting our daily livelihoods in our local settings.

Although the gender difference may seem insignificant, it can be inferred from these findings that governance of capitation grants for improving quality of secondary education is gender insensitive. This finding is contrary to the study conducted by Qorro (2007) who thought that quality education affects both boys and girls equally.

Table 4.1: Distribution of Respondents by Sex (n = 99)

SN	Sex	Secondary Schools								District		Total	
		Momba		Uwanda		Chikanamlilo		Msangano		Level		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Male	14	14.1	15	15.2	14	14.1	17	17.2	1	1.0	61	61.6
2	Female	10	10.1	8	8.1	11	11.1	8	8.1	1	1.0	38	38.4
TOTAL		24	24.2	23	23.2	25	25.3	25	25.3	2	2.0	99	100.0

Source: Field Data, 2018

4.2.2 Age of Respondents

Table 4.2 shows that the majority of the respondents were youth aged below 40 years while others were elders aged 40 years and above. The respondents below 30 years were 27.3%, 30 – 39 years were 44.4%, 40 – 49 years were 21.2%, and those with above 50 years were 7.1%. This shows that people of different age groups are engaged in education matters in Momba District. However, the differences imply that the young generation has realised the importance of education and engaging in education matters. This is important for not only revealing the quality of education achieved but also for sustainable development of the education sector. The argument is in line with Qorro (2007) who argued that since education prepares one for productivity through providing the required essentials for life, it is the responsibility of family and the society at large to invest in education as an important assurance for the future of the young generation.

Table 4.2: Distribution of Respondents by Age (n = 99)

S N	Age Group	Secondary Schools								District		Total	
		Momba		Uwanda		Chikanamlilo		Msangano		Level		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Below 30	5	5.1	6	6.1	9	9.1	7	7.1	0	0.0	27	27.3
2	30 – 39	14	14.1	10	10.1	8	8.1	11	11.1	1	1.0	44	44.4
3	40 – 49	4	4.0	6	6.1	5	5.1	5	5.1	1	1.0	21	21.2
4	Above 50	1	1.0	1	1.0	3	3.0	2	2.0	0	0.0	7	7.1
TOTAL		24	24.2	23	23.2	25	25.3	25	25.3	2	2.0	99	100.0

Source: Field Data, 2018

4.2.3 Level of Education

The results on education levels of the respondents revealed that 15.2% of the respondents were still pursuing their certificate of secondary school education. About 29.3% of the respondents had at least a university level of education, that is, bachelor or masters degree. Moreover, about 23.2% of the respondents had completed certificate of secondary education, 30.3% had a tertiary education, and 2.0% had a primary education (refer Table 4.3). Significantly, this is an illustration of the fact that

most respondents had substantial knowledge and education skills that provided informed information required for the realisation of the objectives of the study.

Further to that, the findings show that most respondents not only had adequate education but also could grasp the questions and provide relevant and useful answers to the questions. While the higher number of non-graduate respondents meant also to measure the quality of education offered, the gap between the levels of education were also significant in the acquisition of information from different angles of societal understanding. In line with the African-American Institute [AAI] (2015) report, that the growing generation of young men and women may compel the improvement of the quality of education for economic development in Africa since investors are attracted to the availability of not only skilled but also educated labour force.

Table 4.3: Education Level of Respondents (n = 99)

S N	Education Level	Secondary Schools								District Level		Total	
		Momba		Uwanda		Chikanam lilo		Msangan o		N	%	N	%
		N	%	N	%	N	%	N	%				
1	Non formal	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	Primary	1	1.0	0	0.0	0	0.0	1	1.0	0	0.0	2	2.0
3	Still in Sec.	4	4.0	3	3.0	4	4.0	4	4.0	0	0.0	15	15.2
3	Secondary	5	5.1	5	5.1	8	8.1	5	5.1	0	0.0	23	23.2
4	Tertiary	9	9.1	8	8.1	5	5.1	8	8.1	0	0.0	30	30.3
5	University	5	5.1	7	7.1	8	8.1	7	7.1	2	2.0	29	29.3
TOTAL		24	24.3	23	23.3	25	25.3	25	25.3	2	2.0	99	100.0

Source: Field Data, 2018

4.2.4 Occupational Status of Respondents

The majority that is 48.5% of the respondents were teachers. These were significant because the study sought to examine the institutional factors limiting governance of capitation grants in secondary schools. It is through teachers that the variables could be tested for the best results. Teachers also hold the necessary keys for opening doors to the acquisition of quality education. The argument is in line with the study conducted by Rajani (2009) who thought that, after receiving capitation grants,

teachers ought to ensure that enough learning and teaching materials are available and accessible. As well, 34.3% of the respondents were school board members (Table 4.4). School board members were significant as they play a key role on the governance of capitation grants' expenditure. These members were important because despite their role in scrutinising and advising the school administration, they are also responsible for designing formulas to, as Rajani (2009) would say; eliminate the historically long time extremely large disparities in fund disbursement for education. Only a few 2% of the respondents were from the district level of administration, one representing the government (that is DSEO) and another one representing the Teachers' Trade Union. These were important since the study sought for information about the effectiveness of capitation grant disbursement (refer Table 4.4).

Table 4.4: Occupational Status of Respondents (n = 99)

S N	Occupation	Secondary Schools								District		Total	
		Momba		Uwanda		Chikanam lilo		Msangan o		Level		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Teachers	12	12.1	12	12.1	12	12.1	12	12.1	0	0.0	48	48.5
2	SBMs	8	8.1	8	8.1	9	9.1	9	9.1	0	0.0	34	34.3
3	Students	4	4.0	3	3.0	4	4.0	4	4.0	0	0.0	15	15.2
4	DSEO	0	0	0	0.0	0	0.0	0	0.0	1	1.0	1	1.0
5	TTU-Sec	0	0.0	0	0.0	0	0.0	0	0.0	1	1.0	1	1.0
TOTAL		24	24.2	23	23.2	25	25.2	25	25.2	2	2.0	99	100.0

Source: Field Data, 2018

4.3 The Community Perceptions in Governance of Capitation Grants

The first objective of the study sought to assess the community perceptions in governance of capitation grants. Their perceptions were assessed at various levels such as through; the process of disbursing capitation grants in schools; the challenges in the disbursement of capitation grants; the perceptions on utilisation of capitation grants in schools; as well as the community perceptions on the status of education provided in Momba District.

4.3.1 Perceptions on the Process of Disbursing Capitation Grants in Schools

Study participants were asked whether they know the process involved in capitation grant disbursement. About 86.7% of the school board members indicated that they know the process of disbursing capitation grants to their schools, while 13.3% of them did not have knowledge on how the capitation grants are disbursed to the point of arriving to the particular schools. Other respondents such as heads of the schools, district officials, academic masters, teachers, and chairpersons of the school boards admitted that capitation grants for public secondary schools are disbursed, depending on the number of students straight from the national treasury to either directly to the school's bank account or rarely through a bidder. Asserting this claim, one among chairpersons of the school boards said:

“We are told that the money coming to our school in form of capitation grants are disbursed from the national treasury to the particular school's bank account and the amount depends on the number of students we have”

The claim affirms Nkongolo's (2014) conclusion that the capitation grants were meant to ensure that schools with more students receive more funds and the number of students would determine the amount of funds disbursed.

Table 4.5: The Process of Disbursement of Capitation Grants (n = 30)

SN	Response	Secondary Schools								Total	
		Momba		Uwanda		Chikanamlilo		Msangano		N	%
		N	%	N	%	N	%	N	%		
1	Yes	5	16.7	7	23.3	7	23.3	7	23.3	26	86.7
2	No	2	6.7	0	0	1	3.3	1	3.3	4	13.3
TOTAL		7	23.4	7	23.3	8	26.6	8	26.6	30	100.0

Source: Field Data, 2018

4.3.2 Perceptions on Challenges in Disbursement of Capitation Grants

The respondents were asked to give their views on the challenges involved in the disbursement of capitation grants. The DSEO claimed that his office does not know when the funds are disbursed from the national treasury to the schools' bank accounts. He also asserted that schools do not send changes in the number of students on time

and, therefore, there have been several occasions whereby the schools received a lower amount than they could have got. The study is in line with the results of Mushi (2006) who revealed that despite the existence of guidelines for the disbursement and expenditure of the capitation grants to make it effective, lack of transparency and erratic disbursement may lead to the misuse of the funds which could affect both the effectiveness of capitation grants and the quality of education.

Furthermore, all heads of schools, academic masters/mistress and district officials confirmed that the amount disbursed as capitation grants for public secondary schools, is insufficient if compared to the needs. Emphasising on this, one among the interviewed heads of schools had this to say during an interview:

“Running a secondary school in Tanzania is a cumbersome work. This is because the money provided by the government as capitation grants are not sufficient for the all needs of our school. We are sometimes forced to tell the parents to contribute money to run the school. This weakens the struggles to realise the fee-free education policy.”

There is a general dissatisfaction of the education stakeholders on the disbursed amount of capitation grant. These findings are contrary to the conclusion 2007 study by Galabawa that the capitation grants should not be merely a policy in papers; it should be a practical allocation of enough funds that are properly disbursed for the aim of achieving the intended impact to education.

4.3.3 Perceptions on Utilisation of Capitation Grants in Schools

The members of the school boards that are 73.3% complained that they are not well involved in the process of capitation grant disbursement as well as on the decisions about the expenditure of the funds. While, a few 26.7% are the ones who said that they are involved. Moreover, all chairpersons of school boards who were interviewed claimed that they meet in less than the required four times a year and therefore it is hard for the board to take control of expenditure of the funds. One among chairpersons of school boards said:

“We have very few board meetings, and whenever we have a meeting and make enquiry about the funds, someone would just read the figure of the amount disbursed and some small hard to understand percentages. As if the board is sidelined, capitation grant has been assigned to the School Management Team (SMT).”

This revealed that there is a management and governance crisis between the schools’ boards and SMT. Nkongolo (2014) similarly found out that poor quality of education and failure of educational systems is caused by poor management, bad governance, and basically lack of significant compliance to governance principles; the apparent crisis could lead to ineffective governance of capitation grants and, consequently, jeopardise the quality of education.

Table 4.6: Response on Involvement in Utilisation of Capitation Grants in Schools (n = 30)

SN	Response	Secondary Schools								Total	
		Momba		Uwanda		Chikanamlilo		Msangano		N	%
		N	%	N	%	N	%	N	%		
1	Yes	2	6.7	3	10.0	2	6.7	1	3.3	8	26.7
2	No	5	16.7	4	13.3	6	20.0	7	23.3	22	73.3
TOTAL		7	23.4	7	23.3	8	26.7	8	26.6	30	100.0

Source: Field Data, 2018

However, since all heads of schools, academic masters/mistress and district officials thought that the capitation grants are not sufficient for all the needs of a particular school, it was important to know how capitation grants are spent. Heads of schools were asked on the utilisation of capitation grants, and they responded that more than a third (35%) of the capitation grants are spent mainly for administrative issues including teachers’ allowances, security and running expenses including internal and external meetings. Less than a third (30%) of the funds is spent on academic particularly purchasing such staffs as teaching aids like books and chalk together with laboratory equipment and chemicals. Although this is not enough to conduct regular tests, examination costs consume around 15% of the funds while medical supplies for first aid and general maintenance of the school demand for about one fifth (20%) of the funds (see Table 4.7). The schools would also be supposed to periodically pay for the national examination fees together with the school inspection fees.

This implies that, despite the introduction of the funds for the improvement of quality education, it is only a small percentage that actually goes into academic affairs and more emphasis is still put on the administrative issues. This practically implies that the capitation grants for secondary schools do more than just ensuring that a student has enough learning materials for quality education. It can be argued that such aspects as maintenance of the school, facilitation of administrative issues and other necessary purchases are important in the long run as they improve the environment of study for sustainable provision of quality education. However, such an argument has to be backed up by the fact that the current generation does in fact receive quality education as well.

Table 4.7: Expenditure of Capitation Grants in Schools

SN	Item	Rate of Expenditure (%)
1	Health	10.0
2	Maintenance	10.0
3	Academic	30.0
4	Administration	35.0
5	Exams	15.0
TOTAL		100.0

Source: Field Data, 2018

4.3.4 Perceptions on Provision of Quality Education

Study participants were asked about their perceptions on the concept of quality education. The question was asked to school board members, heads of schools, and students. One of the objectives of providing capitation grants is to improve education delivery through supplying learning materials and other needs so that quality education in our schools can be offered, albeit this depends on the effectiveness of governance of capitation grants at school level. Therefore, respondents were asked if they know the meaning of quality education and a few 5 (16.6%) of respondents strongly understood the concept of quality education. While 14 (46.7%) seemed partially to understand the concept. One of the students during discussion said “Quality education is one that provides sufficient skills that enable students to be self-reliant”. One among the interviewed headmasters also said:

“Quality education is that which is provided in a student and teacher friendly environment, in which a teacher imparts necessary skills that enable a student to independently realise his or her goals.”

As well, 36.7% of the respondents appeared not to understand the concept of quality education. In appraisal of this claim, a board member wrote in a questionnaire, *“Quality education is that which reduces the troubles of the parents.”* In line with Qorro (2007), the above findings revealed that quality education must actually address the levels of achievement in education always viewed in terms of the relationship between the goals, expectations of the society and the impacted changes to learners, education system and the society at large.

Therefore, we expect those governing the delivery of education at school level to be conversant with the meaning of quality education and the factors for its attainment. It is not good to hear that 36.7% of the school board members do not understand the concept of quality education. This means that the government resources at school level are not governed effectively and efficiently to produce the intended objectives.

Table 4.8: Response on the perceptions of the Concept of Quality Education

(n = 30)

SN	Response	Secondary Schools								Total	
		Momba		Uwanda		Chikanam lilo		Msangano		N	%
		N	%	N	%	N	%	N	%		
1	Strongly Understand	2	6.7	1	3.3	1	3.3	1	3.3	5	16.6
2	Understand	3	10.0	4	13.3	4	13.3	3	10.0	14	46.7
3	Don't understand	2	6.7	2	6.7	3	10.0	4	13.3	11	36.7
TOTAL		7	23.4	7	23.3	8	26.6	8	26.6	30	100.0

Source: Field Data, 2018

Furthermore, respondents were asked whether or not they think the education provided in secondary schools in Momba District was of the required quality. Table 4.3 shows that 17 (56.7%) of the respondents firmly claimed that the education offered in Momba District is not quality education, and 7 (23.3%) claimed do not know whether is quality or not. This was probably a result of some 11 (36.7%) of

them not understanding the concept of quality education. However, this still implies that the education offered in secondary schools in Momba District has not achieved a level where the expectations and goals of the society can be witnessed in the impacted skills and changes to learners, education system and the society.

A minority, 6 (20%) of the respondents thought that quality education is offered in Momba District's secondary schools. This again could be a result of lack of proper knowledge about quality education, but also a sign of presence of some elements of quality education in Momba District. Most of interviewees such as heads of schools, and academic masters/mistress argued that some teachers are not well educated, there is lack of enough teachers especially for science subjects, some parents have not yet realised the importance of education and some students have not fully engaged in studying. This makes difficult the realisation of full quality of education. These findings are to a certain degree in line with the 2007 study by Galabawa which argued that the fundamental goal of capitation grants is to improve the quality of education. This does not mean merely some aspects of education but the whole of education processes.

Table 4.9: Response on the Status of Education Provided in Momba District

(n = 30)

SN	Response	Secondary Schools								Total	
		Momba		Uwanda		Chikanamlilo		Msangano		N	%
		N	%	N	%	N	%	N	%		
1	Yes	2	6.7	1	3.3	2	6.7	1	3.3	6	20.0
2	Not	3	10.0	4	13.3	5	16.7	5	16.7	17	56.7
3	Don't know	2	6.7	2	6.7	1	3.3	2	6.7	7	23.3
TOTAL		7	23.4	7	23.3	8	26.7	8	26.7	30	100.0

Source: Field Data, 2018

Interviewees revealed that there is lack of adequately trained teachers in Momba District. One officer at the district level said:

“Since these are remote areas of Tanzania, and Momba is particularly a new district, competent teachers do not find it convenient to work here. Consequently there are no enough teachers for some subjects, especially science”

For the quality of education and sustainable development of education to be realised, all subjects need to be given an equal wait.

Like the findings by Nkongolo (2014), generally the respondents thought that the quality education is that which prepares the students in their struggles against life challenges. One of the chairpersons of the school board emphasised that:

“There have been some occasions when students completed Form Four but their general life standards were not changed which has created negative feelings towards the education provided in Momba District”

Also, all students who participated in this study significantly admitted that they receive some academic aids like books. Although such aid has neither been adequate for all of the students nor for all the subjects. During discussions, teachers argued that the capitation grant has facilitated admission of more students into secondary schools by reducing or totally eliminating educational costs, has promoted class attendance, and has mentally posited students towards studying than thinking of funds for education. Still, they were concerned with the fact that capitation grants are based more on upgrading the quality of science subjects and totally biased towards other subjects. Nonetheless, they argued that capitation grants mainly contribute in the purchasing of both teaching and learning aids.

4.4 Cognitive, Regulative, Normative Structures and Governance of Public Funds in Schools

The study sought to examine how cognitive, regulative and normative structures of public secondary schools contribute towards poor governance of capitation grants released by the central government. Respondents were used to show the extent to

which rules and regulations, level of knowledge, and social obligations limit governance of capitation grants at school level in Momba District.

4.4.1 Cognitive Structures and Governance of Public Funds in Schools

The school board members were asked whether or not they were aware on governance of capitation grant. Majority of the school board members that is 22 (73.3%) said that they are not aware on how to manage or govern the money provided by the government to their schools, while 8 (26.7%) of them claimed to be aware on governing capitation grants. One among chairpersons of school boards said as follows:

“I know there is money provided by the government to run our schools, but I do not have knowledge on governing them to be well used. The government should tell us categorically our responsibility because even the headmasters seem not to have sufficient information on managing that money”

Furthermore, students during discussions seemed not to have sufficient knowledge on the financial support provided by government in form of capitation grants at their schools. When they were asked whether they know how the books provided to them are obtained, they could not tell the exact answer. For example, one student said *“The money for buying books is provided by the District Commissioner”*.

Despite the fact that during interviews the heads of schools seemed to have sufficient knowledge on the utilisation of capitation grant, they seemed not to have enough knowledge on the importance of involving school board members on the decisions about expenditure of capitation grants. One heads of school said:

“I know how to use money provided by the government to run our school. However, I do not see the importance of using school board members in the decisions about the expenditure of capitation grants. It does not add any value”

This implies that effective governance of capitation grants demands for public awareness and good knowledge and proper management of the disbursed funds by heads of school. These findings are in line with the conclusion in the study by Nkongolo (2014) that the government must be assured that the school management

and the governance is effective should the capitation grants be effective. Moreover, the quality of education strictly depends on how effectively the schools are governed and managed both administratively, academically and participatory.

Teachers discussed the cognitive structures of their schools and said that heads of schools as accounting officers of the money disbursed by the government at school level do not use that money in a transparent ways that weaken the provision of education. They said that the heads of schools should be aware on the importance of involving various stakeholders on the decisions about expenditure of capitation grant in order to deliver quality education. This is because quality of education is considered by Brindley, Walti and Zawaki-Richter (2004) as a negotiated concept that develops from the interaction and point of view of several stakeholders. In this perspective, it changes according to people, contexts and society's transformation. This view suggests a humanistic approach to quality where clients' perceptions are seen as a determinant factor as to the level of quality in education which reflect both, political and socio-cultural meanings and interpretations attached.

Table 4.10: Response on the Awareness towards Governance of Capitation Grants (n = 30)

SN	Response	Secondary Schools								Total	
		Momba		Uwanda		Chikanamlilo		Msangano		N	%
		N	%	N	%	N	%	N	%		
1	Yes	2	6.7	3	10.0	1	3.3	2	6.7	8	26.7
2	No	5	16.7	4	13.3	7	23.3	6	20.0	22	73.3
TOTAL		7	23.4	7	23.3	8	26.6	8	26.7	30	100.0

Source: Field Data, 2018

4.4.2 Regulative Structures and Governance of Public Funds in Schools

The study examined how rules, regulations, and policies relating to disbursement and expenditure of capitation grants provided to secondary schools contribute to poor governance of school fund. Findings revealed that 20% of the school board members know the existing policy, rules and regulations relating to governance of capitation grants at school level. While 80% of the school board members didn't know the

policies and regulations governing the utilisation of capitation grants in schools. This finding is in line with Maeda's (2015) study that revealed school boards lack important information that could help them to participate fully in making school decisions.

However, key informants and teachers were in a position to tell that there are various government directives guiding the disbursement and utilisation of capitation grants. One key informant said:

“I here there are directives that have been provided by the government to ensure capitation grants are used effectively and efficiently at school level. Government issued circular number 5 of 2015 to abandon fees contributions in secondary schools. Also, there is Education and Training Policy of 2014 and other guidelines that have been provided by the Ministry of Education and Vocational Training”

However, they notified that these guidelines do not explicitly insist on the utilisation of capitation grants in a participatory manner. Another key informant said:

“Despite the fact that there are rules and regulations governing the utilisation of capitation grants in schools, the important education stakeholders are not familiar with them. He added that even those existing policies and regulations have loop holes that make heads of schools not being much compelled to involve school board members in the expenditure of capitation grants”

These findings are concurred with REPOA's (2012) findings that rule of law is disregarded in governance of capitation grants as the heads of schools knowingly decide not to involve school committees members in the expenditure of the fund and those who embezzle it get transferred to nearby school with the same position. All these show the weaknesses in the rules and regulations guiding the expenditure of capitation grants in schools.

Table 4.11: Response on the Awareness of the Existing Rules and Regulations Governing Capitation Grants (n = 30)

SN	Response	Secondary Schools								Total	
		Momba		Uwanda		Chikanamlilo		Msangano		N	%
		N	%	N	%	N	%	N	%		
1	Yes	1	3.3	2	6.7	2	6.7	1	3.3	6	20.0
2	No	6	20.0	5	16.7	6	20.0	7	23.3	24	80.0
TOTAL		7	23.3	7	23.4	8	26.7	8	26.6	30	100.0

Source: Field Data, 2018

4.4.3 Normative Structures and Governance of Public Funds in Schools

The study looked on the normative aspects and examined how they affect governance of capitation grants in secondary schools. The respondents were asked whether all education stakeholders in their area are responsible to ensure the objectives of capitation grants are attained. All school board members and other key informants said that parents are neglecting their social obligation of ensuring their children attend to school. One of the Chairpersons of the school boards said that:

“Most parents in Momba District have not yet realised the importance of education and some students are not fully engaged in pursuing studies which makes difficult to achieve the so called quality education and find ourselves remaining in rampant poverty because of not having a learned society”

This raised an argument that some parents have started feeling as if their children’s education is entirely the responsibility of the government. During a discussion, one teacher also thought that:

“The decay of moral standards in the society has prompted students to ignore education and engage in unwanted activities. These immoral acts of students hamper the government’s objective of providing capitation grants to boost quality and access to education. She added that, due to disregards of parents towards education in Momba District that has rendered other stakeholders such as school board members not to make follow up on the expenditure of capitation grants in their schools”

One of the academic masters during interview also said that:

“There is a growing level of immoral acts among some students. Some teachers too are not well informed of their professional ethics. These could be the reasons for the low levels of quality of education in our district and the country at large”

The findings imply that for the effective governance of capitation grants to be meaningful the whole society that shapes the children should be responsible. This finding is in consistence with Chen’s (2011) study that revealed parents and communities can make the schools to be not accountable to financial resources. On the other hand, some key informants reported that:

“Some heads of schools are not ethical as they regard capitation grants as their extra pocket money. This mostly occurs when some school boards do not make effective monitoring of the released money”

This indicates that some heads of schools are not ethical regarding using public money. This is in line with REPOA’s (2012) findings that some heads of schools embezzle school fund.

4.4.4 A Leading Institutional Factor Limiting Governance of Funds in Schools

Specifically, the study sought to understand how regulative structures at the school level such as (established rules and regulations), cognitive structures at the school level such as (participant’s level of knowledge) as well as normative structures at the school level such as (values, morals and social obligations) contribute towards poor governance of capitation grants in Momba District. However, study participants were asked to tell the main factor that limit governance of capitation grants in their schools. The study revealed that attributes from cognitive factors at school level led in limiting governance of capitation grants. A total of 65 (77.4%) respondents who were involved in this study (excluding students) mentioned lack of knowledge on managing school fund as the leading factor contributing to poor governance of capitation grants. While 19 (22.6%) mentioned other factors such as immoral acts from students, parents not

being responsible, and lack of specific rules, regulations and policy guiding expenditure of capitation grants in schools.

This was revealed itself because the members of important organ (that is school board) had not enough knowledge on the utilisation of the capitation grants. The 73.3% of school board members agreed that they are not aware on how to govern capitation grants in their local settings. While only 26.7% claimed to be aware on how to manage the capitation grants. This implies that effective governance of capitation grants demands for public awareness and good knowledge and proper management of the disbursed funds by school board members.

Apart from cognitive attributes, the study found that regulative factors at the school level indicated by (established rules and regulations on governance of capitation grants) were the second factors limiting governance of capitation grants to the realisation of quality education. Lack of legal and institutional framework to enhance participatory governance of public funds in terms of capitation grants at school level was regarded as the second limiting factor in the governance of public resources.

The study also found decreasing levels of normative structures at the school level such as (values, morals and social obligations) in the governance of capitation grant in Momba District. This is because, both, parents and teachers were more concerned on meeting their lives need than focusing on the developmental affairs of the schools. The reason for this observation was not clear.

4.6 Measures to Enhance Effective Governance of Capitation Grants in Schools

The study sought to suggest cognitive, regulative, and normative ways in which capitation grants can be improved so as to enhance the realisation of quality education. The respondents recommendations were enlightened by the Crouch and Winker's (2009) study who concluded that for effective capitation grants must be well governed, there has to be a mechanism in which the required resources actually reach the schools, the government has to determine well the needs of each particular school, the funding of the education goals must be monitored and evaluated, and that proper

actions are taken against the consequential aspects of the funding especially on the quality of education.

4.6.1 Regulative Measures by the Government

The study participants suggested that government should increase the amount of capitation grants as well as establish strong rules and procedures for utilisation of funds in a participatory manner. This is primarily because the capitation grants are not enough to purchase the necessary school requirements that can impact changes and improve the quality of education. One among the heads of the schools added:

“The government has failed to harmonise variations between a financial year which begins in July and an academic year which starts in January. As a result funds for important aspects as printing of examinations and tests are sometimes delayed or not even enough for a single month.”

Schools also did not have enough space to engage in agriculture. One among the school teachers had this to say:

“The government should assist in the provision of food to the schools, especially boarding ones because the trend of shortage of food compels more students to waste much time to collect food from their homes. This trend sometimes renders to some of the students to get poor academic performance”

Thus, the government was urged to fund or provide food for the secondary schools and the schools with no hostels should be provided with hostels so that to enable far distant students to have more time for their studies for quality education.

Respondents argued that the government must strike a balance between science subjects and arts subjects. The art subjects have been neglected for a long time, having either outdated or no books at all just because arts subjects are marginalised in the directives given by the government. Furthermore, respondents argued for a government to provide school fund basing on the needs of the school. One of the teachers during discussion said:

“The government must research on and be satisfied with the needs of each particular school and not just regardless providing capitation grants on the basis of the number of students. This will help some schools particularly in rural areas such as Momba District to improve their performance because they will be able to supply all the needs at the school including constructing houses for teachers who tend run away.”

Despite the fact that government has sought to increase the number of teachers, to expand students’ enrollment, construction of classrooms, and teachers’ houses. Still, as Suleman and Katabaro (2014) argued, the education system in Tanzania has not produced the desired quality of education. The findings show that, despite the amount of funds allocated as capitation grants for secondary schools in Tanzania, it is clear that the efficiency of teaching and learning materials does not actually reflect with the established development initiatives as compared to the desired levels of government expectations on the output of capitation grants. This may be due to not providing resources basing on the needs of the schools. The government has to, therefore, work on the recommendations should the desired quality of education be achieved.

4.6.2 Cognitive Measures by the School Administrators

All respondents proposed that the school administration (School boards and DSEO) and SMT to make sure that government is aware of the irregularities and the actual needs of the school. A teacher proposed that the administration and SMT have to make sure that the criteria for allocation and disbursement of capitation grants is not the number of students but the actual needs of the school. This will facilitate the availability of the necessary learning and teaching requirements. One of the chairpersons of the school board advised that, “The Minister for Education should make sure that the teachers in their respective schools are competent enough to impact quality education to the students and not just certified graduates”.

The schools were also urged to ensure that there are clearly defined boundaries between the SMTs and the school board. This was said to be an important aspect in the governance and management of the capitation grants. The loopholes and conflicts among the two administrative bodies at school level were argued to catalyst for dishonesty, lack of transparency and misuse of the capitation grants. The school

board, which is the school’s main advisory board, was found not to be informed about the expenditure of the capitation grants.

4.6.3 Normative Measures by Parents and Students

The respondents thought that parents are neglecting one of their necessary roles, notably, providing such academic needs as books to their children. One school board member proposed “*Parents to maintain constant communication with their children so that they can assist them with the items that the schools through capitation grants have failed to provide*”. The constant communication would also help to form the students in the expected moral standards together with ensuring that their children actually attend school and actively participate during the classes for making governance of capitation grants meaningful.

Table 4.12: Summary of the Proposed Measures (n=99)

Category	Proposed Measures	Response	Percentages
Government	1. Increase the amount of Capitation Grant	60	60.6
	2. Provide the capitation grants according to needs (e.g. food) and not number of students	58	58.6
	3. Strike a balance between science and art subjects	57	57.6
School’s Administration	1. Inform the government about the needs	65	65.7
	2. Ensure the availability of enough teaching and learning materials	63	63.6
	3. Ensure good governance and management of the funds	59	59.6
Students and Parents	1. Parents should assist their children with such academic needs as books.	62	62.6
	2. Find ways to deal with unethical behavior and self-control.	55	55.6
	3. Ensure attendance and active participation	61	61.6

Source: Field Data, 2018

4.7 Summary of Chapter Four

This chapter has presented and analysed data as well as discussed the findings of the study on institutional factors that contribute towards poor governance of capitation grants in public secondary schools Momba District. The chapter presents socio-demographic characteristics of respondents; the perceptions of the school community towards poor governance of capitation grants in their local settings; the extent to

which cognitive, regulative and normative structures of public secondary schools contribute towards poor governance of capitation grants; and the regulative, cognitive and normative measures towards enhancing effective governance of capitation grants in public secondary schools. The last part provides the summary of the chapter.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study successfully assessed factors limiting governance of capitation grant in selected public secondary schools of Momba District. This chapter presents the summary of the findings, the conclusions drawn and the recommendations of the study.

5.2 Summary of the Major Findings and Conclusions

The study used interviews, questionnaires, Focus Group Discussions, and documentary reviews as major instruments of data collection. The sample comprised of 101 study participants, albeit 99 respondents were found to be valid for this study. The respondents involved were teachers including heads of schools and academic masters or mistress, members of school boards including chairpersons of schools boards, students, DSEO, and TTU – Secretary. These respondents were selected by using both probability and non probability sampling techniques. The quantitative data obtained were analysed descriptively through Microsoft Excel and presented by using tables. The qualitative data were analysed through content analysis.

The major aim of this study was to explore institutional factors limiting governance of capitation grants for secondary schools in Momba District. Specifically, the study had three objectives.

The first specific objective was to identify perceptions of the school community towards poor governance of capitation grants in the study area. This intended to find out the views, beliefs and insights of the school community towards the way capitation grants are released and whether the process is effective or not. The study found that; first, there is a general dissatisfaction of education stakeholders on the disbursed amount of capitation grants. This was said to undermine the general objective of providing capitation grants as the money provided based on the number of students and not the needs of the school. Therefore, schools with few students get

little money while they have a lot of challenges that need more money to deal with them. Second, it was revealed that school board members meet in less than the required four times a year and that makes difficult for them to execute their supervisory role on capitation grants and sometimes they are excluded from the decisions concerning the amount disbursed and expenditure of capitation grants. This was said to be done by heads of schools. This also jeopardises governance of capitation grants at school level and heads of schools should be told by a concerned authority to involve school boards in the expenditure of capitation grants. Third, it was revealed that there are conflicts between school boards and SMTs. These conflicts were said to be caused by heads of schools not being ready to be monitored by school board members on the expenditure of capitation grants. On the basis of key findings, it is concluded that there are violations of directives governing the expenditure of capitation grants done by heads of schools. The violation was caused by inadequacy of information on the instruments (rules, regulations, and policies) governing expenditure of capitation grants.

The second specific objective was to examine how cognitive, regulative, and normative structures of public secondary schools contribute towards poor governance of capitation grants. This focused on examining the extent to which these institutional factors limit governance of capitation grants. First, it was found that majority of school board members have insufficient knowledge on governing capitation grants. This was a cognitive factor where members of school boards did not know how to monitor capitation grants provided by government in their schools, this poses a challenge to government and the whole community on the safety of government money. Therefore, school board members need trainings to make them conscious on how to monitor government money in their schools. Second, it was revealed that there are no strong rules and regulations that compel heads of schools to use capitation grants in a participatory manner. Thus, lack of strong rules, regulations, and policies to use capitation grants in a participatory manner makes some heads of schools to use grants illegally. Third, parents were not responsible on their parental roles to guide their children to go to schools. This was said to be much contributed by lack of awareness on the importance of guiding their children. Fourth, cognitive factors were

found to contribute much on poor governance of capitation grants. This recall a government to sensitise its people at local level on the importance of monitoring capitation grants in their areas. On the basis of key findings, it was concluded that provision of capitation grants is not enough if people especially school board members are not given skills of monitoring.

The third specific objective was to find out the cognitive, regulative, and normative measures to enhance effective governance of capitation grants in public secondary schools. First, is to establish rules and regulations to ensure capitation grants' expenditure is done in a participatory way. Second, the criteria for allocation and disbursement of capitation grants should base on the needs of the schools and not number of students. Third, there should be clear boundaries in the execution of school management duties between school boards and SMTs. Generally, despite the fact that government has worked hard in initiating, allocating and disbursing capitation grants, the expected outcomes from the governance of the funds to enhance the realisation of quality education is far from being achieved. Therefore, under the fee-free policy, it is difficult to realise quality of education unless the institutional factors that contribute towards poor governance of public funds in terms of capitation grants in public secondary schools are thoroughly addressed.

5.3 Study Recommendations

5.3.1 Recommendations for the Government

The study recommended that government should increase the amount of funds disbursed as capitation grants. This could make members of school board to effectively participate in school decision making as sometimes they are not stimulated because of the insufficient amount of capitation grants released by government. It was basically found that the capitation grants are not enough to purchase the necessary school requirements that can impact changes in education and necessarily improve the quality of education. The government was, therefore, supposed to increase the budget allocated for capitation grants for public secondary schools, should the effective governance of capitation grants and quality of education be improved. The increase of

the funds would also necessitate the balance between the needs, requirements and the funds available in the schools.

The study also recommended that the government should find means to harmonise the existing problem that is a financial year which begins in July and an academic year which starts in January. This was said to be a regulative problem because the time the schools waiting to get money from the government, funds for important aspects such as printing of examinations and tests are needed. This was said to constrain governance of capitation grants in schools as the board members get demoralised.

The study further recommended that the government should work on ensuring that the school board members get enough knowledge on governing capitation grants in their schools. This is because majority of school board members claimed not to have enough knowledge on the way to supervise the funds provided by government to their schools.

Government should enact strong rules and regulation that could compel the expenditure of capitation grants to be done in a participatory manner in the schools. It was found that some heads of schools knowingly were using capitation grants without consulting members of school board. This brought some information that some heads of schools were using that loophole to mismanage capitation grants.

It was recommended that government should provide a clear directive that sets boundary between school boards and SMTs on the execution of school management activities like governing expenditure of capitation grant. It was found that SMTs take the role of school board of governing capitation grant. This created a conflict between these two important bodies at school level.

Government to conduct a research on, and be satisfied with, the needs of each particular school and should not provide funds on the basis of the number of students regardless of the needs of the schools. To realise this, the study recommended that the central government work closely with the local government and the school's administration.

Government to put more emphasis on effective governance of capitation grants. This is because the government investment in education was found to have drawn enormously impact in the education sector due to the abolishment of school fees and introduction of capitation grants. Also it was revealed that the government has worked hard to increase the number of teachers, to expand students' enrollment, construction of classrooms, and teachers' houses. However, it was discovered that the education system in Tanzania has not yet produced the desired quality of education. The government allocates and disburses capitation grant for public secondary schools in Tanzania (particularly Momba District) but clearly the efficiency of teaching and learning materials does not actually reflect with the established development initiatives as compared to the desired levels of government expectations on the output of capitation grants. The study, therefore, recommended that the government has to, therefore, redraft the directives should the desired effective governance of capitations grant and quality of education be achieved.

5.3.2 Recommendations for School Administration

The study recommended that the school administration and SMTs should ensure that the government is made aware of the irregularities of the capitation grants and the actual needs of the school. The school administration and SMTs should advise the government to ensure that the criterion for allocation and disbursement of capitation grants is not the number of students but the actual needs of the school. This is necessary for the availability of the required learning and teaching materials.

The study also recommended that the school administration should ensure that there are clearly defined boundaries between SMTs and the school boards. These two bodies were said to be key stakeholders in the governance and management of the capitation grants. It was found that the existing conflicts between the two administrative bodies were venom that produces such malpractices as dishonesty, lack of transparency and misuse of the capitation grants.

The study further recommended that the school administration should advise the Minister of Education and Vocational Training to ensure that the employed teachers

are not just graduates with certificates but academically competent enough to impact skills, values and attitudes necessary for life.

5.3.3 Recommendations for Parents and Students

The study recommended that parents should be reminded of the parenting roles they appeared to have neglected. It is the role of the parents as much as it is of the schools to ensure that such academic needs as books are provided to their children. It was recommended that parents should maintain constant communication with their children so that they can be assisted with the necessary items that the schools through capitation grants have failed to provide. The constant communication was found to be important in the formation of students in the expected moral standards. The study recommended that a mechanism be created to enable students constantly attend school and actively participate in classes for the attainment of quality education and making effective governance of capitation grants meaningful.

5.4 Recommendations for Further Studies

A similar study can be conducted in other Local Government Authorities (LGA) either rural or urban to see if the same results will be obtained. Moreover, the same study could be conducted in Momba District after some years to see the changes after the recommendations of this study. It is important, however, that further studies are conducted in Tanzania on how to enhance the realisation of quality education among public schools. Further to that, studies may also be conducted in search of factors other than capitation grants that may affect the quality of education. As well, another study can be done in other Local Government Councils where there are private and public secondary schools. A critical research could also be conducted on the apparent conflict between the secondary school board and the SMT to find out how this affects either the effectiveness of capitation grants or the quality of education.

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APPENDICES

Appendix I: Questionnaire for School Board Members

(To be administered to all school board members of four secondary schools)

Introduction

Dear Respondent ()

My name is Siraji Twaha, a Post Graduate student of Mzumbe University.

Kindly be invited to participate in a research titled “*Exploring Institutional Factors Limiting Governance of Capitation Grants for Secondary Schools in Momba District*”. You are humbly requested to answer the questionnaire which may require approximately thirty (30) minutes of your time to complete.

The results of this research will be part of my requirements for Master’s Degree at Mzumbe University. Although there are no known risks for participating in this study, for confidentiality, you are requested to remain anonymous.

Please, I kindly ask for your cooperation.

A: Personal Particulars (Kindly put a tick where appropriate)

1. Gender

a) Male []

b) Female []

2. Age

a) Below 30 []

b) 30 – 39 []

c) 40 – 49 []

d) Above 50 []

3. Education level

- a) Non formal []
- b) Primary []
- c) Still in secondary []
- d) Secondary []
- e) Tertiary []
- f) University []

B: Perception on Governance of Capitation Grants

1. Does your school receive capitation grants?

(a) Yes ()

(b) No ()

2. What is the amount of capitation grants does the school receive?

Briefly explain.....

3. Do you know the process used to disburse capitation grants in your school?

A. Yes

B. No

If your answer is Yes, briefly explain.....

4. Is the process used effective? Briefly explain how is effective or ineffective.....

5. What are the challenges associated with the disbursement of capitation grants for secondary schools in Momba District?

Briefly explain.....

6. Are you involved in the decisions about expenditure of capitation grants in your school?

A. Yes

B. No

Briefly explain how you are involved.....

7. Do you understand the concept of quality education?

If yes, briefly explain what does it mean

8. Do secondary schools in Momba District provide quality education?

A. Yes

B. No

C. Don't know

B: Cognitive, Regulative, and Normative Structures of Institution and Governance of Capitation Grants

1. How do you know about governance of capitation grants?

Briefly explain.....

2. Do you have enough knowledge on managing capitation grants at your school?

A. Yes

B. No

3. Do you know the rules, regulations, and policies governing the expenditure of capitation grants?

A. Yes

B. No

4. What is the main factor contributing to poor governance of capitation grants in your school? Briefly explain.....

5. Are all education stakeholders in your area responsible to ensure capitation grants are well utilised? Briefly explain.....

C: Measures to Enhance Effective Governance of Capitation Grants

1. What are the ways to enhance effective governance of capitation grants in secondary schools? Briefly explain.....

THANK YOU FOR YOUR COOPERATION

Appendix II: Interview Guide Questions for DSEO, TTU-Sec, and School Managers)

(To be administered to DSEO, TTU-Secretary, Heads of Schools, Academic Masters/Mistress, Chairpersons of School Boards)

Introduction

Dear Respondent ()

My name is Siraji Twaha, a Post Graduate student of Mzumbe University.

Kindly be invited to participate in a research titled “*Exploring Institutional Factors Limiting Governance of Capitation Grants for Secondary Schools in Momba District*.” You are humbly requested to participate in this study. The results of this research will be part of my requirements for Master’s Degree at Mzumbe University. Although there are no known risks for participating in this study, for confidentiality, you are requested not to reveal your name.

Please, I kindly ask for your cooperation.

Questions to respondent

1. Have you heard about governance of capitation grants?
2. What is your view on the process used to disburse capitation grants?
3. What are the challenges associated with the disbursement of capitation grants for secondary schools in Momba District?
4. Who are involved in the decisions about expenditure of capitation grants in your school?
5. How do you understand about the concept of quality education?
6. Do secondary schools in Momba District provide quality education?
7. What are the rules, regulations, and policies governing the expenditure of capitation grants?

8. What is the main factor contributing to poor governance of capitation grants in your school? Briefly explain.....
9. Are all education stakeholders in your area responsible to ensure capitation grants are well utilised?
10. If you wish, can you tell me your age, and educational level?

THANK YOU FOR YOUR COOPERATION

Appendix III: Focus Group Discussion Guide Questions for Teachers

(To be administered to selected teachers in all four schools)

Introduction

Dear Respondent ()

My name is Siraji Twaha, a Post Graduate student of Mzumbe University.

Kindly be invited to participate in a research titled “*Exploring Institutional Factors Limiting Governance of Capitation Grant for Secondary Schools in Momba District*.” You are humbly invited in this study. The results of this research will be part of my requirements for Master’s Degree at Mzumbe University. Although there are no known risks for participating in this study, for confidentiality, you are requested not to reveal your name.

Please, I kindly ask for your cooperation.

Questions to respondent

1. Have you heard about governance of capitation grant?
2. What is your view on the process used to disburse capitation grant?
3. What are the challenges associated with the disbursement of capitation grant for secondary schools in Momba District?
4. Who are involved in the decisions about expenditure of capitation grant in your school?
5. How do you understand about the concept of quality education?
6. Do secondary schools in Momba District provide quality education?
7. What are the rules, regulations, and policies governing the expenditure of capitation grant?
8. Are all education stakeholders in your area responsible to ensure capitation grant is well utilised?

9. What is the main factor contributing to poor governance of capitation grant in your school? Briefly explain.....

10. If you wish, can you tell me your age, and educational level?

Appendix IV: Focus Group Discussion Guide Questions for Students

(To be administered to selected students in all four schools)

Introduction

Dear Respondent ()

My name is Siraji Twaha, a Post Graduate student of Mzumbe University.

Kindly be invited to participate in a research titled “*Exploring Institutional Factors Limiting Governance of Capitation Grant for Secondary Schools in Momba District*.” You are humbly invited in this study. The results of this research will be part of my requirements for Master’s Degree at Mzumbe University. Although there are no known risks for participating in this study, for confidentiality, you are requested not to reveal your name.

Please, I kindly ask for your cooperation.

Questions to respondent

1. Have you heard about capitation grant?

A. Yes

B. No

2. If the answer from question one is Yes, please, explain how you know it.....

3. Are you distributed with learning materials such as books in your school? Are they enough? Briefly explain.....

4. If learning materials are not enough for studies, what are your opinions? Briefly explain.....

4. Do your school conduct meetings with your parents?

Briefly explain.....

5. How do you understand about the concept of quality education?

Briefly explain.....

9. If you wish, can you tell me your age, and class level?

THANK YOU FOR YOUR COOPERATION