



Assessment of the Guidelines Followed in the Use of Capitation Grants and Their Influence on Management of Secondary School in Arusha District Council, Tanzania

Rehema H. Kaziri

Losinoni Secondary School, Arusha

Email: rehemakaziri123@gmail.com

Christine Elisante Mnjokava

St. Augustine University of Tanzania (SAUT), Arusha.

Email: cmnjokava@yahoo.com

Abstract: *The study assessed the guidelines followed in the use of capitation grants and their influence on management of secondary school in Arusha District Council. Specifically, the study highlighted the guidelines followed in the allocation and the use of capitation grants and strategies for improving the use of capitation grants for effective management of public secondary schools in Arusha District. Contingency Theory guided the study. The study employed mixed approach methods, especially convergent parallel design. The target population of 1120 comprised 1050 teachers, 35 school heads and 35 board chairpersons. The sample size was composed of 105 teachers, 9 school heads and 9 board chairpersons. Validity and reliability ($r = 0.831$) of instruments was determined before they were administered to the target sample. Data were collected by using questionnaires and interview guide and were analysed using descriptive statistics for quantitative data in the SPSS version 25, and qualitative data were analysed through the content analysis method. The study found that grants are often allocated based on students' enrollment to ensure equitable distribution of resources; and schools must submit periodic financial reports to the relevant education authorities detailing how the grants have been utilized. In conclusion, the guidelines for allocating capitation grants are critical particularly in shaping the financial and administrative practices of public secondary schools. It was recommended that there is a need for the government to train school heads, develop and disseminate clear and detailed guidelines for grant utilization to ensure all schools understand the requirements and expectations.*

Keywords: *Grants, Guidelines, Capitation, Management, Schools, Tanzania*

How to cite this work (APA):

Kaziri, R. H. & Mnjokava, C. E. (2024). Assessment of the guidelines followed in the use of capitation grants and its influence on management of secondary school in Arusha District Council, Tanzania. *Journal of Research Innovation and Implications in Education*, 8(4), 385 – 396. <https://doi.org/10.59765/ryve84>.

1. Introduction

Capitation grants are forms of government funding allocated to schools on a per-student basis to support

various educational expenses, such as infrastructure development and learning materials (Wang, 2018). The guidelines governing the use of these grants vary from country to country. For instance, Patel (2019) reported that grants are often allocated based on student enrollment

numbers to ensure equitable distribution of resources. Schools are required to maintain detailed records of grant expenditures, subject to audits and public disclosure. In Malaysia, Ibrahim (2019) noted that funds are typically earmarked for essential school operations, including salaries for non-teaching staff, utilities, and maintenance. A significant portion is designated for purchasing textbooks, laboratory equipment, and other instructional materials. In addition, according to Nguyen (2018), education authorities conduct regular monitoring and evaluation to ensure compliance with guidelines and assess the impact of the grants in Vietnam. Schools must submit periodic financial reports to the relevant education authorities, detailing how the grants have been utilized.

In Ghana, the government has been sending money to schools to cater for different activities (Foli and Afriyie, 2019). The government of Zambia also has been supporting the schools through capitation grants (Hapompwe et al. 2020). Similar trends have been observed in Nigeria and Kenya whereby the corresponding governments have been sending money to schools for the purpose of improving access and quality of education (Ossai, 2024; Muathe and Kikechi, 2023). However, there is a general cry across the countries concerning the inadequacy of money as well as the time taken for the money to reach the schools. Heads of schools have been complaining that the amount of money is not adequate and also the money is not timely sent to schools (Foli and Afriyie, 2019). This situation has raised concerns on how the heads of schools can manage the schools in such circumstances.

In Tanzania, the government decided to abolish the school fees in January 2002 (URT, 2004). In this scenario, therefore, Tanzanian government has taken significant strides in ensuring continued access to education by introducing capitation grants for public primary and secondary schools. These grants, operating on per capital allocation, constitute a key component of the Fee Free Education initiative, seeking to compensate for the lost revenue resulting from the elimination of school fees (Komba et al., 2021). The financial support provided through capitation grants is pivotal in fostering accessibility, a critical aspect of the government's commitment to inclusive education. The government stressed the importance of using this money wisely to enhance the quality of education and ensure equal opportunities for all. The government, therefore, provided guideline on how to use the money send to the schools from the central government. According to the letter, directives were given on how to use the capitation grants in purchasing non-textual teaching and learning resources, rehabilitation of school infrastructure, continuous assessments, sport operations and administrative issues (Lucumay and Matete, 2024).

The guidelines stipulate that 30% of the capitation grants is to be used for purchasing non-textual materials such as notebooks, chalks, teaching aids and science apparatus. The government emphasized that the procurement of the teaching and learning materials should be overseen by the school board and should follow the laws and regulations related to public procurement procedures. Moreover, as observed by Msoka et al. (2020), the government emphasized on considering the specific priorities of each school. However, the condition of teaching and learning resources in public secondary schools in Tanzania has not been good. Consequently, heads of schools do not buy the required resources on time, since the capitation grants do not reach the schools on time. The guidelines also stipulate that 20% of the money received as capitation grant should be used for continuous assessment operations (PORALG, 2015). This aspect covers printing, duplication of examinations and tests, record keeping and presenting the results to parents and other stakeholders. The guideline also stipulates that 10% of the money should be used for sports operations. This aspect covers items including purchasing of sports equipment and funding for sports operations at different levels while following the public procurement procedure.

Furthermore, according to Shukia (2020), heads of schools in Tanzania are concerned with the amount of money allocated for administration purposes. The amount is not adequate. This becomes difficult for the heads of schools to pay different bills as well as paying the security guards. Despite serving as a valuable resource, the efficient utilization of capitation grants in public secondary schools hinges significantly on the management practices of school heads. Government directives, as outlined in education circular number 6 of 2015, provides specific guidelines for school managers on how to handle these grants, emphasizing transparency and accountability (Fidelis and Mwila, 2022), yet, the practical of implementation of these directives reveals potential challenges. The bureaucratic nature of these guidelines can sometimes pose obstacles to the effective allocation of funds based on the specific requirements of each school. This condition has, in turn affected the ability of school heads to optimize the impact of capitation grants on various school activities and initiatives. Therefore, a critical examination of the guidelines and their alignment with the practical realities of school management is essential to enhance the efficacy of capitation grants in promoting quality education in public secondary schools.

1.1 Research Questions

The following research questions guided the study:

1. What guidelines are followed in allocating capitation grants in public Secondary Schools in Arusha District Council?

2. What strategies are used for improving the use of capitation grants for effective management of secondary schools in Arusha District Council?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research questions. The study was anchored on Contingency Theory by Fred Fiedler in the 1960s.

2.1 Contingency Theory

The contingency theory was propounded by Fred Fiedler in the 1960s. It is a management approach that emphasizes the importance of adapting organizational strategies and structures to fit the specific circumstances and environment in which an organization operates (Asana, 2022). It posits that there is no one-size-fits-all solution for managing organizations and that the most effective management practices depend on various internal and external factors (Sosa, 2017). In the context of studying the effective utilization of capitation grants on improving educational facilities, contingency theory can serve as a guiding framework by acknowledging that the influence of these grants varies depending on the specific context of each school. Factors such as the school's size, location, available resources, and the socio-economic background of the students may all influence how capitation grants are utilized and their subsequent influence on educational resources (Miles, 2022). Therefore, by considering the unique circumstances and variables at play in each school, school administrators can better understand how capitation grants influence the utilization practices and outcomes (Quak, 2020). For example, the availability of financial resources, human resources, and environmental resources in schools are all examples of contingency variables that can determine the most effective utilization approaches for each school and determine how capitation grants may influence the improvement of education resources.

2.1.1 Strengths of Contingency Theory

It broadens the scope of leadership and management understanding by emphasizing the importance of a leader's style and the demands of different situations, rather than focusing on a single, best type of leadership. Contingency theory also has predictive powers in determining the type of management skills and styles that are most likely to be effective in managing different types of resources including financial utilization.

2.1.2 Application of the Theory to the Current Study

By applying contingency theory this study examined how different schools adapt their effective utilization practices in response to the guidelines followed in the use of capitation grants. This may involve identifying the strategies employed to ensure grants are used for the improvement of educational facilities. The theory helps to explore the guidelines governing the use of these grants and evaluates their impact on the management of public secondary schools. Therefore, using contingency theory helped this study to develop an understanding of the guidelines followed in the use of capitation grants and its influence on management of secondary schools in Arusha city.

2.2 Guidelines for Using Capitation Grants in Relation to School Management

In Malaysia, Ibrahim (2019) carried out a study on capitation Grants and School Infrastructure Development. The study was purely quantitative and descriptive survey was employed to select teachers from 160 schools. Data analysis techniques involved descriptive and inferential statistics. It was revealed that funds are typically earmarked for essential school operations, including salaries for non-teaching staff, utilities, and maintenance. A significant portion is designated for purchasing textbooks, laboratory equipment, and other instructional materials. Consequently, the study established that grants significantly contributed to the improvement of school infrastructure.

In Vietnam, Nguyen (2018) conducted a comparative study on the guidelines followed in the use of capitation grants. A sample size of 9 school heads from 35 schools was selected. Descriptive Survey design was employed to collect purely quantitative data. ANOVA was used as the data analysis techniques. The study found that the guidelines governing the use of these grants included: Grants are often allocated based on student enrollment numbers to ensure equitable distribution of resources; funds are typically earmarked for essential school operations, including salaries for non-teaching staff, utilities, and maintenance; and schools must submit periodic financial reports to the relevant education authorities detailing how the grants were utilized.

Othoo et al. (2023) explored the impact of government pricing guidelines on the quality of education in sub-county public secondary schools in Busia County, Kenya. The

study used stratified random sampling to select 60 schools and purposive sampling for 7 Sub County Directors of Education. Data were collected through questionnaires, interviews, observation checklists, and document analysis guides, and analyzed using both descriptive and inferential statistics. The study found that the current pricing guidelines did not ensure optimal pricing for quality education, suggesting higher charges for day scholars and boarders to attain quality education.

In Tanzania, Mzee (2018) investigated capitation grant governance in public primary schools in Morogoro Region, employing both quantitative and qualitative data collection methods from heads of school only. The study revealed suboptimal adherence to good governance principles, with effectiveness, rule of law, and accountability falling below expected levels. On the same breath, Elisey et al. (2019) evaluated the effectiveness of heads of public secondary school in managing capitation grants for service delivery in Hai District where mixed methods approach was employed. The study revealed challenges such as inadequate grants hindering effective management. Ntangeki (2019) conducted a study on the influence of the decentralized fiscal system on the provision of school infrastructure in public primary schools in Bukoba Municipal Council, Kagera Region, Tanzania. The study used a qualitative approach with a case study design, involving 36 respondents, including district officials, ward councilors, ward education officers, and head teachers, with data analyzed through content analysis. The study found that inadequate capitation grants from the central government led to insufficient school infrastructure, and the training provided by school inspectors to educational managers was not comprehensive enough to mobilize community support for school development.

2.3. Strategies for Improving the use of Capitation Grants for Effective School Management

In China, Wang (2017) carried out a study on the Capitation Grants and Student Performance: A Case of Public secondary Schools was employed. A sample size of 100 teachers from 140 schools was selected. Cross-sectional survey design was applied to collect purely quantitative data. Correlation analysis was used as the data analysis techniques. The study found that there was no direct link between capitation grants and student academic performance. Osei (2019) carried out a study on administrative challenges in the utilization of Capitation Grants in Nigeria. A sample size of 100 students and 100 teachers from 60 schools were selected. Case study design was employed to collect qualitative data. Content analysis was used as the data analysis techniques. The study found that strategies to enhance the utilization of these

funds: Provide comprehensive training for school administrators and finance officers on financial management, budgeting, and reporting to ensure they are well-equipped to manage capitation grants effectively; Conduct regular internal and external audits to monitor the use of capitation grants.

Jackline (2020) conducted a study to investigate the capitation grant and financial management practices in secondary schools in Rubanda district in Uganda. The study employed a descriptive research design, utilizing both simple random sampling and purposive sampling techniques to gather data from a sample of 50 respondents. The study highlighted the importance of proper financial management practices and the relationship between capitation grants and financial accountability, which are crucial for effective school management.

Gathanga (2019) conducted a study to explore the challenges and strategies in managing Educational Support Funds (ESF) in public secondary schools in Kandara Sub-County, Kenya. The research employed a descriptive cross-sectional survey design, which was suitable for capturing the similar characteristics of public secondary schools in the area. Data were collected from 52 schools, though only 71% responded, revealing that these schools faced significant challenges in managing ESF. The study also highlighted strategies adopted by schools, such as using funds for their intended purposes, financial reporting, budgeting, project monitoring, and stakeholder involvement. However, the study found that schools were weak in utilizing social networks and assessing socio-political risks in the management of ESF.

Stephen (2019) conducted a study to examine the governance of capitation grants in 48 primary schools across six local councils in Tanzania, focusing on whether civic engagement and school autonomy variables affect the governance of these grants at the school level. The study employed both quantitative and qualitative methods, including a questionnaire with a five-point Likert scale administered to 144 respondents, and additional data from focus group discussions and key informant interviews involving 130 participants. The findings revealed that effectiveness was the most observed aspect of governance, while the rule of law was the least observed. Both civic engagement and school autonomy were found to be associated with the governance of the capitation grant, with parent participation through meetings and community discussions identified as significant predictors of better governance.

3. Methodology

The study employed convergent mixed methods design and mixed method approach. The target population for this study was 1120 which comprises 1050 teachers, 35 heads of schools, 35 school board chairpersons. According to Mills and Gay (2016), a sample size of 10% to 30% of the

targeted population is representative enough. Thus, in this study a sample size of 123 respondents was selected. That is, 9 school heads which is 26% of 35 heads of school purposely selected and 10% of 1050 teachers which is 105 teachers selected by stratified and simple random sampling techniques. In addition, 26% of 35 school board members translating to 9 respondents were randomly selected as shown in table 1.

Table 1: Sample Size Frame

Respondents		Population	Sample Size	Sampling Procedures
Public Secondary school Teachers		1050	105	Stratified and simple random sampling
Head of Schools		35	9	Purposive Sampling
School board members		35	9	Purposive Sampling
Total		1120	123	

Source: Researcher (2024)

Therefore, the sample size for this study composed of 105 teachers, 9 school heads and 9 school board chair persons. The study employed both probability and non-probability sampling techniques to sample the target groups. Validity and reliability of instruments was determined before they were administered to the target sample. Therefore, the input from experts was used to improve the research tools, refine and ascertain its relevance, coverage and consistency before its application in real field situations. The reliability test was done through split half method to obtain reliability correlation coefficient $r = 0.831$. Data were collected by using questionnaires and interview guide and were analysed using descriptive statistics in SPSS version 25 for quantitative data, while qualitative data were analysed through the content analysis method. During data collection, the researcher assured participants that their information was only for research purposes, ensuring anonymity and privacy. Proper acknowledgment of cited works was ensured to prevent plagiarism and fraud. Recording responses was done with participant consent, and discrimination was avoided.

4. Results and Discussion

The findings were discussed according to the themes derived from research questions that sought to respond to the guidelines for allocation of capitation grants and strategies for improving the use of capitation grants for effective management of Secondary schools

4.1 Quantitative Findings on the Guidelines Followed in Allocation of Capitation Grants to Public Secondary Schools in Arusha District Council

The study was set to highlight the guidelines followed in allocation of capitation grants in public Secondary Schools in Arusha District Council. The sampled teachers were required to indicate their level of agreement to the statements on the guidelines followed in allocation of capitation grants to public Secondary Schools based on a five point likert scale of 5=Strongly Agree, 4=Agree, 3= Undecided, 2= Disagree and 1=Strongly Disagree. Table 2 presents the summary of the responses from teachers.

Table 2: Responses from Teachers on Guidelines Followed in Allocation and the use of Capitation Grants in Public Secondary Schools in Arusha District Council (n=105)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
Grants are allocated based on student enrolment numbers	46	43.8	59	56.2	0	0.0	0	0.0	0	0.0	4.24
Funds are earmarked for school operations	37	35.2	68	64.8	0	0.0	0	0.0	0	0.0	4.15
Grants are allocated for school infrastructure	30	28.6	73	69.5	0	0.0	2	1.9	0	0.0	4.05
Grants are allocated for minor repairs and improvements to school facilities	44	41.9	42	40.0	19	18.1	0	0.0	0	0.0	4.02
Grants allocation is based on urban and rural demand	46	43.8	50	47.6	2	1.9	1	1.0	6	5.7	4.00
Capitation grants are allocated to schools for recurrent expenditure	22	21.0	83	79.0	0	0.0	0	0.0	0	0.0	3.91
Strong community involvement results in better grants allocation	20	19.0	83	79.0	0	0.0	2	1.9	0	0.0	3.85
Politics influence grants allocation	15	14.3	88	83.8	2	1.9	0	0.0	0	0.0	3.73
Transparency & accountability in fund usage influence grants allocation	21	20.0	64	61.0	3	2.9	17	16.2	0	0.0	3.65
Grand mean score											3.96

Source: Field Data (2024)

Table 2 shows that grants are allocated based on student enrolment numbers. This guideline scored the highest mean of 4.24. This implies that the guideline based on student enrolment numbers is majorly used in allocating capitation grants to schools both in urban and rural sep-up. Teachers reported that grants are often allocated based on student enrollment numbers to ensure equitable distribution of resources. Therefore, schools are required to maintain detailed of students' enrolment which should be periodically updated. This finding agrees with that of Patel (2019) who reported that schools are required to maintain detailed records of grant allocated based on student enrollment and expenditures, subject to audits and public disclosure

In addition, the study found out that funds allocated for school operations recorded a mean score of 4.15. By implication, it was revealed that funds are typically earmarked for essential school operations, including salaries for non-teaching staff, utilities, and maintenance. A significant portion is designated for purchasing textbooks, laboratory equipment, and other instructional materials. Moreover, grants are allocated for school infrastructure posted a mean of 4.05. In this regard, Msolla (2017) reported that grants significantly contributed to the improvement of school infrastructure.

While collecting qualitative data during the interviews, one head of school remarked that;

Well, grants are normally allocated based on school needs, student population, and the level of educational resources required. Schools with higher enrollments or more urgent resource gaps typically receive higher funding. The formula considers factors such as the number of students, geographical location, and school performance (personal interview, 12th May, 2024).

This response implies that the government gives much emphasis to the number of students enrolled in a school in allocating capitation grants. Capitation grants are divided into categories such as learning materials, administrative costs, and infrastructure maintenance. While supporting this finding, Mushumbusi (2018) reported that schools must follow strict budget lines, with a certain percentage allocated to specific areas such as 40% for textbooks and 30% for teaching aids.

From table 2, grants allocation is based on urban and rural demand scored a mean of 4.00. The study found that capitation grants are inequitably distributed across schools, with rural schools receiving fewer resources compared to

urban counterparts. Similarly, teachers responded with a mean score of 3.91 that capitation grants are allocated to schools for recurrent expenditure while strong community involvement results in better grants allocation scored 3.85. The study found out that school committees play a significant role in monitoring and accountability, but they often lack the necessary training to effectively manage grants. Msolla (2017) weighs in by suggesting that strong community involvement results in better resource management, but rural schools face challenges in engaging their communities due to poverty.

During the interviews and while responding to the theme on guideline for capitation grants, one school board member remarked that;

Schools are required to maintain transparency in the usage of capitation grants. This includes keeping records, providing reports to stakeholders (parents, teachers, and the school board), and ensuring funds are used for their intended purposes(personal interview, 14thMay, 2024).

The excerpt implies that government, through local education officers and auditors, routinely evaluate how schools use the grants to ensure compliance. Mwakasangula (2019) concurs by adding that regular audits are performed to identify inefficiencies and correct fund misallocations. On the other hand, Komba (2016) emphasizes the role of school committees in monitoring fund usage and ensuring accountability.

Other factors for capitation grants mentioned by teachers included; politics influence grants allocation with a mean

of 3.73 and transparency and accountability in fund usage influence grants allocation score a mean of 3.65. Although their mean score was slightly below grand mean score of 3.96, the study found out that they significantly influence allocation of capitation grants. For instance, schools with better-trained administrative staff showed greater accountability in the usage of funds hence more capitations were granted. While in agreement, Nyanda (2022) further argued that schools receiving regular and higher capitation grants saw a corresponding increase in students' academic performance when the funds were used for the intended purpose. Schools that used capitation grants for infrastructure improvement also saw significant improvements in learning outcomes.

4.5 The Strategies for Improving the Use of Capitation Grants for Effective Management of Secondary School in Arusha District Council

The study determined the strategic measures for improving the use of capitation grants for effective management of Secondary school in Arusha District Council. During data collection, teachers were asked to indicate their level of agreement with the strategies for improving the use of capitation grants for effective management of Secondary school based on a Likert scale where 5=Strongly Agree, 4=Agree, 3=Neutral, 2= Disagree and 1=Strongly Disagree. The findings from the questionnaire for teachers are presented in table 3.

Table 3: Teachers Responses on the Strategies for Improving the Use of Capitation Grants for Effective Management of Secondary School in Arusha District Council(n=105)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
Strengthen communication channels	46	43.8	59	56.2	0	0	0	0	0	0	4.44
Review and update grant policy regularly	37	35.2	68	64.8	0	0	0	0	0	0	4.35
Streamline administrative processes	30	28.6	73	69.5	0	0	2	1.9	0	0	4.25
Encourage collaboration among schools	44	41.9	42	40	19	18.1	0	0	0	0	4.24
Provide incentives for effective grant use	46	43.8	50	47.6	2	1.9	1	1	6	5.7	4.23
Conduct periodic audits for transparency	22	21	83	79	0	0	0	0	0	0	4.21
Offer technical assistance for financial management	20	19	83	79	0	0	2	1.9	0	0	4.15
Establish clear guidelines for grant utilization	15	14.3	88	83.8	2	1.9	0	0	0	0	4.13
Involve parents and stakeholders in oversight	21	20	64	61	3	2.9	17	16.2	0	0	3.85
Implement regular training programs for grant management	58	55.2	20	19	0	0	2	1.9	25	23.8	3.8
Grand mean score											4.16

Source: Field Data (2024)

Data in table 3 identify strengthening communication channels as one of the strategies for improving the use of capitation grants for effective management of secondary schools. With the highest mean score of 4.44 that is above grand mean score of 4.16, strengthening communication channels is seen as the most critical strategy. The researcher established that 43.8% teachers strongly agreed that it is a strategy for improving the use of capitation grants for effective management of secondary schools while 56.2% were in agreement. The study found that effective communication ensures that all stakeholders, including administrators, teachers, and parents, are informed about grant allocation and utilization. Strengthening communication channels fosters trust and collaboration, leading to better management outcomes. Empirical studies, such as those by Bryk and Schneider (2020) supports the finding by emphasizing that strong communication fosters trust and collaboration, leading to better management outcomes.

Another strategy mentioned was to review and update grant policy regularly. The strategy recorded a mean score of 4.35 that is above grand mean score of 4.16. Data in table 3 indicates the importance of regularly reviewing and updating grant policies. The researcher established that 35.2% teachers strongly agreed that it is a strategy for improving the use of capitation grants for effective management of secondary schools while 64.8% agreed. This measure will ensure that policies remain relevant and responsive to changing needs and conditions. Regular review and updating of grant policies are essential for sustained improvement in educational settings. In this respect, research by Fullan (2017) suggests that continuous policy review and adaptation are essential for sustained improvement in educational settings.

Streamlining administrative processes, with a mean score of 4.25, was found to be crucial for reducing bureaucratic inefficiencies and enhancing the effective use of grants. The researcher established that 28.6% teachers strongly agreed that it is a strategy for improving the use of

capitation grants for effective management of secondary schools while 69.5% agreed. Efficient administrative processes allow for quicker decision-making and resource allocation. Streamlined administrative processes improve school management and resource utilization. This finding is in agreement with the contingency theory by Fred Fiedler in the 1960s guiding the current study. In this respect, the theory emphasizes the continual investment in developing and nurturing unique resources and capabilities. In the context of assessing guidelines for using capitation grants the theory paves the way on how to analyze, strategically allocate and utilize internal resources to optimize the impact of capitation grants on educational outcomes and school management effectiveness. While lending credence to this finding, Leithwood et al. (2020) highlight that streamlined processes improve school management and resource utilization.

Encouraging collaboration among schools has a mean score of 4.24, suggesting that sharing best practices and resources can lead to more effective grant use. The researcher established that 41.9% of teachers strongly agreed that it is a strategy for improving the use of capitation grants for effective management of secondary schools, 40.0% agreed while 18.1% were undecided. This implies that encouraging collaboration among schools leads to more effective grant use. Encouraging collaboration among schools is viewed as important for fostering a cooperative and motivated environment. Study by Hargreaves and Fullan (2018) aligns by indicating that collaboration fosters innovation and mutual support, which can enhance overall school performance.

Providing incentives for effective grant use, with a mean score of 4.23, can motivate school administrators and staff to utilize grants efficiently. Incentives can include recognition, additional funding, or professional development opportunities. Providing incentives for effective grant use enhances motivation and performance. Research by Ryan and Deci (2020) supports the idea that incentives enhance motivation and performance. The finding is also supported by contingency theory as a guiding framework by acknowledging that the influence of these grants varies depending on the specific context of each school. Factors such as the school's size, location, available resources, and the socio-economic background of the students may all influence how capitation grants are utilized and their subsequent influence on educational resources (Miles, 2022).

Conducting periodic audits, with a mean score of 4.21 was found to be essential for ensuring transparency and accountability in grant utilization. Audits help identify misuse or inefficiencies and provide recommendations for improvement. Periodic audits for transparency promote financial integrity and trust in public institutions. In

support, study by Behn (2021) suggested the need for regular audits to promote financial integrity and trust in public institutions.

Involving parents and stakeholders in oversight, with a mean score of 3.85 enhances transparency and community trust. Stakeholder involvement ensures that grant utilization aligns with the needs and priorities of the school community. Involving parents and stakeholders in oversight enhances transparency and community trust. In this regard, study by Epstein et al. (2019) showed that parental and community involvement positively impacts school management and student outcomes.

Regular training programmes for grant management, with a mean score of 3.80 are essential for equipping school administrators with the skills needed to manage funds effectively. Continuous professional development ensures that administrators stay updated on best practices in financial management. Regular training programmes for grant management are essential for equipping administrators with the necessary skills. Pertaining to this finding, research by Darling-Hammond et al. (2019) highlights the importance of ongoing training for improving school leadership and financial management capabilities.

Moreover, during the interviews with board chair persons about strategies for improving the use of capitation grants for effective management of public Secondary school in Arusha District Council, one commented that;

Actually, there is a need to encourage transparency in financial management. For instance, school management should maintain records of financial expenditure and there is a need to conduct regular auditing of financial transactions. Unfortunately, the board chair person are not involved, they are only given information on how money has been expended (Field Interview, 15th May 2024)

Similarly, regarding allocating of capitation grants to schools, one head of school argued that;

...availability and timely allocation of capitation grants ensure quality education through acquisition of the necessary teaching and learning materials. However, most schools face budget problem due to large students' population with limited capitation allocation that at times is not timely disbursed (Field Interview, 12th May 2024).

Therefore, the response from the board chairperson generally indicated that the respondents agreed that given the high impact of administrative requirements on daily operations, efforts should be made to streamline and further support administrative processes. This could

involve training for school administrators on efficient grant utilization and compliance. These findings are contrary to those found in Dar es Salaam by Mwinsheikhe (2016) who carried out a study on the extent to which capitation grants are used by both students and teachers. The study found that there is need to give school heads free hand in management of schools' financial resources.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The guidelines for allocating capitation grants based on student enrolment numbers and based on urban and rural demands are critical in shaping the financial and administrative practices of public secondary schools. When effectively implemented and monitored, these grants can significantly enhance the management and educational outcomes of schools. However, challenges such as mismanagement, capacity constraints, and bureaucratic inefficiencies must be addressed to maximize the benefits of capitation grants. Continuous improvement of policies, regular training, and robust accountability mechanisms are essential for ensuring that the funds are used effectively to achieve educational goals.

The evaluation of strategies for improving the use of capitation grants for the effective management of secondary schools demonstrates a high level of perceived effectiveness. This suggests that the proposed strategies are highly valued for enhancing the management of capitation grants. Likewise, the grand mean score of 4.16 reflects a strong consensus on the importance and effectiveness of these strategies. This high average suggests that stakeholders widely agree on the value of implementing these strategies to enhance the management and impact of capitation grants in secondary schools. By implementing these strategies, secondary schools can significantly improve the utilization of capitation grants, leading to better management practices and enhanced educational outcomes.

5.2 Recommendations

Based on the conclusion, it is recommended to different educational stakeholders to take the following actions regarding the guidelines followed in the use of Capitation Grants;

1. There is need to develop and disseminate clear, detailed guidelines for grant utilization to ensure all schools understand the requirements and expectations. These guidelines should be easily accessible and regularly updated
2. Given the high impact of administrative requirements on daily operations, efforts should be made to streamline and further support administrative processes. This could involve training for school administrators on efficient grant utilization and compliance.
3. Since grants for infrastructure and renovations show substantial positive impacts, increasing the allocation for these areas can further improve school management and facilities, providing a better learning environment for students.
4. To empower decision-making and enhance students' welfare, further investment in grants for student support services is recommended. This can help address diverse student needs and improve overall school management. Additional grants or incentives aimed specifically at boosting staff morale and motivation should be considered, as motivated staff are more likely to engage in innovative and effective management practices.

References

- Asana. (2022). *Contingency theory: Definition and significance*. Retrieved from <https://www.asana.com/resources/contingency-theory>
- Bryk, A. S., and Schneider, B. (2020). *Trust in Schools: A Core Resource for Improvement*. Russell Sage Foundation.
- Darling-Hammond, L., Hyster, M. E., and Gardner, M. (2019). *Effective Teacher Professional Development*. *Learning Policy Institute*.
- Fullan, M. (2017). *The New Meaning of Educational Change*. Teachers College Press.
- Elisey, M., Catherine, M., & Eugene, L. (2020). Effectiveness of Heads of Schools Management of Capitation Grants for Service Delivery in Public Secondary Schools in Hai District, Tanzania. *African Journal of Educational and Social Science Research*, 8(1), 1–10.
- Fidelis, A., and Mwila, P. (2022). *Managerial Principles: Its role in the Utilization of Capitation Grants in*

- Public Secondary Schools in Muleba District, Tanzania. *International Journal of Research and Innovation in Social Science*, 6, 124–133. <https://doi.org/10.47772/IJRISS.2022.61008>
- Foli, G. C., and Afriyie, O. (2019). Headteachers' Perception of the Implementation of the Capitation Grant Scheme In The Sunyani West District of the Brong Ahafo Region. *International Journal of Scientific Research and Management*, 7(09). <https://doi.org/10.18535/ijprm/v7i9.e101>
- Gathanga, P. (2019). Challenges and strategies in managing Educational Support Funds in public secondary schools in Kandara Sub- County, Kenya. *Kenya Education Journal*, 5(3), 78-92.
- Fidelis, A. and Mwila, P.M. (2022). Managerial Principles: Its role in the Utilization of Capitation Grants in Public Secondary Schools in Muleba District, Tanzania. *International Journal of Research and Innovation in Social Science*, 6 (10), 116-123.
- Foli, G.C. and Afriyie, O. (2019). Headteachers' Perception of the Implementation of the Capitation Grant Scheme in The Sunyani West District of the Brong Ahafo Region. *International Journal of Scientific Research and Management*, 7(9), 2019-1088.
- Hapompwe, C.C., Karim, A, M. and Kambikambi, T.T. (2020). An Empirical Evaluation of Public Secondary Schools' Education Financing and Its Impact on Service Quality in Lusaka, Zambia. *African Journal of Education and Practice*, 6 (2), 13-32.
- Ibrahim, H. (2019). "Capitation Grants and School Infrastructure Development". Malaysia. *Journal of Research in Education, Science and Technology*, 5(1), 1-16.
- Jackline, K. (2020). Capitation grant and financial management practices in secondary schools in Rubanda district, Uganda. *Uganda Journal of Educational Finance and Management*, 9(2), 32-47.
- Komba, W. L. M. (2016). The Role of School Committees in the Management of Capitation Grants in Tanzania. *Journal of Education and Practice*. 10(10), 1–17.
- Leithwood, K., Louis, K. S., Anderson, S., and Wahlstrom, K. (2020). *How Leadership Influences Student Learning*. Wallace Foundation.
- Lucumay, L. S., and Matete, R. E. (2024). Challenges facing the implementation of fee-free education in primary schools in Tanzania. *Heliyon*, 10(2), e24172. <https://doi.org/10.1016/j.heliyon.2024.e24172>
- Miles, J. A. (2022). *Management and organization theory: A Jossey-Bass reader*. John Wiley & Sons.
- Miles, M. (2022). *It Depends. Understanding the Contingency Theory of Leadership*. U.K: Better-Up Publishing.
- Msoka, E., Muteti, C. and Lyamtane, E. (2020). *Effectiveness of Heads of Schools Management of Capitation Grants for Service Delivery in Public Secondary Schools in Tanzania*. Nairobi-Kenya: The Cradle of Knowledge Publishers.
- Msolla, P. (2017). Community Participation and Resource Allocation in Tanzanian Public Schools. *International Journal of Educational Development*. 8(1), 1–8.
- Mwakasangula, E. (2019). *Monitoring and Evaluation in the Use of Capitation Grants in Secondary Schools in Tanzania*. Journal of Public Policy and Administration.
- Mzee, O., Nzalayaimisi, G. K., and Gabagambi, D. M. (2018). Capitation Grant Spending: Adherence to Good Governance Principles in Primary Schools in Morogoro Region, Tanzania. *Journal of Education and Practice*.
- Nguyen, T. (2018). Social media and study distractions among adolescents: An experimental study. *Journal of Experimental Education*, 44(2), 176-192.
- Nyanda, M. (2022). Impact of Capitation Grants on Student Performance in Public Secondary Schools. *Journal of African Education Research*. 9(3), 142-158
- Ntangeki, P. (2019). *Government Funding and Management of Students' Learning in Selected Public Secondary Schools in Bugiri District*. Uganda: The University of Kisubi.

- Othoo, L., Mutai, S., and Ochieng, M. (2023). *The impact of government pricing guidelines on the quality of education in sub-county public secondary schools in Busia County, Kenya*. *Journal of African Education Research*.7(3), 102-128
- Osei, K. (2019). Administrative challenges in the utilization of Capitation Grants in Nigeria. *Nigerian Journal of Educational Administration and Policy Studies*, 10(3), 112-127.
- Osei, R. D. (2019). The Effectiveness of Capitation Grants in Ghanaian Public Secondary Schools. *International Journal of Educational Administration and Policy Studies*, 5(2), 22-35.
- Ossai, A. (2024). Management of public secondary schools in Delta State: The role of finance. *Nigerian Journal of Education and Social Research*, 12(1), 58-73.
- PORLAG, (2015). *Tanzanian Schools Face Shortage of 80,000 Teachers*. Dodoma: PORLAG.
- Patel, R. (2019). *Capitation grants and schoolteachers' motivation in India: An experimental study*. [Journal/Conference Name], [Volume (Issue)], Pages.
- Quak, E. (2020). *Adapting to change: Contingency theory in practice*. *Management Review Quarterly*, 70(1), 33-45.
- Stephen, M. (2019). Governance of capitation grants in primary schools in Tanzania: The role of civic engagement and school autonomy. *Tanzania Journal of Education and Governance*, 5(2), 101-117.
- Quak, E. (2020). *The Impact of Public Finance Management (PFM) Reforms on Education in Tanzania*. United Kingdom: K4D Publishing.
- URT, (2004). *Pre-Primary and Primary Teacher Deployment Strategy 2019 – 2021*. Tanzania: Ministry of Education, and Vocational Training.
- Wang, L. (2018). Social media and perceived academic support among adolescents. *Educational Technology Research and Development*, 66(5), 1101-1118.