

Managerial Principles: Its role in the Utilization of Capitation Grants in Public Secondary Schools in Muleba District, Tanzania

Agripina Fidelis¹, and Prosperity M. Mwila^{2*}

¹St. Therese Sisters: P.O.Box 315 Bukoba

²St. Augustine University of Tanzania: P.O.Box 307, Mwanza
Corresponding Author

Abstract: The decision to increase the quality and quantity of education, including in Tanzania, is crucial since education is essential for the development of human capital. In light of this, the government of the Republic of Tanzania introduced strategies to address the basic education supply and demands. Among the strategies is the Capitation grants' policy. The aim of this study was to describe the role played by managerial principles in the utilization of capitation grants in public secondary schools in Muleba District, Tanzania. The study was guided by the Mintzberg's managerial theory by Henry Mintzberg (1973). The study adopted convergent parallel research design under mixed research approach. The sample size of 85 was generated from a total population of 388 target groups. The quantitative data was collected through 70 questionnaires and analysed through descriptive statistic with the help of Statistical Package for Social Science (SPSS) version 21 and presented in table, frequency and percent. The qualitative data was collected through 9 interviews and analysed thematically and presented in narratives and quotations from the respondents. A synthesis of the findings revealed that managerial principles play different roles including prioritizing financial allocation; effective management of the financial resources available as well as ensuring effective utilization of the capitation grants. The study concluded that managerial principles have a role to play in the utilization of capitation grants provided in public secondary schools. Therefore, the study recommended that school administrators and managers should equip school heads with skills on the effective use of managerial principles in the utilization of capitation grants provided in schools in order to ensure effective management and utilization of capitation grants-for overall institutional efficiency and effectiveness.

Keywords: Managerial Principles; Capitation Grants; Utilization of Capitation Grants; Public Secondary Schools, Tanzania

I. INTRODUCTION

The decision to increase the quality and quantity of education, including in Tanzania, is crucial since education is essential for the development of human capital. In light of this, the government of the Republic of Tanzania introduced strategies to address the basic education supply and demands. Among the strategies is the Capitation grants' policy. Capitation grants are the funds provided to the schools by the government with the aim of safeguarding effective running of education institutions providing basic education, (Kisigi, 2015). It is the fund provided to the schools with the

sole purpose of purchasing different teaching and learning materials, and other administration resources (Sikia, 2015).

Malawi represent the first country among the developing countries to adopt the policy of abolishing school fees, followed by Madagascar, which, apart from the abolition of school fees, introduced capitation grants in schools in 2002 to 2003 (URT, 2018). This was in line with the requirements of the Millennium Development Goal (MDG) number two that called for free and compulsory basic education. Other countries in Africa which abolished school fees in primary schools and introduced capitation grants in the 2000's include Zambia, Ghana, Lesotho, Kenya and Mozambique, (Mtasigazya (2020). Abolition of school fees and the introduction of capitation grants policy among the developing counties ensured access to education by children from poor and marginalised families and increased both Gross and Net Enrolment Rates (GER and NER) in primary schools.

According to Dawuda (2011), despite the establishment of Free Compulsory Universal Education (FCUBE) policy in Ghana in the year 1999, schools charge some fees which are used in purchasing different teaching and learning materials. Due to that scenario, the government of Ghana through the Ministry of Education abolished school fees in 2005 and introduced capitation grant scheme in 2005/2006 academic year. Also, Pajibo and Tamanja (2017) comment that the introduction of capitation grants to the public secondary schools resulted into the development of education sector through increasing the enrolment rate in Ghana. Thus, the establishment of capitation grants resulted into the development of education sector in terms of the increase in enrolment rate and provision of quality education.

The government of Uganda adopted the use of capitation grants to run her public secondary schools. The allocation of capitation grants depends on the school enrolment (Jafari, 2018). Also, in Tanzania, the abolishment of school fees resulted into the adoption of the use of capitation grants. The capitation grant was first implemented in 2002 to help with the fulfilment of the Millennium Development Goals of Universal Primary Education. This was aimed to ensure that, no child must pay for basic education, including tuition so as

to improve on the literacy levels and access to education among citizens.

According to Nangusu, (2019), the Tanzanian government provides a subsidy to cover general stationery and managerial costs for each student, every term. Likewise, MOEVT (2010) explains that, capitation grants supplied to the educational institutions aim to enable the institutions purchase different reading materials such as pieces of chalk, pens and pencils as well as all required materials for the teaching and learning process. Shukia (2020) explains that the government of Tanzania took the initiative of the use of capitation grants as the means of financing education and provides Tshs 25,000 per student per year in all day secondary schools. Moreover, the government ensures the composition for the day and boarding secondary school tuition fees is Tshs 20,000 and Tshs 70,000 for every student per year, respectively. The main reason for providing free basic education and capitation grants in secondary schools and primary schools was to ensure that there was quality education in the country.

The introduction of capitation grants and abolishment of school fees resulted into the increase of students' enrolment rate in most of the public schools. Capitation grants in secondary schools focused on subsidizing the costs and enhancing access to quality education in Tanzania (Likuru and Mwila, 2022). Consequently, the provision of capitation grants to the primary and secondary schools in Tanzania resulted in the achievement of almost universal literacy as almost all the eligible children inspite of their background, were able to access quality education.

Heads of schools are mandated to ensure effective management of the utilization of capitation grants in schools. There are various managerial principles in the management of capitation grants provided in schools as per guidelines of the MOEVT (Nangusu, 2019). However, in this study planning, controlling, organizing, supervising and budgeting are the main principles investigated. According to Ogolo (2019), planning refers to the act or process of making plans for something. Also, planning refers to the process of designing the interrelated activities towards the achievement of the planning goals. This is the managerial principle which focuses on the set up of the organizational goal. It is the management function which involves setting of objectives and determining a course of action for achieving those objectives.

According to Global Innovative Leadership Module (2015), budget refers to the financial plan which involves the plan of finance available for future outcome. Budgeting refers to the allocation of funds for achievement of desired outcomes. Budgeting is a process of expressing quantified resource requirements (amount of capital, amount of material, number of people) into time-phased goals and milestones (Mukaramoja, & Malenya, 2019). Moreover, Dědečková (2020) defines controlling as a process of monitoring, comparing, and correcting work performance. Therefore, controlling is the management function which is important in the management activities. This management function

involves follow up and correction, if necessary within the organization.

Holt, et al., (1995) explained that, organising is a continuation process in management where a leader shapes the planned activities in the organization in order to ensure effective achievement. Therefore, organizing refers to the management aspect which involves the assignment of tasks, the grouping of tasks into departments and the assignment of authority with adequate responsibility and allocation of resources across the organization to achieve common goals. Furthermore, Halpern, Deanery and Mckimm, (2010) defined supervising as the process of overseeing, looking someone on his or her practice in different activities. Therefore, supervising refers to the direct and immediate guidance and control of subordinates in the performance of their task.

It is understood that the implementation of capitation grants in schools has a positive impact toward the effective teaching and learning process- if well managed. Despite the effort done by the government to ensure implementation of free education policy through the provision of capitation grants in school, still the capitation grants provided in school are inadequate and poorly managed (Manara & Mwombela, 2012; URT (2014); URT (2018)). Also, URT (2014) argues that, despite the efforts made by the government of Tanzania to ensure the compensation of the free education in both primary and secondary education, there are complaints on the inadequate capitation grants and poor management of the available capitation grants in school. Likewise, URT (2018) notes that around the country there was inadequate transparency on the use of capitation grant by heads of schools provided to both primary and secondary schools in Tanzania. Similarly, Uwazi (2011) revealed that, schools are supervised by the Head teacher who lacks knowledge and skills on the resource management in the school, including the management of capitation grants. This results into ineffective utilization of the capitation grants –and consequently leading to ineffective teaching and learning.

According assorted reports from DSEO, (2021) public secondary schools in Muleba District are provided with capitation grants as a compensation for free education. Though the heads of secondary schools have the mandate to ensure effective management of capitation grants provided by Government, they still face challenges like, inadequate funds and poor management of capitation grants provided in schools. From the foregoing it is clear that there are concerns among stakeholders and researchers that capitation grants provided in secondary schools in Tanzania by the government of the Republic of Tanzania are not well managed according to the guidelines provided by MOEVT. Various empirical studies (Kisigiro, 2015; Mtasigazya, 2020; Nangusu, 2019) have documented the influence of managerial skills on proper utilization of capitation grants provided to schools. Additionally, literature indicates that managerial principles ensure effective management and utilization of the capitation grants –leading to effective teaching and learning process. Despite these empirical findings, little was known to evidence

this in Muleba District. Therefore, the aim of this study was to describe the role played by managerial principles in the utilization of capitation grants in public secondary schools in Muleba District.

II. SUMMARY OF LITERATURE REVIEW

Various scholarly writings (Mtasigazya, 2020; Mwanzalila, 2013; Mito, & Simatwa 2012), have argued that the capitation grants provided in schools, if effectively managed, can lead to quality education translating into better academic performance of learners. However, the management of capitation grant is still a challenge since it depends on the managerial skills of the school leaders. The management of capitation grants in school is one of the roles of the school manager as prescribed in the South African Schools Act no. 84 (SASA) (South Africa, 1996). However, it is a challenging task since the manager lacks enough managerial skills and knowledge for management of the capitation grants (Mzee, Nzalayaimisi, & Gabagambi, 2018). Furthermore, Thenga (2012) argues that the management of school capitation grants is a challenge due to the fact that school managers lack proper training on the formulation of the school budget and how to monitor the budget. Thus, this situation leads to ineffective utilization of capitation grants which results into ineffective teaching and learning process in schools.

Victor (2017), analyzed the principals' managerial competencies for effective management of school resources in secondary schools in a study conducted in Anambra State, Nigeria. The study revealed that, School Managers have managerial principles in prioritizing financial allocation according to the school needs, (Victor, 2017). This shows that, school Principals applied managerial principles in making priorities of the allocation of the financial resources available with regard to the school needs (Victor, 2017). Thus, managerial principles play a great role in ensuring effective utilisation of the capitation grants provided in school.

In Nigeria, Nwune et al. (2016) conducted a study on the need to improve the competencies of Head teachers in the supervision of instruction. They argued that, managerial principles play a great role in the effective utilization of capitation grants in schools. In line with this argument, managerial principles are important in the management of the capitation grants provided for effective provision of quality education in schools. Also, Lipham (2016), on his study in Nigeria, discovered that managerial principles are important to the school manager to ensure effective management of the financial resources available and effective utilization of the same. He concluded that school principals need management skills to enable them to ensure effective planning of the financial resources available in schools which will influence the utilization of the capitation grants available.

Ephrahem, Amos and Bhoke (2021) argues that management skills in school are very essential especially the financial management skills which involve controlling of the financial

resources available in any organization including schools. This was a study on the effectiveness of School Heads on financial management skills and how that impacts on the provision of quality education in secondary schools. This study implies that, a managerial skill like planning is important in certifying effective management of capitation grants through planning role.

Another study was done by Mgeni (2015), in Tanzania, on the effectiveness of secondary school budgets in implementation of school projects. Mgeni, discovered that school administrators formulate their school budgets based on the priorities set by the government on the money and resources to be used. The study recommended that the school Principals should be provided with the skills and knowledge on budgeting in order to ensure effective utilization of the capitation grants provided in schools. The study also recommended that managerial principle like budgeting plays a great role in ensuring the effective utilization of capitation grants in schools. This means that effective utilization of the capitation grants in schools depends on the way school principals implement budgeting principle effectively.

III. METHODOLOGY

This study used mixed research approach. Mixed research approach refers to the research approach which involves the two paradigms which are post-positivism and interpretivism, (Fetters, 2016). This study employed a convergent parallel mixed research design. The convergent parallel design refers to the design in which the two types of data sets both qualitative and quantitative data are collected concurrently and they are analysed independently using quantitative and qualitative analytical approaches (Creswell & Plano, 2018). The use of this design helped the study to gain complete understanding of both qualitative and quantitative information concerning the research problem. The sample of 85 selected from the targeted population of 388. The selection of sample involved both probability and none probability sampling. Pilot study was done to test the validity and reliability of the research instruments. Quantitative data were analysed using descriptive statistics with the help of the Statistical Package for Social Sciences (SPSS) version 21 and presented in tables, percent and frequency, while thematic analysis was used to analyse qualitative data. The study adhered to all the ethical issues in research including informed consent, confidentiality and anonymity.

IV. RESULTS AND DISCUSSION

The study asked the respondents on the role managerial principles play in the utilization of capitation grants in Secondary schools in Muleba District and the findings are presented in table 1. Also, Table 2 present the findings on how managerial principles are applied in the utilization of capitation grants. Moreover, Table 3 presents data for teachers' response on how managerial principle play a role in the utilization of capitation grants in schools.

Table 1. Response on the role managerial principles play in the utilization of capitation grants in Secondary schools in Muleba District

No	Statements	Response									
		SD		D		N		A		SA	
		F	P	F	P	F	P	F	P	F	P
1.	Controlling ensure effective financial management skills	5	7.1	4	5.7	1	1.4	30	42.9	30	42.9
2.	Planning ensure effective management of capitation grants	3	4.3	3	4.3	0	0	38	54.3	26	37.1
3.	Budgeting plays a great role in ensuring the effective utilization of capitation grants.	3	4.3	1	1.4	0	0	28	40	38	54.3
4.	Planning influencing the effective utilization of the capitation grants	12	17.1	2	2.9	5	7.1	26	37.1	25	35.7
5.	Budgeting ensure effective implementation of capitation grants	4	5.7	4	5.7	5	7.1	25	35.7	32	45.7
6.	Supervision influence effective evaluation of the capitation grants	1	1.4	2	2.9	3	4.3	29	41.4	35	50
7.	Organizing influence effective control of the capitation grants provided in school.	2	2.9	1	1.4	0	0	29	41.4	38	54.3

Source: Field Data, (2022)

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

Table 1 shows the findings on the level of agreement of the respondents on the way managerial principles were applied in the management of capitation grants. The findings shows that 85.8 percent of the respondents agreed that controlling as a managerial principle ensure effective financial management skills, however 12.8 percent of the respondents disagreed to the statement. Despite the agreement only 1.4 percent of the respondents were neutral to the statement that controlling ensures effective financial management skills.

Also, 1.4 percent of the respondents agreed that planning ensure effective management of capitation grants, though 8.6 percent of the respondents disagreed to the statement. Despite the agreement no one of the respondents were neutral to the statement that planning ensures effective management of capitation grants. The findings supported with the information provided with Mbalamula, Suru and Seni (2017) that planning as a managerial principle if applied effectively, ensures effective utilization of the capitation grants provided in school. Thus, planning used by the school manager to reinforce effective planning and utilization of the capitation grants provided in school.

Moreover, 94.3 percent of the respondents agreed to the statement that budgeting plays a great role in ensuring the effective utilization of capitation grants; however 5.7 percent of the respondents disagreed to the statement. Despite of the agreement, none of the respondents were neutral to the statement that budgeting plays a great role in ensuring the effective utilization of capitation grants. As well as 81.4 percent of the respondents agreed that budgeting ensure effective implementation of capitation grants, though 11.4 percent of the respondents disagreed to the statement. Despite the agreement 7.1 percent of the respondents disagreed to the statement that budgeting ensures effective implementation of capitation grants. The findings supported with the information provided with Mgeni (2015) that the use of budgeting principle ensure effective utilization of the capitation grants

provided in school. Therefore, budgeting as a managerial principle ensures effective utilization of the capitation grants provided in schools, it happens in the way that the budget will indicate how the capital should be spent.

Furthermore, 72.8 percent of the respondents agreed that planning influencing the effective utilization of the capitation grants, though 20 percent of the respondents disagreed to the statement. Despite the agreement only 7.1 percent of the respondents were neutral to the statement that, planning influencing the effective utilization of the capitation grants. The findings consistent with the information provided with Ephrahem, Amos and Bhoke (2021) that the utilization of the capitation grants in school influenced with the use of planning in schools. Therefore planning its managerial skills used by the Heads of schools in planning the way capitation grants will be utilized.

Additionally, 91.4 percent of the respondents agreed to the statement that supervision influence effective evaluation of the capitation grants, though 4.3 percent of the respondents disagreed to the statement. Despite the agreement 4.3 percent of the respondents were neutral to the statement that supervision influence effective evaluation of the capitation grants. The finding supported with the information provided with Nwune et al. (2016) that Heads of schools ensure effective utilization of the capitation grants provided in school through effective supervision. Thus, supervision in school ensure effective monitoring of the utilization of capitation grants provided in school.

As well as 95.7 percent of the respondents agreed to the statement that organizing influence effective control of the capitation grants provided in school, however 4.3 percent of the respondents disagreed to the statement. Despite the agreement none of the respondents were neutral to the statement that organizing influence effective control of the capitation grants provided in school. The findings corresponding with the information provided with Victor

(2017) the author comments that the organization of the capitation grants provided in school depends on the way Heads of schools organize. Thus organizing might help the Heads of schools in ensuring effective utilization of the capitation grants provided in school where it will priorities the expenditure of the capitation grants.

Generally the utilization of capitation grants provided in schools depends on the Heads of schools effectiveness in

employing the managerial principles. The managerial principles which Heads of schools might employ include; budgeting, controlling, supervising, organizing as well as planning all mentioned principle might ensure effective utilization of capitation grants if well employed with the Heads of schools.

Table 2. Teachers Response on the level Managerial Principles apply in the Utilization of Capitation Grants

No	Statements	Response									
		SD		D		N		A		SA	
		F	P	F	P	F	P	F	P	F	P
1.	Managerial principle play role in prioritizing financial allocation	3	4.3	2	2.9	5	7.1	23	32.9	37	52.9
2.	Managerial principle play role in ensuring effective management of the financial resources available	6	8.6	4	5.7	3	4.3	39	55.7	18	25.7
3.	Managerial principle ensure effective utilization of the capitation grants.	6	8.6	4	5.7	0	0	36	51.4	24	34.3

Source: Field Data, (2022)

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

Table 2 indicate the level of agreement of the secondary school teachers on the statement which show the role played by the managerial principle in the utilization of capitation grants. The findings show that 86 percent of the respondents agreed that managerial principles play role in prioritizing financial allocation, while 7 percent of the respondents disagreed on the statement. Moreover, 7 percent of the respondents were neutral to the statement. Also, the findings revealed that 81 percent of the respondents agreed that managerial principles play a role of ensuring effective management of the financial resources available. Despite that agreement 14 percent of the respondents disagreed on the statement. Meanwhile 4 percent of the respondents were neutral to the statement. Moreover, the findings revealed that 86 percent of the respondents agreed on the statement that managerial principles ensure effective utilization of the capitation grants while 14 percent of the respondents disagreed statement, though none of the respondents were neutral.

Table 3. Teachers Response on How Managerial Principle Play a Role in the Utilization of Capitation Grants in Schools

No	Statements	Frequency	Percentage
1	Through effective planning of capitation grants	16	22.9
2	Through budgeting effective the available capitation grants	15	21.4
3	Through effective monitoring the use of capitation grants	14	20.0
4	Through ensuring effective utilization of capitation grants	12	17.1
5	Through ensuring effective management of financial resources	13	18.6
	Total	70	100

Source; Field Data, (2022)

Table 3 indicate the response of the secondary school teachers on how managerial principles play a role in the utilization of capitation grants in schools. The findings revealed that 23 percent of the respondent mentioned that through effective planning of capitation grants managerial principle play its role. Also, 21 percent of respondents mentioned that managerial principles play its role through budgeting, 20 percent of the respondents stated that managerial principles play their role through effective monitoring of the use of capitation grants. Moreover, 19 percent of the respondents mentioned that managerial principles play its role through ensuring effective management of financial resources. Furthermore, 17 percent of the respondents stated that managerial principle play its' role through ensuring effective utilization of capitation grants.

Apart from the findings presented in table 2 and 3 on the role played by the managerial principle in the management of utilization of capitation grants provided in schools, these findings were also supported by the findings obtained from the qualitative data through interview guide as follows;

Financial resources allocation under capitation grants

In determination of the role played by the managerial principle in the utilization of the capitation grants provided in schools, the study revealed that managerial principles play a role in the allocation of the financial resource. This is supported by the findings in Tables 2 as well as table 3. In table 2 the respondents agreed that 86 percent of the respondents agreed that managerial principles play a role in prioritizing financial allocation. Also, 23 percent of the respondent mentioned that through effective planning of capitation grants, managerial principles play a role (Table 3).

In addition in the first school visited when Heads of schools was asked to state the role of managerial principles in the utilization of capitation grants, the respondent explained that, “Grants are provided in schools and the Heads of school is mandated to ensure effective utilization of those capitation grants.” (Interview HS1, 2022). In the similar vein when school accountant in third school was asked to state the role of managerial principles in the utilization of the capitation grants provided in secondary schools, the interviewee was quoted as saying that,

“In my school capitation grants are provided and the Heads of schools is a person who is mandated to manage those funds with the help of the school accountant. The Heads of schools employs planning and budgeting principles to ensure effective utilization of the capitation grants provided. Thus shows that managerial principles of planning and budgeting play important roles in the management of capitation grants provided in school through allocation from the MOEVT” (Interview SA3, 2022).

This implies that managerial principles including planning play a great role in the utilization of capitation grants provided in school through effective allocation of the resources. Moreover the findings reinforced with those of Victor, (2017) which explained that most of the school heads use the managerial principle in making priority in the allocation of the resources in schools. Thus means that managerial principles give an opportunity for the Heads of schools to arrange and give priority to the expenditure of money provided in school.

Furthermore the findings supported with the findings of Nwune et al. (2016) who in their study indicated that managerial principles like planning are used in ensuring effective planning of the available resources. Additionally the findings are confirmed by Mintzberg’s managerial theory founded by Henry Mintzberg in 1973. The theory explains the function of managerial principle in the organization. It’s confirmed in a sense that the study identified that managerial principles play a role of allocation resources as identified in the theory. The theory explained that the managerial principle ensure effective allocation of the available resources in the organization. Therefore, the theory implies that in our education system managerial principle if effectively applied will play the role of ensuring the allocation of resources available in any education institution is done according to the planned needs of that institution.

Therefore, policy makers should formulate financial policies which deals with the effective allocation of the capitation grants provided in school. The policy makers should rectify the policies which guide the provision of capitation grants in school. In education practice the effective allocation of the capitation grants provided in school if effectively managed will ensure their effective utilization if managerial principles are followed.

Management of financial resources

The findings showed that managerial principles play a great role in the management of financial resources. This is revealed from the findings in Table 2 and Table 3 In Table 2 81 percent of the secondary school teachers agreed that managerial principles play a role of ensuring effective management of the financial resources available. Likewise, 19 percent of the respondents mentioned that managerial principles play its role through ensuring effective management of financial resources (Table 3). Moreover the findings were supported with 21 percent of respondents who mentioned that, managerial principles play its’ role through budgeting. Moreover, 20 percent of the respondents stated that managerial principles play its role through effective monitoring of the use of capitation grants.

Furthermore, in the second school when the Heads of schools asked on the role played by managerial principle in the utilization of capitation grants provided in schools the interviewee quoted saying that,

“In my school I apply different managerial principles including planning, budgeting, supervising, organizing as well as coordinating in the management of capitation grants provided in school. I use the managerial principles to plan how to use the available funds, to supervise the expenditure of the capitation grants as well as to budget the few available grants to cover all the required service” (Interview HS2, 2022).

This implies that managerial principles are used by school Heads in Muleba District to plan, budget and supervise the utilization of the capitation grants provided in schools. This was supported by the information provided with a school accountant in a first school when asked to state the role of managerial principle in the utilization of capitation grants in school. The interviewee explained that managerial principle when employed effectively, it enhances effective planning, budgeting and supervision of the capitation grants provided in schools (Interview SA1, 2022).

This finding supported with those of Mgeni (2015), which found that managerial skills like budgeting are used by the Heads of schools in managing capitation grants provided to schools. Thus, means that managerial principle plays a great role in the management of financial resources available in schools through effective planning and utilization of the resources. Also the findings concur with the information provided with Lipham, (2016) which asserted that managerial principle plays a great role in ensuring effective management of the financial resources available in schools. Therefore, the Heads of schools should employ managerial skills to ensure effective management of the capitation grants provided to schools (Lipham, 2016).

The findings are consistent with the Mintzberg’s managerial theory founded by Henry Mintzberg in 1973. The theory refers to the function of managerial principles and identified in ten functions. Thus, managerial principles play a great role

in ensuring the utilization of the capitation grants provided in school. The theory implies that in our education system the capitation grants provided in schools will be effectively managed if the education leaders employ effective the managerial principles. Therefore, effective application of the managerial principle ensures effective management of the capitation grants provided in school. The capitation grants will be managed well if the education administrator uses the managerial skills in the management of capitation grants in school. In the education perspective, the use of managerial principles in the management of capitation grants is a strategy which will ensure effective management of the capitation grants provided in schools.

Deployment of capitation grants

In determining the role of managerial principle in the utilization of the capitation grants the respondents agreed that, managerial principle ensures effective utilization of the capitation grants provided in schools. This was revealed from the findings in table 2 where 86 percent of the respondents agreed on the statement, that managerial principle ensures effective utilization of the capitation grants. Likewise in table 3, 17 percent of the respondents stated that, managerial principle plays a big role in ensuring effective utilization of capitation grants in schools.

Moreover, the findings were supported with the information provided with DSEO when asked to state the role played by managerial principle in the utilization of capitation grants provided in schools, the interviewee explained that the Heads of schools are authorized to ensure effective utilization of capitation grants provided in school. With that mandate Heads of schools employ different managerial principles which ensure effective utilization of capitation grants provided in schools. Thus means that managerial principle play a great role in the utilization of capitation grants when effectively implemented, (Interview DO, 2022).

Furthermore, the findings corresponding with the information obtained in a fourth school when a Heads of schools asked on the role played by managerial principle in the utilization of capitation grants provided in school the interviewee quoted saying that,

“The managerial principle when effectively implemented ensures effective utilization of capitation grants provided in school. Thus managerial principle including planning, budgeting and supervising led to the effective utilization of the capitation grants as will be used to ensure effective plan, supervise and budget the financial resources available” (Interview HS4, 2022).

This implies that managerial principle ensure effective planning, budgeting and supervising the capitation grants available thus means that effective utilization of the capitation grants available. This also, reinforced with the information provided with school accountant in the fourth school that managerial principle play a role in the planning and budgeting the utilization of capitation grants provided in school.

The findings were supported by Ephrahem, Amos and Bhoke (2021), who commented that, the use of managerial principle ensures effective control of the use of capitation grants provided in schools. Therefore, effective utilization of capitation grants available in schools depend on the role played by managerial principle in schools. Moreover, the findings correspond with the findings of Nwune et al., (2016) who in their study commented that managerial principle used by the Heads of schools in ensuring effective utilization of the capitation grants provided in schools. This means that managerial principle play a great role in ensuring the utilization of the capitation grants provided in schools.

The findings on the role played by managerial principle in the utilization of the capitation grants in school established with the Mintzberg’s managerial theory founded by Henry Mintzberg in 1973. Those findings confirmed in the sense that the theory expose the role of managerial principle and its influence on the effectiveness of the organization, one among the role identified is to monitor which ensure effective utilization of the capitation grants provided in school. Hence the identified role with the theory led to the effective utilization of the capitation grants provided if well practiced. This implies that in the education system, managerial principle employed by the education administrator ensures effective monitoring of the utilization of capitation grants provided in schools if well implemented

Generally, the managerial principle plays a great role in the management and utilization of capitation grant in school. The role played by managerial principle is financial resource allocation; management of financial resources and deployment of capitation grants. Thus, the effective use of managerial principle in the management of capitation grants available will lead to the effective utilization of the capitation grants provided in schools. Thus, managerial principle ensures effective utilization of the capitation grants provided in schools. The capitation grants provided in schools will be utilized effectively if the school administrator employs the managerial skills effectively. In the education perspective, capitation grants it’s an important aspect in running education system through providing education to the student without school fees. The application of the managerial principle in school it might ensure effective utilization of the capitation grants provided in schools.

V. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

On the basis of the findings of this study, it is concluded that managerial principles play a great role in the utilization of capitation grants provided to schools. These roles include financial resources allocation; management of financial resources and deployment of capitation grants. This means that managerial principles have a role to play in the utilization of capitation grants provided in schools as demonstrated in the Mintzberg’s managerial theory that managers have ten roles that have impact in the administrative process within an organization.

5.2 Recommendation

The study recommends that, school administrators and managers should equip school heads with skills on the effective use of managerial principle in the management of utilization of capitation grants provided in schools in order to ensure effective management of capitation grants. Moreover, the study recommends that the school administrator should employ effective managerial principle in order to ensure effective utilization of the capitation grants provided in schools.

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