

**EFFECTIVE USE OF CAPITATION GRANTS IN PROMOTING PRIMARY
EDUCATION OUTPUT IN KISARAWA DISTRICT COUNCIL, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance, by the Open University of Tanzania a dissertation entitled “*Effective Use of Capitation Grants in Promoting Primary Education Output in Kisarawe District, Tanzania*” in partial fulfilment of the requirements for degree of Master of Education in Educational Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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Date

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DECLARATION

I, **Patrick Augustine Kisigiro**, do hereby declare that this dissertation is my own original work, and that it has not been submitted and will not be submitted to any other university for a similar or any other degree award.

Signature:

Date:

DEDICATION

This dissertation is dedicated to my parents

Augustine Mokwe Kisigiro

and

Agnes Nyangi Magotto

ACKNOWLEDGEMENT

I have made use of a large number of public and private sources, too numerous to detail in the preparation of this study. My heart-felt thanks go to all the respondents, without exception, for the kindness, cooperation and assistance they offered during the data collection stage at Kisarawe.

I feel indebted to my employer, the Director, Institute of Adult Education, for granting me permission to pursue the course and for providing financial assistance. Particularly, I must record my sincere gratitude to my supervisor, Dr. John Soka, for his scholarly advice, critical suggestions and guidance throughout my research process. I am also grateful to Mr. Said Hassan Kinyaga Nyasiro, George Joseph, Michael Kisigiro and Simon Arnei Magava for their constructive suggestions after reading this research report.

My warm and everlasting appreciation is expressed to my wife, Rehema Yassin; and our loving children; Nyawambwe, Mokwe, Anold, Irene and Beatrice. Their patience, moral support and encouragement facilitated my peaceful state of mind during the period of study; and it is this harmony which engineered the success of this research.

ABSTRACT

The purpose of this study was to evaluate the use of capitation grants and its contribution to the improvement of primary education output in Kisarawe District Council, Tanzania. Specifically, the study sought to analyze key stakeholders' perceptions on their involvement in the management of capitation grants as well as to examine the effect of capitation grants on improving pupils' attendance rates, academic achievement and completion rates. The sample involved 121 respondents. The researcher employed the survey design; while both qualitative and quantitative approaches were used. Data were collected through questionnaires, interviews, focus group discussions and documentary analysis. Qualitative data were analysed through content analysis while quantitative data were analysed through frequencies and percentages. The study findings revealed that school committee members were passively involved in the management of the capitation grants in their schools. It was also revealed that proper utilization of capitation grants had helped to improve pupils' attendance rates, academic achievement and completion rates. However, factors other than proper utilization of capitation grants had also influenced pupils' attendance rates, academic achievement and completion rates. The study recommends that involvement of school committee members in decisions regarding school resources including capitation grants should be strengthened. Also, the government should ensure that the disbursement of adequate capitation grants are made available to primary schools and are consistently disbursed. Lastly, but not least, discipline in the utilization of school funds should be enhanced.

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LIST OF ABBREVIATIONS

CG	-	Capitation Grant
CGS	-	Capitation Grant Scheme
EFA	-	Education for All
FGD	-	Focus Group Discussion
HCT	-	Human Capital Theory
ICESCR	-	International Covenant on Economic, Social and Cultural Rights
KDC	-	Kisarawe District Council
PDEO	-	Primary District Education Officer
PEDP	-	Primary Education Development Program
PSLE	-	Primary School Leaving Examination
PTA	-	Parent-Teacher Association
QDA	-	Qualitative Data Analysis
SMC	-	School Management Committee
SPIP	-	School Performance Improvement Plan
UDHR	-	Universal Declaration of Human Rights
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
URT	-	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Financing education at different levels, including primary education has been a concern of both developed and developing countries. It has been an international consensus that basic education be free, fundamental and basic right. This idea is expressed in the 1948 Universal Declaration of Human Rights (UDHR) article 26 which declares that everyone has the right to education and that education shall be free, at least, in the elementary and fundamental stages. Similarly, the International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1966, articles 13 and 14 reinforces these rights by emphasizing that primary education shall be compulsory and available free to all. The underlying assumption is that if the burden of financing education is removed from the parents by abolition of school fees, access will increase.

Although basic education as a human right is embedded in several legal and constitutional frameworks of many developing countries, this has not necessarily led to the abolition of school fees to ensure the enjoyment of this right by all. According to UNESCO (2007), roughly one in five countries, do not constitutionally guarantee free and compulsory primary education, and the proportion rises to one in three if North America and Western Europe are included. This implies that there are other forms of finance that exist other than school fees paid by parents. These include capitation grants. Review of literature shows that Capitation Grant Schemes (CGSs)

have been in operation world-wide in countries such as Ireland, Ghana, Rwanda and Tanzania.

In Tanzania, the implementation of Primary Education Development Program (PEDP) came with a particularly important innovation called the Capitation Grant Scheme. The primary aims of the grants were to replace revenue lost to schools because of the abolition of fees and to improve the quality of education by making real resources available at the school level. By replacing revenues lost by schools due to the abolition of school fees and contributions, the introduction of the capitation grants allowed children from poor backgrounds to go to school. This reduces social exclusion as children from poor households could now afford to attend school. This is why the net enrolment rates rose sharply from less than 60 percent of eligible school age children in the year 2000 to more than 95 percent since 2006 (Uwazi, 2010).

In particular, the capitation grants were meant to finance the purchase of textbooks and other teaching and learning materials, as well as to fund repairs, administration materials, and examination expenses especially in the implementation of the PEDP. For this reason, between 50 billion Tanzanian shillings during the year 2009/10 to more than 80 billion shillings in 2011/12 was allocated as capitation grant for primary education in Tanzania (Daily News, 2012; Uwazi, 2010).

Unfortunately, the introduction of formula funding and the delegation of spending decisions to the teachers and parents has increased the possibility of fraud, as more

people have direct access to the funds (Hallak and Poisson, 2007). In Tanzania, for example, a study by Uwazi (2010) on capitation grant suggests that there was inadequate transparency around the disbursement and use of the capitation grants in primary schools. This has necessitated the researcher to examine the utilization of capitation grants and its contribution to the promotion of primary education output in Kisarawe District Council (KDC) in Pwani Region, Tanzania.

1.2 Statement of the Problem

The Government introduced the Capitation Grant Scheme to public primary schools in order to improve the quality of primary education output. There are claims that the governance of the capitation grant at school and district levels is constrained by a number of structural and administrative factors.

For example, there are reported cases of collusions between school committee chairpersons and head-teachers, and between head-teachers and Primary District Education Officers (PDEOs), which undermine the implied transparency and its efficiency (Mushi, 2006). It is unfortunate; however, that the financial support from the government through capitation grants has not improved the primary education output any better. In some rural schools, for example, the dropout has not been adequately addressed while pupils' academic performance has shown little improvements. It is in light of this situation that the researcher has been prompted to carry out research on the use of capitation grants in primary schools in Kisarawe District Council, Tanzania.

1.3 Purpose of the Study

The purpose of the study was to evaluate the utilization of capitation grants and its contribution to the improvement of the primary education output in Kisarawe District Council, Tanzania.

1.4 Objectives of the Study

In the light of the broad aim, the study, specifically, aimed to:

- i. Analyze the perceptions of stakeholders on their involvement in the management of capitation grants for primary schools in Kisarawe District Council,
- ii. Examine the effect of the use of capitation grants on improving primary school pupils' attendance rates,
- iii. Examine the effect of the use of capitation grants on improving primary school pupils' academic achievement in their final examinations, and
- iv. Examine the effect of the use of capitation grants on improving primary school pupils' completion rates.

1.5 Research Tasks and Questions

With the mentioned objectives, the researcher stipulated the research tasks with their respective questions which were used to guide the collection of data for this particular study. They are detailed as follows:

Research Task 1

To analyze the perceptions of key stakeholders on their involvement in the management of capitation grants for primary schools in Kisarawe District Council

- What are the perceptions of key stakeholders on their involvement in the disbursement and use of capitation grants for primary schools in Kisarawe District Council?

Research Task 2

To examine the effect of the use of capitation grants on improving primary school pupils' attendance rates

- Does the use of capitation grants have any effect on primary school pupils' completion rates?
- To what extent does the use of capitation grants help to improve primary school pupils' attendance rates?

Research Task 3

To examine the effect of the use of capitation grants on improving primary school pupils' academic achievement in their final examinations

- Does the use of capitation grants help in improving primary school pupils' academic achievement?
- To what extent does the use of capitation grants help in improving pupils' academic achievement in their final examinations?

Research Task 4

To examine the effect of the use of capitation grants on improving primary school pupils' completion rates

- Does the utilization of capitation grants help to improve primary school pupils' completion rates?

- To what extent does utilization of capitation grants help to improve pupils' completion rates?

1.6 Significance of the Study

It is anticipated that successful operationalization of the study would come out with findings that would form the basis for recommendations to policy makers, primary education managers, head teachers and school committee members for improved primary education output. Secondly, it would provide insights on the need to improve the management of capitation grants for quality educational services. Finally, the study may stimulate further research studies in the same area.

1.7 Limitations of the Study

The study was conducted during the national election campaigns. This caused the researcher to miss some of the interviewees because they were involved in the campaigns. Due to time constraints on the part of some interviewees, individual interviews were not possible to be set up as planned before. Therefore, focus group discussion sessions with a mix of primary school teachers, head teachers as well as school committee members were conducted on the days when they were free from the campaigns. It is possible that because of the presence of their supervisors/subordinates/colleagues in the same focus group discussions, some individuals might not have felt comfortable being completely honest in airing their views during discussion.

1.8 Delimitations of the Study

The study covered only 6 schools in Kisarawe District Council, Pwani Region. The Number of respondents involved in the study was 121. Since the area of study was only one district and the sample size was small, this might limit the power of generalization of the research findings to all parts of Tanzania. Moreover, the study depended on empirical data collected through the survey research design.

1.9 Conceptual Framework

The conceptual framework for this study is adapted from Yoshioka (2010) in order to examine how Capitation Grants have been used to improve primary education output. The grants are provided to primary schools in order to support the following areas: teaching and learning materials, administration, examinations, text books and minor repairs (GES, 2005). Each of these aspects contributes to promote primary education output. If capitation grants are not properly managed, it is certainly that primary education output will be compromised. Thus, the relationship between utilization of capitation grants and primary education output is explained in the next paragraph.

Normally, capitation grants flow from the central government (Ministry of Finance) to schools for the provision of teaching and learning materials; provision of stationery and support for school management; printing examinations; provision of textbooks; and minor repair of school infrastructure. It is furthermore assumed that the proper use of the capitation grants can improve several components of primary education output (access, promotion rate, repetition rate, completion rate, attendance

rate, academic achievement). Figure 1.1 shows the relationship between utilization of capitation grants and primary education output. In the figure, the direction of thick arrows shows that all capitation components lead to the achievement of desired output. It means that if the access, promotion rates, completion rates, attendance rates and academic achievement are high; desired output in primary education will be high, and vice versa.

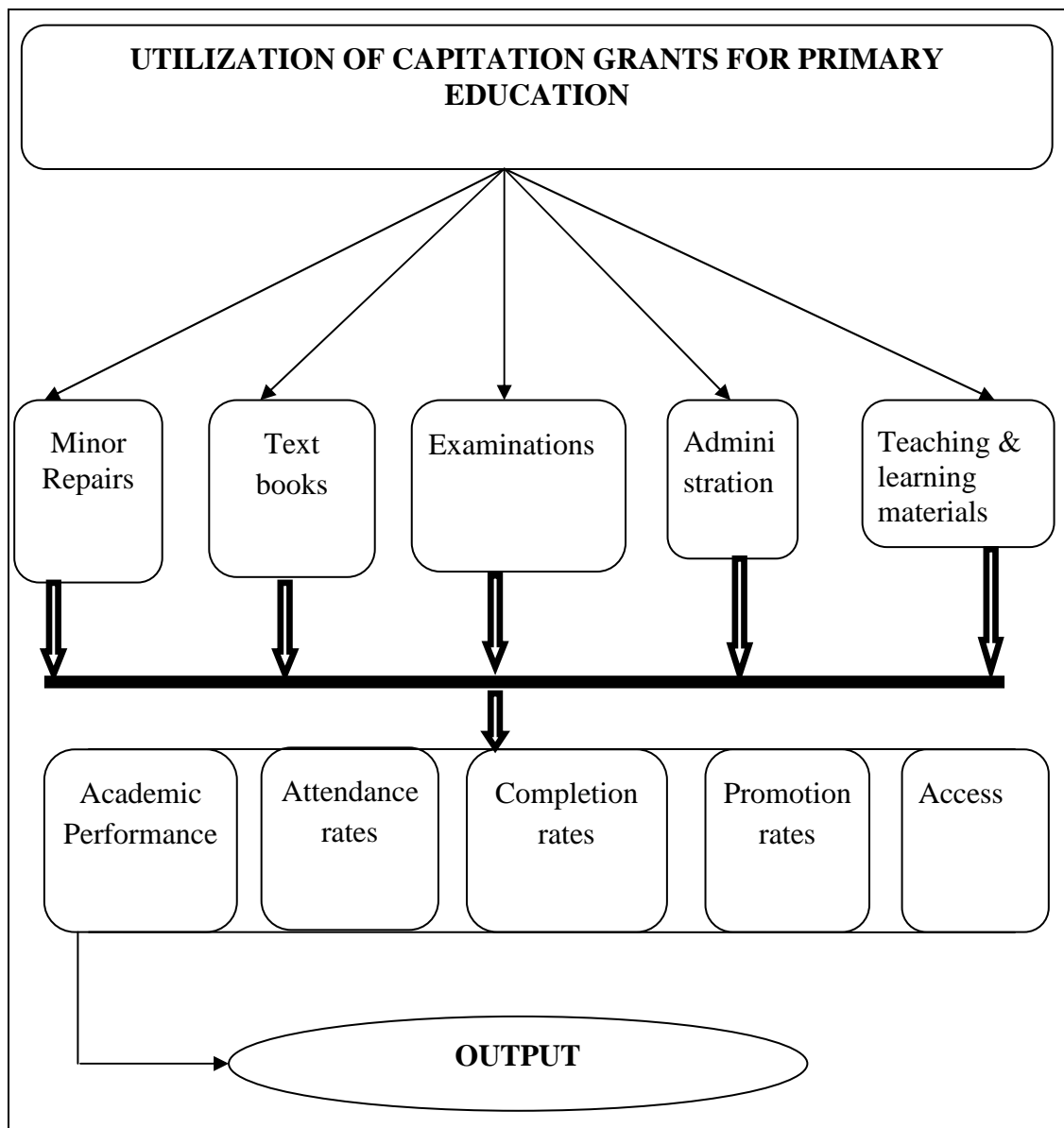


Figure 1. 1: *Conceptual Framework*
Source: *Adapted from Yoshioka (2010)*

1.10 Organization of the Study

This research report consists of five chapters. Chapter one presents background information, statement of the problem, the purpose and specific objectives of the study. It further elaborates the research tasks and questions, significance of the study, limitations of the study, delimitations of the study, as well as detailing the conceptual framework of the study and ending up with definitions of terms. Chapter two is about literature review. Chapter three presents the methodological procedures for the study. Chapter four is about research findings and discussion of the findings while, lastly, chapter five presents the summary of the study, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives an account of various aspects of the subject which were investigated. The chapter begins with theoretical issues related to the topic under investigation. It then reviews the existing empirical literature on how capitation grants have been managed in Africa in order to identify successes and challenges. The review also covers some studies on how effective use of capitation grants to education has been associated with the output of the primary education sector. Finally, the chapter synthesizes the discussion by identifying the gap in literature.

2.2 Theoretical Literature Review

2.2.1 Conceptualization of Capitation Grants

The capitation grant is a type of formula funding scheme aimed at replacing abolished school fees at basic education levels. These school fees are levies that pupils' parents have to pay in order to send their children to school, and are used for purposes such as school repairs, and teaching and learning materials (Yoshioka, 2010).

2.2.2 Importance of Capitation Grants

The aim of the capitation grant scheme is to motivate basic school teachers in respect of autonomy giving them greater control over school management and professional development in managerial skills (Tanaka, 2010). It is designed to empower the schools to effectively use financial resources to plan and carry out school quality

improvement activities in the Guidelines for the Distribution and Utilization of Capitation Grants to Basic Schools. In Ghana, for example the scheme has been implemented in all districts since 2006/07; while in Tanzania, capitation grants have been used since 2001.

The central government must find a mechanism for transferring financial resources to the schools or committees. The most common mechanism in most developing countries and elsewhere is to provide funds to schools using a formula-driven, capitation grant (fixed amount per student). In countries where schools have less responsibility, the size of the grant is smaller and may be tied to specific purchases, such as textbooks, teacher training or school improvement projects and plans (UNESCO, 2012).

The necessity of state involvement in financing education was justified for the following reasons: First, most of the people who deserve the service not only could not afford it but also had low consciousness about the utility of education. Secondly, the value of education is essential not only for the private individuals but also for the whole society. It is a public good when its outcome benefits people collectively; it is also a private good when its benefits accrue directly to the individuals. Thirdly, education must create cultural and social cohesion among the diverse people of the country, and its financing strategy ought to be instrumental to that end. Fourthly, the education sector must be coordinated centrally and administered locally. Accordingly, central policies of educational finance should be implemented and monitored by local authorities (FDRE, 1995).

2.2.3 The Concept of Output in Primary Education Sector

Inputs to education include intermediate inputs such as books and supplies, capital inputs such as school buildings, desks, chairs, and computers; and labour inputs such as teachers and the time of students. Inputs in education also refer to the amount of new money provided, or the number of new teachers employed, or the range of new infrastructures developed (Olasunkanmi & Mabel, 2012).

On the other hand, outputs are those related to student achievement. According to Dowling (2008) outputs can be defined as an individual's, schools', or nation's performance, as measured by standardised tests. A standardised test is one where the method of administering the test, including the test conditions and system of scoring, is regulated and controlled so that it is consistently applied across multiple groups. The purpose of standardised tests is to better judge achievement by relating performance (whether it be by the student, teacher, school, or nation), to a wider population. For the purpose of this study output means pupils' attendance rates; pupils' academic achievement and pupils' completion rates.

2.2.4 The Human Capital Theory

Schultz (1961) introduced the theory of Human Capital by arguing that both knowledge and skills are forms of capital, and that this capital is a product of deliberate investment. As such, education serves as an input to develop the human resources necessary for economic and social transformation. According to the Human Capital Theory (HCT), expenditure on training and education is costly, and should be considered an investment since it is undertaken with a view to increasing

personal incomes and productivity (Becker, 1994). Thus, human capital is a means of production, into which additional investment yields additional output.

The theory recognizes that investment in human capital involves both direct costs, and opportunity costs. The standard examples of the costs of obtaining human capital are tuition fees and books for schooling (direct costs), and the earnings forgone by being in school (opportunity costs).

From this point of view, the Government of Tanzania may incur the costs of education through the capitation and development grants as part of human capital investment efforts. As such, the Human Capital Theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population and education, therefore, is an engine of growth and key to development in every society, based on its quality and quantity.

In order for education to make a significant contribution to economic growth and development, effective investments in education are required. Provision of capitation grants to primary schools is a way of investing in education. It is assumed that if the capitation grants are properly managed, pupils' attendance rates, academic achievement and completion rates will be enhanced.

2.3 Empirical Literature Review

2.3.1 Abolition of School Fees in Ghana

The abolition of school fees which was followed by introduction of capitation grant in the academic year 2005/2006 removed the financial barrier that had prevented

many parents from sending their children to school. According to Yoshioka (2010), each public basic school was receiving 3.003 Ghanaian cedis (GH¢3.003) - approximately 3.00 Canadian dollars (3.00 CDN\$) per student enrolled in their school. The grant was the financial and administrative pillar that supported the Free Compulsory Universal Basic Education (FCUBE) policy of free education. Moreover, by empowering schools to plan and carry out activities that improve the quality of their schools (in the form of School Performance Improvement Plans), it further promoted decentralization of educational decision-making to the local level and encouraged local participation in schools (Yoshioka, 2010) . As a result of the introduction of this grant, the enrolment rate in basic schools increased significantly.

2.3.2 Operational Mechanisms of the Capitation Grant in Ghana

At the school level, the use of the Capitation Grant is determined through designing the School Performance Improvement Plan (SPIP). The SPIP is a document that outlines what each school will use its capitation grant for. It outlines all of the actions to be carried out using the capitation grant, and these activities are broken down into the following components: improving access (enrolment drive to encourage students to attend school at the beginning of each term, support for children who are especially needy); provision of teaching and learning materials (provision of textbooks, pens, paper, etc); school management (provision of stationery, support for School Management Committee/Parent-Teacher Association (SMC/PTA), administration costs); community and school relationship (organize school visits, organize communal labour, effective PTA meetings, and provide welfare services to teachers); and school facilities (provide desks, toilet and equipment for games).

Each school is to draw up a SPIP for the entire school year. In addition to the activities and listed components, the SPIP also includes information regarding who is responsible for overseeing each activity, resources needed, time frame for action to take place, and who monitors the activity.

2.3.3 Monitoring of Capitation Grant Funds in Ghana

Each school is to maintain documentation of all grant funds that are used, including appropriate receipts and forms. Head teachers and SMC chairman are to submit monthly and quarterly reports of expenditures and activities completed to the District/Metro Education Office. The Circuit Supervisor, an officer at the District/Metro Education Office who is responsible for communication between the District Education Office and individual schools, is to visit each school twice per term. They are to check up on the implementation progress of the activities outlined on the SPIP, submission of relevant forms and reports, and the abolition of all mandatory levies in the schools.

The internal auditors of GES will monitor school accounts and conduct an audit of the grant twice per year. Copies of their report are submitted to the SMC, District Director of Education, and Regional Director of Education.

2.3.4 Capitation Grant in Tanzania

Since July 2011 the Government of the United Republic of Tanzania (URT), has been implementing the Primary Education Development Programme (PEDP) which was launched in 2001 and its implementation started in January, 2002 with four main

objectives namely: enrolment expansion; quality improvement; capacity building and strengthening institutional arrangements (URT, 2006). PEDP (2002 – 2006) was formulated to attain medium-term objectives and targets, as part of the long-term objectives and Education for All (EFA) goals to be realised by 2015.

The Government introduced Capitation Grant (CG) and Development Grant (DG) and abolished school fees and enrolment-related contributions so that parents could enrol and ensure compulsory attendance of their children to school. Communities, on the other hand, continued to support schools in their localities as a way of complementing the Government's efforts.

Due to abolition of school fees and other factors, there has been a rapid increase in enrolment. The Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) improved from 84% and 65.5% in 2001 to 112.7% and 96.1% in 2006 respectively; the number of primary schools increased from 11,873 in 2001 to 14,700 in 2006; transition rate from primary to secondary school increased from 22.4% in 2001 to 49.3% in 2005; and a total of 50,800 under qualified teachers have been upgrading professionally to attain the minimum qualifications for Grade A teachers.

2.3.5 Experience of Capitation Grants from Other African Countries:

Strengths and Challenges of CGSs

Other African countries have implemented similar policies to eliminate school fees. Malawi was one of the first countries to abolish school fees after Ghana (Yoshioka, 2010). Other countries that followed include Lesotho, Kenya, Tanzania, and Zambia.

According to Senkaali (2014), studies of other countries' experiences of abolishing school fees have found the following:

- i. Eliminating school fees has increased access to education as seen through an increase in school enrolment, especially for disadvantaged children such as girls, orphans, and children living in rural areas;
- ii. Abolishing school fees, however, does not completely free families from the burden of paying for education. There are many other costs such as uniforms, textbooks, and workbooks that are borne by the families. This is not an argument against fee-abolishment, but rather a reminder that there are still significant obstacles to reach EFA goals;
- iii. There are also opportunity costs for families that are unaccounted for. When a family sends a child to school, the indirect cost of losing a helping hand around the house or the farm can be a negative impact for the family, thereby preventing parents from sending their children to school. This is especially the case for poor families who rely significantly on the income brought in by their children;
- iv. A sudden increase in enrolment has the danger of lowering the quality of education due to the inability of schools and teachers to absorb the new pupils. For example, when Malawi abolished school fees, the pupil-classroom ratio shot up to 119:1, and the teacher-student ratio to 62:1;
- v. Observations from countries suggest that community involvement and support for local education wanes after the abolition of school fees, as community members interpret the elimination of school fees as the transfer of full financial responsibility over education to the government. In many cases,

the relationship between the school administration and parents and communities weakened;

- vi. Abolishing school fees can result in the decrease of school revenue, as parents and community members are no longer making voluntary and/or compulsory contributions. In this case, the abolition of fees can put the schools in further financial crisis than before;
- vii. Generally, parents and community members have expressed appreciation for fee abolition, especially its equitable nature of benefiting those who could not previously afford education.

2.4 Studies on Capitation versus Output in East Africa

The following studies indicate that effective use of capitation grants was constrained by a number of challenges. A study by Senkaali, 2014 was conducted to identify the challenges of accounting for the universal primary education capitation grant. The study revealed that head teachers of UPE schools encountered control, coordination, and production challenges when accounting for the UPE capitation grant. The control challenges include; delays in disbursement, misappropriation, capture, ineffective monitoring and supervision. The coordination challenges were identified as; lack of commitment, full empowerment and capacity of school communities with local leaders to challenges any misuse of funds. The production challenges were identified as insufficient funding which compromises quality and accessibility of primary education. The study concluded that, there are control challenges encountered by head teachers when accounting for the UPE capitation grant.

A study by Kibuuka, 2004 sought to establish whether availability of educational resources had an effect on the internal efficiency in form of human resources, instructional materials and financial resources. The study revealed that the availability of educational resources had a positive correlation with the internal efficiency in the schools. Many schools lacked adequate educational resources in form of instructional materials and funds and this greatly contributed to in their internal inefficiency in form of increased school dropouts, increased repetitions and poor performance. In areas where educational resources were relatively available, internal efficiency was at a relatively improved level. It was therefore concluded that the availability of educational resources greatly boosted the internal efficiency in the schools. Consequently, the following recommendations were made: instructional materials should also be availed to the schools so as to improve on the daily classroom interaction and the government should improve funding of the UPE schools so as to access educational resources.

In Tanzania, a report by Hakielimu, 2011 and Uweza, 2010 indicate that management of the capitation grants in many countries including Tanzania has a number of weaknesses. Most of the administrative weaknesses are related to delay or inadequate amount of funds to reach the schools (Hakielimu, 2011; Uweza, 2010).

With respect to this, Uweza had this to report:

As a consequence, we argue that the capitation grant needs revision: In terms of policy, more money should be allocated; in terms of practice, the budget allocation should be disbursed in full and in a timely manner; and in terms of transparency, everyone – including teachers, parents and students – should be aware about how much money will be sent, when and for what purpose (Uweza, 2010, p.1).

2.5 Summary and Gap in the Literature

The mentioned studies imply that there is a possibility that the provision of capitation grants to schools in Tanzania may not have achieved the desired goals especially desired output. Unfortunately, studies in Tanzania have only shown the weaknesses in administration of the grants without necessarily linking them to the primary education output. This study intended to fill the gap by evaluating the use of capitation grants and its effect in promoting primary education output in Kisarawe District Council, Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter begins by providing a description of the research design and area of the study. It further describes the target population; sample size; sampling techniques; methods of data collection; research instruments, validity, reliability and data analysis plan. Research ethical principles are also discussed at length.

3.2 Research Design and Approach

Research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy of procedure (Bhandarkar & Wilkinson, 1996). According to Kombo and Tromp (2006) a research design is like the structure of the research, which is used to show how all the major parts of the research project work together to try to address the central research questions. A research design therefore is a plan that is used to generate answers to research problems. The researcher employed the survey design (non-experimental research design). A survey design involves collection of information by asking questions to a sample of participants in order to find out information about a population. It uses questionnaires, structured interviews or discussions for data collection.

This study employed a mixed approach for collecting and analyzing data. Qualitative approach deemed suitable for collecting and analyzing qualitative data based on qualities of phenomena, particularly, views and perceptions of the stakeholders on

the management of capitation grants. This approach was suitable for its flexibility in the sense that the decision about what to observe and who to talk to and what questions to ask depended on what was possible and appropriate in that particular situation and time. Quantitative approach, on the other hand, was used to collect and measure quantitative data to test hypotheses about their effect on primary education output (attendance rates, academic achievement, and completion rates) in Kisarawe District Council.

3.3 Area of the Study

The data were collected in Kisarawe District Council (KDC), one of the seven (7) Local Government Authorities (LGAs) in Pwani Region located in the Eastern part of Tanzania. The other LGAs in the region are Mkuranga District Council, Mafia District Council, Rufiji District Council, Bagamoyo District Council, Kibaha District Council and Kibaha Town Council. Kisarawe District Council has been chosen because of its considerable lower rates of internal efficiency in the region. For example, within the region, Kisarawe constituted 342 (25.5%) cases of dropouts out of 1,340 cases in 2014 (Coastal Regional Commissioner's Office, 2014).

3.4 The Target Population

Best and Kahn (2003) state that a population is a group of individuals (who have one or more characteristics in common) that is of interest to the researcher. Opie (2007) maintains that a population is the entire cohort of subjects that a researcher is interested in. Based on the two definitions, the researcher must have in mind a group of people with similar characteristics from which information can be obtained. It is

from this population, that the researcher chooses the representatives for the whole population. Therefore, the population for the study involved head teachers, primary school teachers, school committee members, primary school pupils and the Primary District Education Officers (PDEO) from Kisarawe District Council.

3.5 The Sample Size

According to Cohen, Manion and Morrison (2007), a sample is a smaller group or subset of the total population in such a way that knowledge gained through that sample is representative of the total population under study. Babbie (1995) argued that researchers were almost never able to study all members of a population who were interesting, thus necessitating the need for a sample. A major reason for sampling in social sciences is to reduce expenses in terms of time, money and effort.

Another advantage of a sample is that the researcher may achieve a greater response rate and greater cooperation in general from the respondents and, thus, the results are likely to be highly accurate. From these ideas, there was a need to have a specified number of sampling units (the sample size) which were to be included in the sample. Therefore, this study involved 6 primary schools in Kisarawe District Council with sample size comprising of 121 participants in the following categories: 6 head teachers, 42 primary school teachers (class teachers), 36 school committee members (parents), 36 primary school pupils (a boy and a girl, from Standards 5, 6 and 7) and 1 Primary District Education Officer (PDEO). Table 3.1 presents the sample selected for this study.

Table 3. 1: *Composition of the sample of the study*

S/No.	Category of respondents	Number of participants
1	Head teachers	06
2	Primary school teachers	42
3	School committee members (parents)	36
4	Primary school pupils	36
5	Primary district education officers	01
Total		121

Source: *Field (2015)*

3.6 Sampling Techniques

This study used two types of sampling procedures namely; purposive sampling and stratified random sampling methods. Purposive sampling technique was used to obtain 6 head teachers (One from each of the selected schools), 42 teachers (Seven class teachers, one from Standard 1 to 7, from each of the selected schools), 36 school committee members (6 from each of the selected schools) and the Primary District Education Officer (PDEO); whereas stratified random sampling was used to select 6 primary schools and 36 pupils (a boy and a girl, from Standards 5, 6 and 7).

3.6.1 Purposive Sampling

Purposive sampling method is used by the researcher to sample critical respondents with critical characteristics based on the researcher's judgment (Oso & Onen, 2005). In this study, the purposive sampling technique was used to select the respondents based on their administrative positions to the management of PEDP funds. Participants who were purposively sampled are the head teachers, primary school teachers, school committee members and the PDEO.

The head teachers and PDEO were chosen by virtue of their management and leadership positions that are directly related to the management of capitation grants. The PDEO is in charge for the implementation of all educational programmes at the district level including the PEDP. The PDEO also deals with the allocation and disbursement of PEDP funds to schools and monitoring of utilization of the funds. The DPEO receives reports from schools on the implementation of PEDP and makes recommendations to the authorities in the higher hierarchy.

The parents and teachers who are members of the school committees were chosen because they are responsible for leadership and administrative roles of day-to-day school activities including decision making and implementation of PEDP at school level. The school committees are the governing bodies that are responsible for the management of capitation grants at school level. The teachers who work at their capacity as class teachers were involved because of their administrative capacity to provide information on pupils' attendance, academic achievement and completion rates. Therefore, class teachers of Standard 1 to 7 were purposively selected.

3.6.2 Stratified Random Sampling

Kombo and Tromp (2006) define stratified random sampling as the sampling procedure involving dividing the population into homogenous sub-groups and from each group, representatives are selected by chance. This method was used to select primary schools and primary school pupils based on academic performance in Primary School Leaving Examination (PSLE) results for the years 2012, 20013 and

2014 so that it was easier to select the top/first three (3) schools in academic performance and the last three (3) schools.

At the time of selecting the schools, all primary schools in the district were categorized as top/best three schools and last three schools in 2012, 2013 and 2014. For each year, from the category of top three schools, one school among the three top/best schools were randomly selected making a total of three selected schools in that category. After that, from the category of the last three schools, one school among the last three schools were randomly selected making a total of three selected schools in that category.

Selection of pupils was based on sex and classes (Standard 5, 6 and 7). From each selected school and from each class, two pupils; a boy and a girl, were randomly selected making a total of six (6) pupils from each school. Pupils of Standard 5, 6 and 7 were selected because they are believed to be mature enough to provide responses freely and without fear. A mixture of boys and girls was important in order to avoid gender bias.

3.7 Methods of Data Collection

This study employed multiple methods in data collection commonly known as triangulation. According to Smith, Thorpe and Lowe (2000), triangulation is a term borrowed from navigation and surveying whereby a minimum of three reference points were taken to check an object's location. Thus, in research, triangulation means the use of several different methods of data collection in the same study. In

this research, the methods of data collection which were used are interviews, questionnaires, and documentation. Cohen et al. (2007) point out that no single method can act in isolation because it can be biased or can distort the whole picture of reality that the researcher is investigating. Therefore, the idea of triangulation was adopted in the study to cross-check the accuracy of data to be collected. Keya, Makau, Mani, and Omari (1989) and Denscombe (1998) believe that the use of different techniques helps to cross-check the authenticity of data gathered. The following sub-section describes the sources of data that were used.

3.7.1 Primary Data Sources

They provide first-hand information about a topic or subject under investigation. In this study interviews, questionnaires and official documents were used as primary sources of information. Sub-sections 3.8.1 to 3.8.3 provide information on the questionnaires, interviews and documentary analysis as they relate to primary data sources for this study.

3.7.2 Secondary Data Sources

They provide information previously compiled by other sources. Secondary Data Sources that were used include official documents such as PEDP quarterly reports, minutes of meeting for school committees, school bank statements and school files basing on the implementation of PEDP. Secondary data also helped to gain insights into how PEDP funds were utilized and its consequences on primary education output such as pupils' attendance rates, academic performance and completion rates.

3.8 Research Instruments

During the study, data were collected through questionnaires, interviews and documentary review and focus group discussions. These instruments are described in the following sub-sections.

3.8.1 Questionnaires

According to Cohen et al. (2007), a questionnaire is preferred because it can collect large amounts of data from larger samples within a short time. Mostly, closed-ended questions were used to obtain quantitative data. The preference on this tool is due to the fact that respondents could be free and flexible in delivering whatever information is important to the success of this study. Questionnaires were administered to the primary school teachers, school committee members and primary school pupils (Appendix 1).

3.8.2 Semi-structured Interviews

Semi structured interview is a technique used for gathering data. It is a scheduled set of questions administered through oral communication in a face-to-face relationship between a researcher and the respondents (Kothari, 2004). In conducting the interviews, the researcher used Swahili language, which is also a national language of Tanzania simply because all people in the study area can speak and understand it. Both open-ended and closed-ended questions were used. The open-ended questions were used for some themes as they allowed more explanation and allowed getting insight of interviewees' responses. The interviews were personal and one to one; that is, one interviewee and one interviewer. The researcher used interviews because they

allowed him to clarify questions and enabled him to probe and ask follow up questions in order to gain a deeper understanding of interviewees' attitudes, while allowing greater flexibility.

The semi-structured interview schedules were administered to the Primary District Education Officer (PDEO), head teachers, primary school teachers and school committee members in Kisarawe district. The researcher recorded the information on both the tape recorder and manually in the notebook. Interview guides are shown in Appendix 2, 3, and 4.

3.8.3 Documentary Review

Documentary review is a process of gathering information by reviewing the written documents as intimate diaries, personal letters, books and journals so as to get useful information related to a particular study (Best & Kahn, 2003). For the sake of this study, the researcher collected information on Standard seven pupils' academic performance from Primary School Leaving Examination (PSLE) result sheets from the National Examinations Council of Tanzania (NECTA) that were available at the schools and at the district headquarters. Other official documents which were reviewed are admission registers, attendance registers and academic reports files for Standard 5, 6 and 7 pupils from 2012 to 2014. Circulars and regulations of the Ministry of Education and Vocational Training on disbursement and utilization of PEDP funds were also reviewed. The documentary review guide is shown in Appendix 5.

3.8.4 Focus Group Discussions (FGDs)

The FGDs consisted of semi-structured and unstructured questions designed for discussion and probing certain statements. Patton (1999) points out that a focus group discussion is held with a small group of people on a specific topic. Normally, six to eight people (who share common characteristics) are brought together and are encouraged to talk about the subject of interest.

The researcher expected to elicit a lot of information, because FGDs can stimulate people to give their ideas and opinions on an issue of interest. These discussions promoted interaction among teachers and parents and stimulated them to state their feelings, perceptions and beliefs that they would otherwise not express if interviewed individually. The researcher visited six (6) primary schools and selected 66 participants (36 teachers and 30 parents) who were not interviewed as scheduled earlier. These participated in ten (10) focus group discussion sessions of about seven (7) participants each (Appendix 6 for Focus Group Discussion guide).

3.9 Validity, Reliability and Administration of Research Instruments

Reliability is the extent to which a measurement instrument or procedure yields the same results on repeated trials (Carmines & Zeller, 1979). Thus, reliability is required to make statements valid. On the other hand, validity is the extent to which the instrument measures what it purports to measure (Guba & Lincoln, 1998). For example, a test that is used to screen applicants for a job is valid if its scores are directly related to future job performance.

To increase validity and reliability of this study the researcher took the following steps: First, the researcher used multiple methods of data collection commonly known as methodological triangulation. In this case, the researcher used three different methods (triangulation); the interviews, questionnaires and documentary review so that one method could cross-check the validity of another. As a matter of fact, confidence in the validity of findings increases when a high agreement in the data and among the respondents is achieved. Based on these criteria, the internal validity of the data being presented in this study is high (Flick, 1998). Thus, in this study, data collection methods were triangulated and the collected data were systematically examined in terms of consistence and coherence. Second, the researcher ensured that all the instruments were checked and approved by a professional in research areas in order to obtain clarity and avoid ambiguity in the instruments. In this case, the supervisor gave comments which helped the researcher to refine the instruments by adding, subtracting or retaining and modifying some items. Third, the researcher tried to increase the reliability of data by building a good rapport with the respondents by introducing himself and describing the main purpose of the study. The research instruments were pre-tested in two schools (Natta Bigo and Mlimani) in Serengeti District Council. A total of 17 respondents involving 14 teachers, 2 head teachers and 1 education officer were used.

After the pre-testing session, minor corrections were made. The final version of the instruments were then printed and committed for administration. The researcher himself administered the instruments and he himself collected the questionnaires from the respondents. There were no research assistants.

3.10 Data Analysis Plan

Data analysis is also called ‘data reduction’ as it refers to the process of selecting, focussing, simplifying, abstracting, and transforming the data (Miles & Huberman, 1994). In this process, the researcher needs to do data coding, reduction and analysis. For qualitative data, Qualitative Data Analysis (QDA) was conducted basing on content analysis. This required the researcher to identify key themes and patterns in order to link concepts. Thus, the researcher worked with the data, organised them, broke them into manageable units, synthesised them, searched for patterns, discovered what was important and what was to be learned, and decided what to tell others (Bogdan & Biklen, 1992). The researcher read and re-read the transcripts looking for similarities and differences in order to find themes and to develop categories. Finally, the researcher linked the patterns and categories together to create meaningful data. This helped the researcher to identify meaningful data and set the stage for interpreting and drawing conclusions. For quantitative data, frequencies and percentages will be calculated to measure and describe the quantity of responses on given categories of themes in order to measure their magnitude.

3.11 Research Ethical Considerations

Ethical concerns are paramount when planning, conducting and evaluating research activities (Cozby, 2007). The researcher made several attempts to ensure the research ethics are observed:

First, the researcher obtained research clearance from the Open University of Tanzania which enabled him to acquire permission from the District Executive Director, Kisarawe District Council, to conduct research in the selected primary schools. All the respondents were informed of the purpose and objectives of the study and were not compelled to participate in the study.

Second, the researcher sought the informed consent from the research participants to be engaged in the interviews, FGDs and filling in the questionnaires. Here, the participants were free to agree or disagree; and were free to withdraw from any point of the research process.

Third, the researcher assured the participants of their privacy, confidentiality and anonymity for whatever was discussed. After reaching consensus, the researcher interviewed the relevant participants at each level by using clear and simple language; in most cases Kiswahili language was used. The decision to guarantee anonymity was made in this study. Given the sensitive nature of the information that was received and the fact that this is a case study, it was important that the schools' identity be protected so that certain individuals were not identified.

Fourth, the researcher instructed the participants on their right to withdraw or decline to answer a question prior to the Focus Group Discussions (FGDs) or interviews. The participant's decision to participate in the study needed to be voluntary without any form of pressure. Each participant was made to be aware that he/she had the right and freedom to choose not to participate or pull out of the study at any time.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides the findings and discussion of the findings which were organised into four sections based on the four research objectives that guided the investigation. The purpose of the study was to evaluate the management of capitation grants and its contribution to the improvement of the internal efficiency of primary education in Tanzania. The study was guided by the following four questions namely: First, what are the perceptions of stakeholders on their involvement in the management of capitation grants for primary schools in Kisarawe District? Secondly, what is the effect of capitation grants on improving primary school pupils' attendance rates? Thirdly, what is the effect of capitation grants on improving primary school pupils' academic achievement in their final examinations? Fourthly, to what extent does the utilization of capitation grants help to improve primary school pupils' completion rates?

4.2 Objective One: The Stakeholders' Perceptions of their Involvement in the Management of Capitation Grants for Primary Schools in Kisarawe District

Objective one was intended to analyze the stakeholders' perceptions of their involvement in the management of capitation grants for primary schools in Tanzania. Addressing this objective, responses were collected through interviews and questionnaires administered to the teachers, school committee members and head teachers.

As shown in Table 4.1, twenty four (24) school committee members (66.7% - more than two-thirds of the respondents) either disagreed or totally disagreed about their involvement in the management of the capitation grants in their schools. On the contrary, only ten (10) school committee members (27.7%) agreed that they were actively involved in the management of the capitation grants in their schools.

Table 4. 1: *Stakeholders' satisfaction with their involvement in the management of capitation grants in their primary schools*

Category of Respondents	Totally disagree	Disagree	Not sure	Agree	Totally agree	Total
School committee members	07	17	02	08	02	36
Primary school teachers	00	05	04	06	09	24
Head teachers	00	00	00	01	05	06
Total	07	22	06	15	16	66

Source: *Field Data 2015*

The school committee members said that they disagreed because they were only made rubber stamps to confirm school budgets and plans as suggested by teachers. They added that it was very difficult for school committee members to denounce the school plans and budgets which were suggested by teachers as one of the members representing the parents commented:

In our case, school budgets and plans are usually prepared by the teachers. We, the parents are not meant to propose any school plans or budget but to discuss and confirm what teachers had proposed. Before school committee meetings could be summoned, the head teacher would talk to the chairperson and convince him to accept their proposals. Once the chairperson is convinced to accept the head teachers' proposal, the chance for other school committee members to reject the proposed budget is minimal. (School committee member from school 'A')

The argument in the preceding quotation suggests that there was passive involvement of the school committee members in the management of the capitation grants in their schools. They had limited power to propose or even reject the proposed budgets however irrelevant they could be. The teachers and head teachers would use the weaknesses of the chairpersons to convince the acceptance of the teachers' proposed budgets or plans for utilization of the capitation grants. It was argued that there was a moment in school 'A' when teachers and the school committee members representing the parents got into disagreement on some issues related to school expenditure. This was obvious when the teachers failed to provide explanations on justification of the school expenditure.

A small group of ten (10) school committee members (27.7%) agreed that they were actively involved in the management of the capitation grants in their schools. The respondents in this group said that they were satisfied with their involvement in the management of the capitation grants in their schools. In explaining their agreement, they said that the schools used to summon the members whenever the need arises. The respondents said that the school committee members would always have opportunity to discuss all the agenda tabled for them freely and democratically as one of the respondents said:

We, the parents, are actively involved in the management of the capitation grants in our school. The discussions are conducted democratically on the agenda about the management of the capitation grants for our school. We are empowered to either accept or reject any proposals brought forward by teachers based on their relevance or acceptability. There were occasions where we rejected teachers' proposals of school expenditure on certain items. For school committee members who know their responsibility and power cannot be made rubber stamps by teachers. (School committee member from school 'C')

The information from the preceding quotation indicates that school committee members have power and mandate to accept or reject any proposals which are relevant or irrelevant to their community needs. It was noted that school committees were democratically organised to allow members discuss issues related to how school resources were successfully managed. Therefore, whether teachers could propose school budgets or plans depended on how strong and knowledgeable the members were. The study revealed that the more knowledgeable the members were on issues related to resource management, the better they could participate in decision making.

On the other hand, it was found out that fifteen (15) teachers (62.5% - more than half of the teachers) who were involved in the study either agreed or totally agreed that they were satisfied with how they were involved in the management of capitation grants in their schools (Table 4.1). The researcher asked the teachers how they were actively involved in the management of school capitation grants.

The teachers mentioned two ways through which they participated in the decision making and management of school resources; staff meetings and representation in the school committee meetings. It was noted that teachers were involved in the school planning through their staff meetings where budgets and plans were proposed and forwarded to the school committees for approval. It was also noted that teachers were involved in the school committees through their representatives. Basically, in the school committees, teachers were represented by two teachers and the head teachers who were also the secretaries to the committees by virtue of their positions.

The other small group of nine (9) teachers (37.5%) had opposite opinions and perceptions on their involvement in the management of capitation grants in their schools (Table 4.1). This group of teachers showed their dissatisfaction in their involvement in the management of capitation grants in their schools by saying they either disagreed or were not sure. The teachers in this group said that the power of the school committees to make decisions depended upon the influence of the heads of schools who were also the secretaries to the committees and not the teachers as one of them claimed:

In my view, the teachers do not participate actively in the management of the capitation grants for their schools. Teachers are represented by only two teachers in the school committees to which the head teachers are the secretaries. In reality, the head teachers and the school committees are the only responsible mechanisms for the management of the capitation grants. The school proposed budgets and plans are not the responsibility of the heads of schools. (Primary school teacher from school 'D')

The preceding quotation indicates the perceptions of some teachers that management of capitation grants was the responsibility of head teachers and school committee members. The views of the teachers in this group suggested that the head teachers in collaboration with the school committees were responsible for the planning and management of capitation grants.

All the six (6) head teachers (100%) either agreed or totally agreed that they were actively involved in the management of capitation grants in their school (Table 4.1). They said that by virtue of their positions, they are secretaries to the school committees of which they are responsible for the planning and management of capitation grants.

It was learnt that although the school proposed budgets and plans were formulated by teachers in their staff meetings, the final decisions on the management of school capitation grants relied solely on the school committees. In support of their opinion, one of the head teachers was quoted as saying:

Under the decentralisation policy of the education system, the school committees have full responsibility for the management of capitation grants. The school committees in which teachers are representatives are responsible for the management of capitation grants. So, teachers are actively involved in the management of capitation grants. (Head teacher from school 'A')

4.3 Objective Two: The Effect of Proper Use of Capitation Grants on Improving Primary School Pupils' Attendance Rates

Objective two was intended to examine the effect of capitation grants on improving primary school pupils' attendance rates. To address this objective, questions were administered to the PDEO, teachers and head teachers through interviews and focused group discussions.

Responding to the question as to whether effective use of the capitation grants had any effect on improving primary school attendance rates, forty one (41) out of 67 respondents (61.2% - more than a half of the respondents) agreed that effective use of capitation grants had improved primary school attendance rates. On the contrary, nineteen (19) out of 67 respondents (28.4% - a little bit more than a quarter of the respondents) rejected by reporting that the use of the capitation grants did not improve attendance rates in schools while seven (7) out of 67 respondents (10.4%) said that they were not aware if the management of the capitation grants helped to improve pupils' attendance rates. The responses are summarised in Figure 4.1.

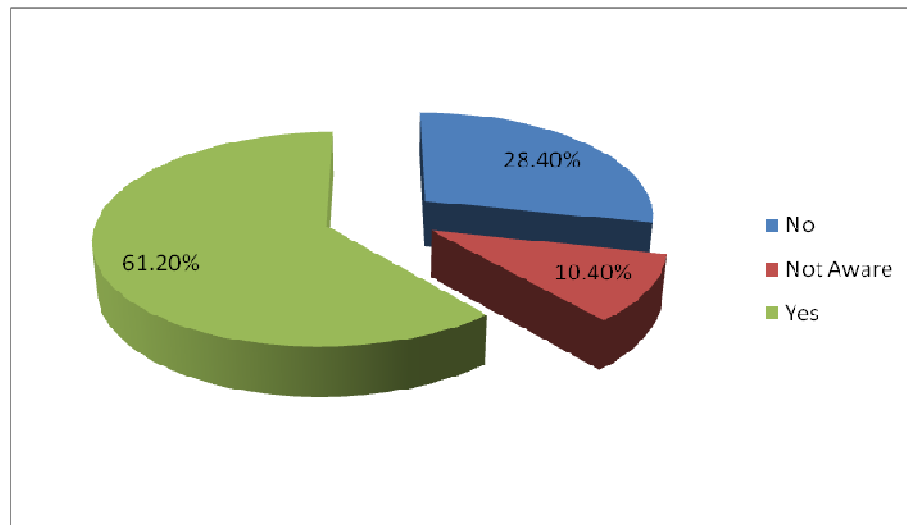


Figure 4. 1: *The effect of proper use of capitation grants on improving primary school pupils' attendance rates*

Responding to the question on the extent to which the use of capitation grants helped to improve pupils' attendance rates in primary schools, the respondents provided a range of responses in explaining the matter. The respondents who agreed that effective use of capitation grants had improved primary school attendance rates said that capitation grants had supported schools to make many teaching and learning resources such as textbooks, some teaching aids such as globes and science kits currently available in schools as one of the teachers commented:

The disbursement of the capitation and development grants to primary schools was a response to the government efforts to finance the implementation of PEDP. With capitation grants our school is having a good number of resources such as textbooks. In my school, for example, the average pupils-book ratios range from 7:1 to 4:1. Before the disbursement of capitation grants my school was lacking some textbooks for some subjects. (Head teacher from school 'B')

The information in the preceding quotation indicates that the use of capitation grants helped to improve the teaching-learning environment in schools and make them more conducive. As a result, the conducive environment had both direct and indirect influence to pupils' attendance rates. However, there were also claims that the disbursement of the capitation grants was both insufficient and inconsistent.

According to the data obtained from head teachers, each school was supposed to receive an allocation of ten thousand Tanzanian shillings (Tsh 10,000.00) per pupil per year. The study revealed that in 2013 and 2014 all the schools received less than what was expected for reasons best known by the Ministry of Finance. As shown in Table 4.2, on average, the amount of the capitation grants per pupil disbursed to schools ranged from the maximum of Tsh 5,400.00 per pupil in 2013 (School 'F') to a minimum of Tsh 3,800.00 (School 'D') in 2014. The funds disbursed to schools suggested that the trends was decreasing from that of the year 2013 to that of the year 2014 (Table 4.2).

Table 4. 2: *Amount of capitation grants requested for and disbursed to surveyed schools in the years 2013 and 2014*

	Number of students	Expected amount in Tsh	Available amount in Tsh	
			2013	2014
School 'A'	296	2,960,000	1,542,160	1,349,760
School 'B'	367	3,670,000	1,578,100	1,504,700
School 'C'	205	2,050,000	1,035,250	973,750
School 'D'	489	4,890,000	1,980,450	1,858,200
School 'E'	198	1,980,000	1,049,400	993,960
School 'F'	237	2,370,000	1,279,800	1,144,710

Source: *Field data, 2015*

The researcher asked the heads of schools and the PDEO why the capitation grants varied from one school to another as per pupil allocated amount. In response to the question, one of the respondents said:

The schools are supposed to receive equal amount of funds allocated to every pupil equivalent to Tsh 10,000.00. It is very unfortunate that the Ministry of Finance allocates and disburses funds less than the amount of funds requested. We, the district education office have nothing to do with the money as we make transaction into schools account banks. It is only the Ministry of Finance who knows why the amount of funds available to schools is less than requested. I would suggest school administrations to plan and implement their programmes according to the funds made available (PDEO at Kisarawe District Council).

The information revealed in the preceding quotation suggests that schools are facing a great deal of challenges when planning and implementing their school programmes. The head teachers said that there were cases where some construction projects were not completed on time or quality of the service provided was compromised. For that matter, the insufficient availability of funds forced schools to find other sources of funds to supplement the deficit.

Moreover, the researcher was interested to know from the head teachers, primary school teachers and school committee members (parents) how the availability and utilization of capitation grants affected the pupils' attendance rates in primary schools. In response to the matter, both direct and indirect responses were provided.

Fifty nine (59) out of 67 respondents (88.1% - the majority) mentioned that the provision of the capitation grants had increased the availability of educational resources such as textbooks, classrooms, desks and other reading and writing

materials for the pupils and teachers (Table 4.3). The finding showed that the availability of the educational resources made the learning and teaching environment better for both the pupils and their teachers. Conducive teaching and learning environment was a factor that influenced the attendance of pupils as well as the parents to send their children to school as commented by one of the respondents:

We are encouraged not only to send our children to school but also to ensure that their attendance is maintained because our school has all the required facilities for our children to learn. Previously, our school could not accommodate our children due to inadequately availability of resources. The disbursement of CGs during the implementation of PEDP has made the learning environment to be conducive. It has also influenced the pupils' attendance rates. (School committee member from school 'A')

The explanation in the preceding quotation indicates that CGs have made educational resources available at school. It was learnt that when pupils found the school environment conducive for learning, they could easily influenced to attend school as was found in school 'A'.

On the contrary, the data in Table 4.3, eight (8) out of 67 respondents (11.9% - a small group) who were of the opinion that the capitation grants did not improve the availability of educational resources such as text books and desks in schools because some schools still had classes without textbooks or desks for the children to sit on as one of them said:

Management of CGs has brought only temporary solution to the problems that our school are facing. The schools have more children than resources needed to support their learning. Some pupils have left schools because the learning environment does not influence pupils to attend schooling sessions. In some classes of our school, for example, children are sitting on the floor for the lack of desks to sit on. (School committee member from school 'E')

From the preceding quotation, one can simply conclude that the efforts of the government to financially support schools with CGs were temporal because some schools were still facing problems of lack of desks and other resources needed for learning. Lack of educational resources such as desks and classes discouraged pupils from attending school regularly.

In addition, the data in Table 4.3 show that forty nine (49) out of 67 respondents (73.1% - about three-quarters) said that the capitation grants had reduced other school financial expenditure which used to be demanded from the parents. The respondents maintained that before the government's initiative of disbursing the CGs to support schools, there were a number of financial contributions that the parents were supposed to provide in support of their children to get primary education. The respondents revealed that some of the financial contributions that were demanded from the parents included the examination procedures at school, financial contributions for the security of school properties and financial contributions to support school inspection programmes to mention a few. According to the opinion given by school committee members, the CGs replaced the financial contributions that the poor parents were supposed to provide as one of the members remarked:

The demand for the parents to contribute financially in primary education was negatively affecting the pupils' attendance especially when they failed to pay them. I do remember some occasions where school children were being punished when their parents failed to pay for the financial contributions demanded. Some pupils had to stay at home waiting for their poor parents' efforts to pay the contributions. Failure of the parents discouraged the school attendance of their children. (School committee member from school 'D')

Based on the argument in the preceding quotation it is clear that if the CGs replaced the other school contributions usually demanded from the parents, poor parents would have no reason to stop their children from attending school. According to the PDEO and the head teachers, the CGs were allocated in the following portions: 40% of CGs was to improve purchase of textbooks, minor rehabilitation of infrastructures by 20%, provision of teaching and learning materials by 20%, 10% for improving examinations and 10% for improving administration activities.

On the contrary, the data in Table 4.3 show that eighteen (18) out of 67 respondents (26.9%) said that the CGs could not reduce the parents' burden of providing school financial expenditure and contribution demanded by school administrations. The respondents in this group confirmed that the CGs disbursed by the government were both inadequate and not sustainable to support school development projects. The respondents were of the opinion that the amount of CGs expected was less than the amount disbursed to schools where in many schools, allocations were less than a half of the expected amount (The reality is as displayed in Table 4.2). Moreover, the respondents maintained that despite the disbursement of the CGs, the schools still continue to charge the parents various financial contributions to support their children education as one of the parents remarked:

Despite the disbursement of CGs, our school still demands parents to provide financial contributions for school activities including examinations, security of school properties or school inspection. This is a difficulty responsibility to poor parents like me to bear. One of the sister daughter could not finish her education as she stopped because of her parents inability to pay variety of school financial contributions demanded by our schools. (School committee member from school 'C')

One can simply learn from the preceding quotation that schools have not stopped to charge the poor parents financial contributions for the education of their children. It was learned that the children whose parents failed to provide the financial contributions were usually punished or denied some educational services they deserved. It was noted that some of the pupils dropped from school as a result of their parents' failure to reconcile with the school demands.

Finally, six (6) out of 67 respondents (9.0%) mentioned that the capitation grants had led to the availability of food supply to pupils in schools. The respondents added that although the provision of food supply was not one of the aspects meant for the allocation of CGs, some schools used the funds to supply food to pupils when at school. According to the respondents, the decision helped to maintain pupils' attendance rates because the schools would ensure the availability of food, especially, to starved children from poor families.

On the contrary, some other twenty one (21) out of 67 respondents (31.3%) and forty (40) out of 67 respondents (59.7%) either rejected or said they were not sure whether the CGs had led to the availability of the food supply to pupils in schools because food supply was not an aspect which was to be provided using the allocated CGs. They said that schools were free to establish their own local arrangements to supply food to their school children although not out of the CGs funds.

However, all the respondents agreed that the provision of food to school had positive influence on pupils' attendance rates.

Table 4. 3: *The effect of the use of the capitation grants on the pupils' attendance rates in primary schools (N=67)*

Effects of Capitation Grants	Categories of responses		
	True	Not True	Not Aware
Capitation grants have reduced other school financial expenditure from the parents	49(73.1%)	18(26.9%)	00(0.0%)
Capitation grants have increased the availability of educational resources such as text books and desks in schools	59(88.1%)	08(11.9%)	00(0.0%)
Capitation grants have led to the availability of food supply to pupils in schools	06 (9.0%)	21(31.3%)	40(59.7%)

Source: *Field data, 2015*

Moreover, the researcher was interested to know the trends in the pupils' attendance rates in the surveyed schools. The data reviewed from the official documents indicated that the general trend of pupils' attendance rates had improved considerably when compared to the attendance before the disbursement of CGs through PEDP. Also, attendance rates had improved after disbursement of CGs during PEDP implementation.

It has been found out that pupils' attendance rates in the surveyed schools for the year 2000 in all six schools except in school 'B' was moderate. The data recorded in 2006 showed that the pupils' attendance rates rose considerably in all surveyed schools ranging from the minimum of 87% (School 'C') to the maximum of 99% (School 'B'). Surprisingly, the trends in the pupils' attendance rates in 2014 dropped from a maximum of 93% (School 'B') to a minimum of 76 % (School 'E') when compared to the trends of attendance rates from 2006. The data on the trends of

pupils' attendance rates for the years 2000, 2006 and 2014 are as summarised in Table 4.4.

The researcher's possible explanation for this trend could be that in the year 2000, the government had not started providing CGs because PEDP was not yet on the implementation. The implementation of PEDP in Tanzania began with Phase I (2002-2006) and continued with Phase II (2007-2011). It seems that during the period of PEDP implementation as opposed to the period after PEDP implementation, capitation grants influenced pupils' attendance rates positively.

Table 4. 4: *Pupils' attendance in surveyed schools (before, during and after PEDP implementation)*

Name of school	Pupils' attendance 2000	Pupils' attendance 2006	Pupils' attendance 2014
School 'A'	68%	97%	89%
School 'B'	84%	99%	93%
School 'C'	57%	87%	90%
School 'D'	63%	92%	88%
School 'E'	49%	91%	76%
School 'F'	59%	95%	82%

Source: *Schools annual reports for academic years 2000, 2006 and 2014*

On the other hand, the researcher wanted to know from the respondents why the attendance rates in 2014 had dropped compared to those in 2006. The respondents provided several reasons to explain the drop in the pupils' attendance rates including the following: Firstly, lack of consistence in the provision of CGs to support school programmes and secondly, mismanagement of the CGs funds.

Regarding lack of consistence in the provision of CGs to schools, fifty four (54) out of 67 respondents (80.6% - more than three-quarters) mentioned lack of consistence in the provision of CGs to support schools programmes to be the main reason to explain the drop in the pupils' attendance rates. The respondents argued that the disbursement of CGs was distributed in such a way that each primary school pupil was allocated Tsh 10,000.00. Unfortunately, many schools received less than Tsh 5,000.00 per pupil which negatively affected the ability of schools to implement their programmes. According to the teachers who were interviewed, school administrations were forced to supplement them with other financial sources including the financial contributions from the parents as one of them remarked:

It is very unfortunate that the government has minimized its financial support to schools through CGs. For two years now, our school has been receiving an amount between the Tsh 3,800.00 and 5,400.00 per pupil per year. This amount is less than the requested amount; leave alone the delay of the CGs. For this reason, our school is compelled to ask the parents to supplement the deficit through by introducing other financial contributions. This has negatively affected the attendance of the children from poor families (Head teacher from school 'B').

The information summarised in the quotation above suggests that the Ministry of Finance failed to provide the amount of CGs as planned. Thus, most schools did not have other reliable alternative sources to supplement the deficit than to ask for the parental financial contributions.

Regarding mismanagement of the CGs funds, the respondents mentioned that the drop in the pupils' attendance rates was caused by mismanagement of the CGs funds at the school level. It was noted that, at the school level, school committees were

responsible for the management of CGs. So, the ability of the school committee members to perform their duties effectively in managing school resources depended on their knowledge, skills and experience in matters related to managerial responsibilities. The respondents said that, in some schools, the parents in school committees were represented by illiterate parents who could easily be used as rubber stamps in making decision relating to utilization of school resources.

In such unfortunate situations, capitation grants were mismanaged as decision making was left on the hands of the teachers. It was also obvious that some priorities of teachers were not necessarily the priorities of the parents. They added that there were cases of misunderstanding between the teachers and parents in some school committee meetings regarding the utilization of capitation grants. The conflicts made some parents to lose trust on teachers which made the parents and pupils lose interest on school-related matters including pupils' school attendance.

4.4 Objective Three: The Effect of Proper Use of Capitation Grants on Improving Primary School Pupils' Academic Achievement

Objective three intended to investigate the effect of capitation grants on improving primary school pupils' academic achievement. To address this objective, questions were asked to teachers, head teachers and the PDEO. The data on pupils' academic achievement were collected from documents obtained from the schools and education officials from the district. The documents reviewed include PSLE results released by the National Examinations Council of Tanzania (NECTA).

Responding to the question whether the use of the capitation grants had helped to improve primary school pupils' academic achievement, thirty six (36) out of 67 respondents (53.7% - a little bit more than a half of the respondents) agreed that CGs had helped to improve pupils' academic achievement especially in their final examinations. It was also found that the other group of twenty seven (27) out of 67 respondents (40.3%) rejected by stating that the use of capitation grants had not helped to improve academic achievement compared to four (4) out of 67 respondents (6.0%) who said that they were not sure whether the use of the capitation grants helped or not helped to improve pupils' academic achievement. The responses are summarized in Figure 4.2

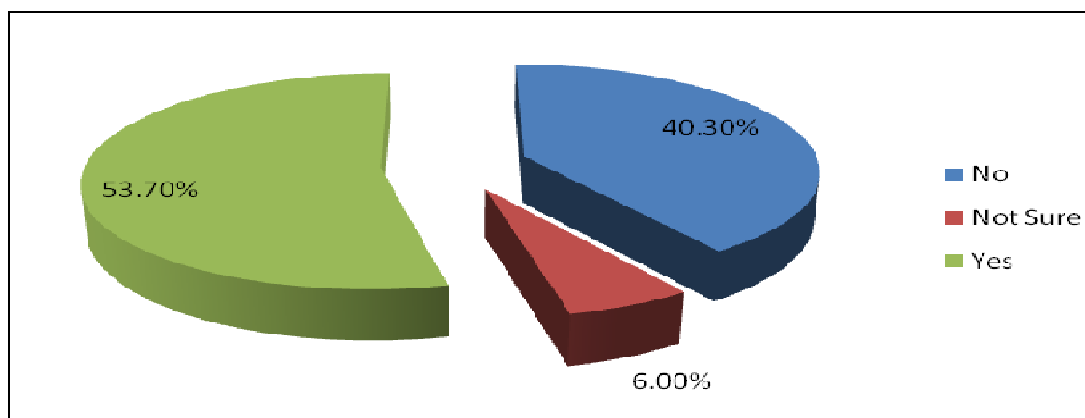


Figure 4. 2: *The effect of proper use of capitation grants on improving primary school pupils' academic achievement*

Responding to the question on the extent to which capitation grants had helped to improve pupils' academic achievement in their final examinations, some of the head teachers, classroom teachers and the DEO said that when schools began to receive the CGs some of the resources and educational structures were changed to be better. They also said that the CGs helped schools to conduct monthly and joint

examinations which promoted pupils' understanding and helped them to prepare for their final examinations which resulted into better performance as one of them remarked:

With CGs, we have been able to organise and conduct monthly and neighbourhood examinations which had been instrumental to prepare our pupils for final examinations. Since 2004 our pupils pass rates in their examinations have been continuously improving. The number of those who are passing examinations and selected to join form one has increased. I think CGs have transformed the teaching and learning environment by improving it through availability of resources such as text books and other writing materials (Head teacher from school 'A').

The information in the quotation above suggests that there was direct effect of CGs on academic achievement by promoting teaching and learning environment. The findings showed that the number of school graduates who passed PSLEs and qualified to join secondary education had increased.

It has been found that primary school pupils' pass rates in their Primary School Leaving Examinations (PSLEs) rose significantly when data from the surveyed schools for two academic years were compared (Table 4.5).

Table 4. 5: *Pupils' academic achievement in PSLEs in surveyed schools*

School name	Pupils pass rates					
	2001			2014		
	Registered for exams	Passed exams	%	Registered for exams	Passed exams	%
School 'A'	49	03	6.1	69	50	72.4
School 'B'	36	04	11.1	53	32	60.4
School 'C'	63	06	9.5	102	76	74.5
School 'D'	41	04	9.8	46	29	63.0
School 'E'	26	02	7.7	43	34	79.0
School 'F'	43	03	6.9	58	36	62.1

Source: *Field data, 2015*

According to the PDEO and head teachers, pupils' pass rates were determined by their grades in which Grades A, B and C were considered as pass. The pupils were considered to have passed the examinations if they obtained any one of the three grades. The students who passed the examinations with Grade A were required to score between 250 and 201 of which the former is the highest score. The students who passed the examinations with Grade B were required to have a total score between 200 and 151 while Grade C required a total score between 150 and 100 of which the latter is the lowest score. It was learnt that those who obtained a total score of less than 100 would be considered failures.

Based on those criteria, the findings presented in Table 4.5 showed that the pupils pass rates for the academic year 2014 were better than the pass rates for the year 2001 before the government began to disburse CGs to support schools in the implementation of PEDP. The findings indicated that for the year 2001 the pupils did not perform any better for their examinations. The pass rates ranged from the maximum of 11.1% for school 'B' to a minimum of 6.1% for school 'A'. In addition, the data showed that the pupils pass rates for the year 2014 were a little bit better than in 2001. The pass rates ranged from a maximum pass rate of 79.0% for school 'E' to a minimum of 60.4% for school 'B'.

When the respondents were asked to comment on the influence of CGs on the pupils pass rates, the responses from some of the teachers, head teachers and the PDEO said that there was direct influence of CGs on pupils pass rates. They said that CGs enabled schools to improve the teaching and learning environment by conducting

frequent tests to strengthen their pupils' ability before they could sit for their final examinations. It was found that without CGs, it would not have been possible for schools to conduct such neighbourhood examinations because of the costs associated with preparation and administration of the examinations. The respondents added that with CGs schools could buy their own text books and other learning materials which influenced pupils' interest for schooling. For example, with the availability of adequate text books in schools, it was possible for teachers to provide home work assignments for their pupils. The teachers commented that pupils whom they usually gave them home work assignments did better in their final examinations than those who they did not give home work assignments. To support this argument one of the respondents said:

The capitation grants that my school received helped us to buy teaching and learning materials such as textbooks and preparation of weekly and monthly examinations to test our pupils' ability and prepare them better for final examinations. These efforts have promoted our pupils academic achievement in our schools. For this reason, our school has been doing better this time than ever before.
(Head teacher from School 'E')

On the contrary, some other twenty seven (27) respondents out of 67 (40.3%) said that CGs had no influence on the pupils' academic achievement in their final examinations. They said that the increase the pupils' academic performance could be explained by other factors than the CGs. They added that some parents used to send their children for private tuition centres to supplement the classroom teachings. They gave examples of school 'B' and school 'C' which were located in township locality where parents and children would have access to tuition centres for their children to supplement their classroom learning efforts. They also added that the existence of

remedial classes in some schools such as school 'B' and 'E' has motivated and promoted slow learners who would need teachers' extra support of normal classroom efforts. They maintained that pupils who attended private tuition classes and those who attended remedial classes, usually performed better in their final examinations than those who did not.

4.5 Objective Four: The Effect of the Use of Capitation Grants on Improving Primary School Pupils' Completion Rates

Objective four was intended to examine the effect of the use of capitation grants on improving primary school pupils' completion rates. The responses for this objective were collected through interviews, and questionnaires administered to the PDEO, head teachers and primary school teachers as well as from the documentary review.

Responding to the question on whether utilization of capitation grants had helped to improve primary school pupils' completion rates, thirty four (34) out of 66 respondents (51.4% - a little bit more than a half of the respondents) said that utilization of the capitation grants did not necessarily improve primary school pupils' completion rates. They gave two reasons in support of their argument and position. The respondents in this group were of the opinion that primary school completion rates were also influenced by factors other than the provision of CGs to support schools. School committee members, for example, said that parents and guardians feared to be prosecuted by the court of law which legalizes admission to primary education, school attendance and completion as compulsory. This was the influence of the educational Act number 25 of 1978 with its amendment made in 1995.

Secondly, they said that primary school completion rates were influenced directly and indirectly by the level of awareness among the parents on the importance of education to their children. The data in Figure 4.3 show the responses from the PDEO, head teachers and primary school teachers on the effect of the utilization of the capitation grants on primary school pupils' completion rates.

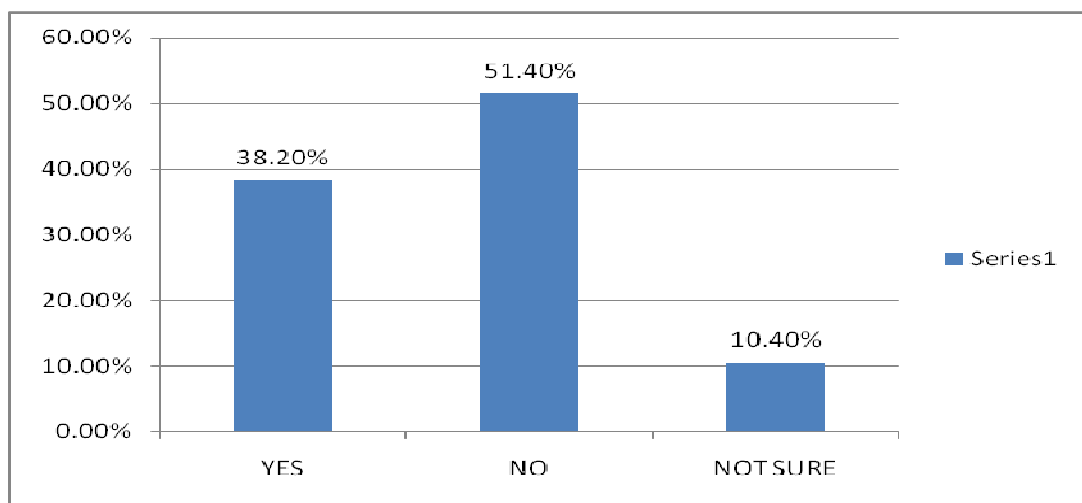


Figure 4. 3: *The effect of proper utilization of capitation grants on improving primary school pupils' completion rates*

On the contrary, twenty five (25) out of 66 respondents (38.2%) said that the utilization of the capitation grants improved primary school pupils' completion rates because CGs influenced the availability of educational resources such as construction of new classrooms, availability of textbooks, toilets and therefore minimised the challenges of lack of enough places for pupils such as classroom congestion which used to discourage both pupils' school attendance and completion rates.

In addition, statistics showed that the primary school pupils' completion rates for the 1995-2001 Cohort (Period before introduction of CGs through PEDP) were lower

than those for the 2008-2014 Cohort (URT, 2014). The respondents emphasized that one of the factors responsible for the improved pupils' completion rates in the second cohort was the provision of CGs to support schools in order to improve their teaching and learning environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations emanating from the findings of the research. The purpose of this study was to evaluate the management of capitation grants and its contribution to the improvement of the internal efficiency of primary education in Tanzania. The study was guided by the following four questions: Firstly, what are the perceptions of stakeholders on their involvement in the management of capitation grants for primary schools in Kisarawe District? Secondly, what is the effect of capitation grants on improving primary school pupils' attendance rates? Thirdly, what is the effect of capitation grants on improving primary school pupils' academic achievement in their final examinations? Fourthly, to what extent does the utilization of capitation grants help to improve primary school pupils' completion rates?

5.2 Summary of the Study

The purpose of the study was to evaluate the management of capitation grants and its contribution to the improvement of the internal efficiency of primary education in Tanzania. Based on the purpose of the study, four tasks were drawn to guide data collection and analysis. These included: analysis of the perceptions of stakeholders on their involvement in the management of capitation grants for primary schools, examination of the effect of capitation grants on improving primary school pupils' attendance rates, investigation of the effect of capitation grants on improving primary

school pupils' academic achievement, and determination of the effect of capitation grants on improving primary school pupils' completion rates.

Objective one investigated the stakeholders' perceptions of their involvement in the management of capitation grants for primary schools in Tanzania. With the exception of a small number of respondents, the findings revealed that many respondents especially, the parents, among the school committee members were not actively involved in the management of the capitation grants in their schools. The school committees were seen as rubber stamps to authorize the teachers' proposals on matters related to management of school resources particularly CGs. It was also found out that school committee members were less powerful to influence the budgetary plans but to agree in favour of teachers' proposal. The qualifications of school committee members representing the parents were the reason for their lack of power in decision making. The teachers were involved in the school planning through their staff meetings where budgets and plans were proposed and forwarded to the school committees for final decision making.

Objective two investigated the effect of capitation grants on improving primary school pupils' attendance rates. Majority of the respondents agreed that management of capitation grants had improved primary school attendance rates against a small number of respondents who rejected that the management of capitation grants did not improve attendance rates in schools. The findings showed that the pupils' attendance rates in all the surveyed schools were higher in the years after introduction of CGs than those before the CGs were delivered. It was stated that capitation grants had

improved teaching and learning resources such as textbooks, some teaching aids such as globes and science kits available in schools.

There were also concerns from some respondents that CGs had nothing to do with pupils' attendance rates because the disbursement of the capitation grants was both insufficient and not predictable. Some schools, for example, received even less than a half of what they were supposed to be allocated for each pupil per year (Th.10, 000.00). Thus, the financial burden would directly go to parents, most of whom were unable to bear because of poverty. That means, since CGs were insufficiently provided, schools demanded financial support from the parents to supplement the deficit.

Some respondents described the effect of capitation grants on pupils' attendance rates, by linking them to the availability of the educational resources such as textbooks, classrooms, desks and other reading and writing materials for the pupils and teachers. Thus, the availability of the educational resources promoted the learning and teaching environment for pupils and teachers. It was stated that conducive environment of the school could easily influence pupils to attend schools. On the contrary, lack of educational resources such as desks and classes discouraged pupils from attending school regularly.

According to some respondents, some schools used the capitation grants to offer food supply to pupils when at school which helped to maintain students' attendance rates because it would ensure the availability of food especially to starved children from

poor families. This, however, (was not permanent because food supply was not an aspect in the allocation of the CGs). Generally, however, the findings revealed that the pupils' school attendance rates were considerably higher in the surveyed schools in 2006 during which the government ended the first phase of PEDP than for 2014. The reasons were lack of consistence in the provision of CGs to support schools programmes and mismanagement of the CGs.

Objective three investigated the effect of capitation grants on improving primary school pupils' academic achievement. There was a mixture of responses from the respondents. The findings showed that in some cases the capitation grants helped to improve primary school pupils' academic achievement particularly in their final examinations. To support their argument they said that when schools began to receive the CGs, some of the resources and educational structures changed for better.

For example, the CGs helped schools to conduct weekly, monthly and neighbourhood examinations to prepare their pupils for final examinations. For this reason, the number of school graduates who passed Primary School Leaving Examinations (PSLEs) and qualified to join secondary education increased significantly.

The findings revealed that the pupils in 2014 outperformed those in 2001 because the government had already started providing CGs in 2002. This showed that there was direct influence of CGs on pupils pass rates because CGs enabled schools to improve the teaching and learning environment including availability of textbooks and other

educational resources. These resources enabled teachers to provide home work assignments which promoted the pupils academically.

Some respondents were of the opinion that the capitation grants did not improve pupils' academic achievement in their final examinations. It was stated that the increase in the pupils' academic performance could be explained by other factors than the CGs. They mentioned the access to tuition education centres for their children to supplement their classroom learning efforts and the establishment of the remedial classes as the reasons.

Objective four examined the effect of the use of capitation grants on improving primary school pupils' completion rates. More than half of the respondents said that the utilization of the capitation grants did not necessarily improve primary school pupils' completion rates. They said that there were other reasons that influenced the primary school completion rates including the fear of prosecution in court of law by the parents and guardians if their children would not regularly attend and complete schooling. The level of awareness among the parents on the importance of education for their children was an added reason.

On the contrary, some of the respondents maintained that the utilization of the capitation grants improved primary school pupils' completion rates because CGs influenced the availability of educational resources such as construction of new classrooms, availability of textbooks, toilets and therefore minimised the challenges caused by the lack of enough places for pupils such as classroom congestion which discouraged both pupils' school attendance and completion rates.

In addition, statistics showed that the primary school pupils' completion rates for the 1995-2001 Cohort were lower than those for the 2008-2014 Cohort (URT, 2014). The respondents emphasized that one of the factors responsible for the improved pupils' completion rates in the second cohort was the provision of CGs to support schools in order to improve their teaching and learning environment.

5.3 Conclusions

In the light of the research findings, the following conclusions are drawn:

- Teaching staff dominate the process of decision making on utilization of school resources which discourage the parents. Therefore, school committee members need to be actively involved in the management of capitation grants in their schools and not to act as rubber stamps to authorize the teachers' proposed budgets out of the CGs.
- There are mixed cases on the effect of capitation grants on improving primary school pupils' attendance rates. For the capitation grants to improve primary school pupils' attendance rates, there was a need to improve educational resources such as textbooks by making, them available and properly utilized in schools. For the effect of CGs on pupils' attendance rates to be felt, disbursement of the capitation grants to schools must be both sufficient and sustainable. The government is supposed to disburse the planned CGs to schools. Lack of consistence in the provision of CGs to support school programmes and mismanagement of the CGs may discourage pupils from attending school regularly.

- Proper utilization of capitation grants helps to improve primary school pupils' academic achievement, particularly, in their PSLEs. The capitation grants had helped schools to conduct weekly and monthly examinations internally as well as to conduct joint examinations with other schools for competition. These examinations had equipped the pupils for high academic performance during their final examinations. In schools where capitation grants were properly utilized, the number of school graduates who passed PSLEs and qualified to join secondary education increased significantly. However, other factors such as the children access to tuition centres had supplemented classroom learning efforts. Also, the establishment of remedial classes had influenced the promotion of pupils' academic achievement in their final examinations.
- Proper utilization of capitation grants helps to improve primary school pupils' completion rates. The trends of primary school pupils' completion rates will continue to drop over years if capitation grants are not properly utilized. However, apart from proper utilization of the capitation grants as a means of improving primary school pupils' completion rates, other factors that may enhance completion rates include: parents' fear of prosecution in courts of law due to their children's absence from school and parents' awareness regarding the importance of schooling.

5.4 Recommendations

In the light of the study findings, conclusions and the limitations of the study, the recommendations for administrative action and for further research are made as follows:

5.4.1 Recommendations for Administrative Action

Based on the findings from the study, it is recommended that:

Based on the study findings and conclusions, the following recommendations for administrative actions have been made:

- Active participation of key stakeholders at various levels should be ~~is~~ strengthened to enable them make proper decisions regarding school resources including capitation grants;
- The government should ensure that adequate capitation grants are made available to primary schools and are consistently disbursed;
- For the capitation grants to improve primary school pupils' attendance rates; academic achievement and completion rates, there should be discipline in utilization of capitation grants and school funds in general.

5.4.2 Recommendations for Further Research

Taking into account the limitations of this study, it is recommended that a quantitative study be conducted in order to statistically test and prove the effect of capitation grants on pupils' academic achievement. In so doing, it is suggested to increase the sample size for the purpose of widening the power of generalization of the results.

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APPENDICES

Appendix 1: Questionnaires for Teachers, School Committee Members and Pupils

I, Patrick Augustine Kisigiro, am pursuing a degree of Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania. The purpose of this research is to establish if the utilization of capitation grants has any effect on improving output of primary schools in Tanzania. This research is primarily for academic purposes for the Open University of Tanzania. However, the study findings could be used by other stakeholders in order to improve internal efficiency of primary education in Tanzania. Below are the questions I would like to explore with you. The information you provide will be treated with strict confidence and will be used for academic purposes only. Do not write your name. Your cooperation is highly appreciated.

.....

A: I am a (Put \checkmark)

(i) Teacher ()

(ii) Class Teacher () of Std 1() 2() 3() 4() 5() 6() 7()

(iii) School Committee Member ()

(iv) Chairperson of the School Committee ()

(v) Boy () of Standard 5() 6() 7()

(vi) Girl () of Standard 5() 6() 7()

B: The following statements represent your understanding of management of capitation grants. Please, choose the numbers that represent your actual feeling and mark \checkmark under the numbers you have chosen (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree)

Item No.	Item	1	2	3	4	5
1.	The participation of parents in decision making and management of the capitation grant at my school is adequate.					
2.	The school was allocated with adequate money as capitation grant in 2012, 2013 and 2014.					
3.	I am satisfied with the adequacy of teaching and learning materials at my school.					
4.	I am satisfied with the adequacy of examination materials at my school.					
5.	I am satisfied with the adequacy of text books at my school.					
6.	I am satisfied with practice of minor repair at my school.					
7.	I am satisfied with the utilization of the capitation grant in the teaching and learning materials.					
8.	I am satisfied with the utilization of the capitation grant in the administration component.					
9.	I am satisfied with the utilization of the capitation grant in the examinations component.					
10.	I am satisfied with the utilization of the capitation grant in the text books component.					
11.	I am satisfied with the utilization of the capitation grant in the minor repair component.					
12.	I am satisfied with the way the capitation grant is utilized at my school.					

13.	Pupils' completion rates at my school are high.					
14.	Pupils' attendance rates at my school are high.					
15.	Pupils' academic achievement at my school is high.					
16.	Current pupils' completion rates at my school are a result of proper utilization of the capitation grant.					
17.	Current pupils' attendance rates at my school are a result of proper utilization of the capitation grant.					
18.	Current pupils' academic achievement at my school is a result of proper utilization of the capitation grant.					

Appendix 2: Interview Guide for the Primary District Education Officer (PDEO)

My name is Patrick Augustine Kisigiro, a student of the Open University of Tanzania, Faculty of Education, pursuing a degree of Master of Education in Administration, Planning and Policy Studies. I am carrying out research on Effective Use of Capitation Grants in Promoting output of Primary Education in Kisarawe District. I am conducting this study for two main reasons:

- To fulfil part of the requirements for the award of the degree.
- To come out with recommendations to policy makers, primary education managers, head teachers and school committee members for improved practices and internal efficiency.

I kindly request you spare some time with me and respond to this interview. I would like to ask you few questions regarding this topic. All your responses will be treated with utmost confidentiality.

I thank you in advance.

.....

1. What criteria are used to allocate the capitation grants to primary schools in your district?
2. Who decides the amount of capitation grant that is disbursed to primary schools from Kisarawe District Council headquarters?
3. Who else should participate in deciding the amount of capitation grant that should be disbursed to your schools? Why do you think so?
4. How do you explain the participation of parents and teachers regarding the utilization of capitation grant at primary school level in your district?

5. How satisfied are you by the utilization of the capitation grant in your schools in the following areas?
 - i. Teaching and learning materials
 - ii. School administration
 - iii. Examinations
 - iv. Text books
 - v. Minor repair

6. To what extent does the utilization of the capitation grant in your schools help to improve the following?
 - i. Pupils' completion rates
 - ii. Pupils' attendance rates
 - iii. Pupils' academic achievement

7. What should be done in order to enhance proper utilization of the capitation grant in your schools?

Appendix 3: Interview Guide for Head Teachers

My name is Patrick Augustine Kisigiro, a student of the Open University of Tanzania, Faculty of Education, pursuing a degree of Master of Education in Administration, Planning and Policy Studies. I am carrying out research on Effective Use of Capitation Grants in Promoting output of Primary Education in Kisarawe District. I am conducting this study for two main reasons:

- To fulfil part of the requirements for the award of the degree.
- To come out with recommendations to policy makers, primary education managers, head teachers and school committee members for improved practices and internal efficiency.

I kindly request you spare some time with me and respond to this interview. I would like to ask you few questions regarding this topic. All your responses will be treated with utmost confidentiality.

I thank you in advance.

.....

1. How much money has been allocated for and disbursed to your school as capitation grants in different years?
2. What amount of money was used in each of the following components in 2012, 2013 and 2014?

Year	Teaching-learning materials	Administration	Examinations	Text books	Minor repair
2012					
2013					
2014					

3. How satisfied are you by the utilization of the capitation grants in the following components/areas at your school?
 - i. Teaching and learning materials
 - ii. Administration
 - iii. Examinations
 - iv. Text books
 - v. Minor repair
4. How has the availability and management of capitation grants affected the pupils' attendance rates in your school?
5. Who decides the amount of capitation grant that should be disbursed to your school?
6. Who else should participate in deciding the amount of capitation grant that should be disbursed to school? Why do you think so?
7. How do you explain the participation of parents and teachers in the utilization of capitation grant at your school?
8. To what extent does the utilization of the capitation grant at your school help to improve the following?
 - i. Pupils' completion rates
 - ii. Pupils' attendance rates
 - iii. Pupils' academic achievement
9. What should be done in order to enhance proper utilization of the capitation grant in your school?

Appendix 4: Interview Guide for Primary School Teachers and School Committee Members

1. Who are the key stakeholders in the management of the capitation grant at your school?
2. Who decides the amount of capitation grant that is disbursed to your school?
3. How do you explain the participation of parents and teachers in the management of capitation grant at your school?
4. Did you happen to know the amount of money which was allocated as capitation grant to your school at any time? If yes, how did you know?
5. What do you comment on the amount of money which has been allocated as capitation grant to your school?
6. Which component used the largest amount of the capitation grant and which one used the smallest amount? Rate the components using the numbers 1, 2, 3, 4, 5 starting with 1 for the largest amount used to 5 for the smallest amount used.

	Teaching-learning materials	Administration	Examinations	Text books	Minor repair
2012					
2013					
2014					

7. How satisfied are you by the utilization of the capitation grant in the following components/areas at your school?
 - i. Teaching and learning materials
 - ii. Administration
 - iii. Examinations
 - iv. Text books
 - v. Minor repair
8. How has the availability and utilization of capitation grants affected the pupils' attendance rates in your school?
9. To what extent does the utilization of the capitation grant help in improving the attendance rate, academic achievement and completion rate of the pupils at your school?

Appendix 5: Documentary Review Guide

(To be conducted at council/district headquarters and schools)

1. Assess the amount of money which was allocated for and disbursed to each of the sampled schools as capitation grant during and after PEDP I and PEDP II periods.
2. Analyse the utilization of money which was disbursed to each of the sampled schools as capitation grant in different years.
3. Analyze the pupils' academic performance of each of the sampled schools in Primary School Leaving Examinations (PSLEs) before and after the introduction of CGs (PEDP I and PEDP II implementation periods).
4. Analyze circulars and regulations from the Ministry of Education and Vocational Training on disbursement and utilization of PEDP funds.
5. Analyze pupils' admission registers, attendance registers and academic reports files from the sampled schools.

Appendix 6: Focus Group Discussion Guide for Primary School Teachers and School Committee Members

1. In your school, who is involved in deciding on how the capitation grant should be utilized?
2. How are the parents and teachers involved in management of the capitation grant?
3. What is your opinion on the involvement of parents and teachers in management of the capitation grant in your school?
4. What is the extent of the following factors in your school?
 - i. Attendance rate
 - ii. Academic achievement
 - iii. Completion rate
5. Can poor management of the capitation grant be one of the reasons for low attendance, academic achievement and completion rate of the pupils at your school? Apart from poor management of the capitation grant, what are the other reasons?
6. Can proper management of the capitation grant be one of the reasons for high attendance rate, academic achievement and completion rate of the pupils at your school? Apart from proper management of the capitation grant, what are the other reasons?
7. Suppose the government decides to fund your school to the maximum to enable you buy text books, teaching and learning materials, stationery; and provide lunch to every pupil will the attendance rate, academic achievement and completion rate of the pupils be improved?
8. Apart from provision of the capitation grant (government funding), what should be done to improve attendance rate, academic achievement and completion rate?

THE OPEN UNIVERSITY OF TANZANIA
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30.07.2019

Municipal / District Executive Director
Kisarawe District

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology

The purpose of this letter is to introduce to you **Patrick A. Kisigiro; Reg # HD/E/401/T.10** is a Master student at the Open University of Tanzania. By this letter, **Patrick A. Kisigiro** has been granted clearance to conduct research in the country. The title of his/her research is "**Management of capitation grants in promoting internal efficiency in primary schools in Kisarawe District**" The research will be conducted in Kisarawe District.

The period which this permission has been granted is from 2/8/2015 to 2/10/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

**THE UNITED REPUBLIC OF TANZANIA
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Kisarawe District Council
P. O. Box 28001
Kisarawe, Tanzania

Ref. No. KDC/EL/UTF/300/01/24

05th October, 2015

To:
Head teachers,
Kisarawe District Council – Pwani Region

RE: RESEARCH CLEARANCE FOR MR PATRICK A. KISIGIRO

This is to inform you that permission has been granted to Mr Patrick A. Kisigiro who is a confide student of the Open University of Tanzania to conduct his research in Kisarawe District Council. The title of the research is Effective Use of Capitation Grants in Promoting Primary Education Output in Kisarawe District Council, Tanzania.

Kindly grant him any help that may facilitate him achieve the research objectives.

(J. F. Makaranga)
For: **DISTRICT EXECUTIVE DIRECTOR
KISARAWA**

Copy to: Mr. Patrick A. Kisigiro