



Usage of Capitation Grants to Enhance Teachers' Motivation in Public Secondary Schools in Longido District - Arusha Region, Tanzania

Joyce, A. Mbulinyingi & Christine Mnjokava
St. Augustine University of Tanzania (SAUT), Arusha
Email: joycembulinyingi2022@gmail.com/cmnjikava@yahoo.com

Abstract: *This study investigated the usage of capitation grants to enhance teachers' motivation in public secondary schools in Longido District in Arusha Region. Specifically, the study assessed the barriers to the effective usage of capitation grants on enhancing teachers' motivation and suggested strategies for the effective usage of capitation grants to enhance teachers' motivation in public secondary schools. The study was guided by Financial Control Theory and convergent mixed methods design. Target population was 281 individuals (271 teachers and 10 school heads). The sample size consisted of 91 respondents; 81 teachers obtained through stratified and simple random sampling and 10 school heads purposefully sampled. Data collection was done through questionnaires and interview guides. Validity was established through expert judgment. Reliability of questionnaires for Likert-type items was determined after a pilot study in three secondary schools using Cronbach Alpha Method. Statistical Package for Social Sciences (SPSS) version 25 was used where coefficient $r = 0.864$ was obtained. The trustworthiness for the interview guide was ensured through peer debriefing and triangulation. Descriptive statistics was used to analyze quantitative data in SPSS version 25 and results were presented in tables. Qualitative data were analyzed thematically alongside research questions and presented in narrative forms. The study revealed inadequate financial resources allocated to schools as a challenge that impedes improvement of teaching and learning environments, thereby affecting teachers' motivation. In conclusion, capitation grants were found to be rarely utilized for teachers' motivation, recommending the need for policy adjustments to prioritize continuous teacher motivation and development.*

Keywords: *Capitation, Grants, Teachers, Motivation, Longido, Tanzania*

Mbulinyingi, J. A. & Mnjokaya, C. (2025). Usage of Capitation Grants to Enhance Teachers' Motivation in Public Secondary Schools in Longido District - Arusha Region, Tanzania. *Journal of Research Innovation and Implications*, 9(4), 608 – 620. <https://doi.org/10.59765/vyr936m>.

1. Introduction

Many countries have been funding education around the world for diverse reasons. One of the reasons is to enhance teacher's morale by improving supportive teaching and learning environments, as well as fostering job satisfaction (Ndaula et al. 2025). Provision of capitation grants is a main education funding initiative that supports operation of schools and reducing financial burden on parents (Twaweza, 2021). These annual calculated funds are often

distributed per-student enrolment, to ensure equitable funding across different schools regardless of their location or socio-economic status (Hassani & Otieno, 2024). However, educational stakeholders such as school administrators, teachers and parents have complained about the delay in disbursement of the allocated funds and insufficient amount hence, parents facing indirect costs despite the capitation grants (World Bank, 2023). This raises questions whether the capitation grants are used effectively in improving infrastructure and to support the

operation of schools as a means of enhancing teachers' motivation in public secondary schools.

Ndaula et al. (2025) revealed that the Tanzania government allocates 25,000 shillings as capitation grants for each student per year. The government retains 12,500 shillings for buying books and disburses 12,500 shillings directly to schools for purchasing teaching and learning materials, including chemicals for practical learning in science subjects, laboratory equipment, and apparatuses such as test tubes, flasks, meter bridges, and microscopes. Also, it is used to buy biological models, reagents, and specimens for biology practical. In addition, capitation grants also are used to buy teaching and learning materials for other subjects, such as globes, atlases maps, and pegs for teaching and learning subjects like Geography. Hassani & Otieno (2024) identified inadequate capitation grants, poor management, political interference, and lack of accountability as the shortcomings that hinder utilization of capitation grants allocated leading to dissatisfaction in management, inadequate teaching facilities and infrastructure. This brings dilemma to whether capitation grants are used for general purposes which cover maintenance and utility bills, as well as the salaries of support staff and local transport alongside school instructional materials to enhance teacher's motivation in educational delivery. Therefore, based on this background, the current study assessed usage of capitation grants to enhance teachers' motivation in public secondary schools in Longido District in Arusha Region.

1.1 Research Questions

The study was guided by the following research questions

1. What are the barriers to the effective usage of capitation grants on enhancing teachers' motivation in public secondary schools in Longido district in Arusha region?
2. What are the strategies for the effective usage of capitation grants to enhance teachers' motivation in public secondary schools in Longido district in Arusha region?

2. Literature Review

2.1 Theoretical Review

This study was grounded on the Theory of Financial Control. Theory of financial control was first propounded as Management Control Theory in 1965 by Robert N. Anthony and developed as Theory of Financial Control in 2007 by Lars Östman (Hewege, 2012).

2.2 Theory of Financial Control

The theory focuses on what financial management does to necessitate accountability, efficiency, and effectiveness in organizational and educational finance. According to Cyusa & Rusibana (2024) the theory of financial control assumes that financial management processes, such as budgeting, financial reporting, and internal auditing, play a critical role in ensuring accountability and transparency such that organizations should use financial control systems to avoid misuse, limit waste and improve efficiency. This means putting money towards teaching and learning resources, infrastructure and incentives that boost teachers' morale and productivity. According to the theory, in the absence of any financial control, capitation grants may go for waste since the programme is not likely to be successful in achieving the goal of improving the motivation of teachers.

2.2.1 Strengths of Theory of Financial Control

According to Ndibare & Ongwae (2023) the theory of financial management promoters for transparency in the process of planning, monitoring and measuring performance and resource utilization. It advocates against financial mismanagement, corruption and wastage, thus contributing to better sustainability of the education financing. Furthermore, it serves to strengthen financial intelligence, through matching expenditures with priorities at the institutional level to enhance teacher performance. Therefore, the theory provides the best decisions about how the capitation grants are effectively managed and utilized to improve working morale and performance.

2.2.2 Application of Theory of Financial Control

The Theory provides a framework for examining the effects of financial control mechanisms on funds allocated to schools and their utilization intended for teachers' motivation. This theory provided a guideline to analyze how financial control structures, accountability mechanisms, and financial planning processes ensure prudent utilization of capitation grants and also how it translate to the teachers' job satisfaction and performance. The theory places importance on transparency and efficiency, which is consistent with the study's aim to

evaluate how well financial resources are directed towards the accomplishment of educational objectives.

2.2 Empirical Review

The effective utilization of capitation grants in public secondary schools is crucial for enhancing teachers' motivation and improving educational outcomes. However, several barriers impede the optimal use of these funds. Empirical studies have identified and examined these challenges, providing insights into their effects and suggesting potential solutions.

2.2.1 Barriers on the Effective Usage of Capitation Grants

In Finland, Mahrouse (2022) researched on Finland's experiences in financing education. The study used literature review as the research methodology. The findings showed that the education system in Finland is centralized; it is free at all educational levels, starting from pre-primary education to higher education. Between 11% and 12% of the state's general budget covers free pre-school education, basic education, secondary education, technical education, and higher education studies. The provision of capitation grants is divided between the federal government and local governments at a rate of 57% in favor of the federal government, 43% for local governments, and the percentage of GDP spending on education reached 6.5%. In addition, the provision of capitation grants to finance education is supported by private educational service providers, as they are entitled to receive support from the state to cover the establishment of their own educational institutions.

Akhter et al. (2018) researched on the efficient management of financial resources and constraints in the implementation of budget in secondary schools in Punjab, Pakistan. A qualitative research method was employed in which semi-structured interviews were conducted with 40 head teachers working in secondary schools. The result from the interview data shows that the majority of the head teachers were not satisfied with the budgets and funds provided to the schools and found aspects of the procedures employed to be unhelpful. There was a tendency to expect schools to rely on diminishing budgets and difficulties in being able to spend allocations efficiently and effectively for the maximum benefit of learners. The study by Nwosu & Ozioko (2020) researched on the accountability in the management of financial resources for secondary education in Nigeria. The study used a literature review approach. It was found that for a school to achieve the purpose for which it is established, the school head must perform their roles of putting both human and material resources under their control in the right direction for effectiveness and efficiency in service delivery. The study

concluded that public perception of effectiveness depends on financial accountability. The educational stakeholders should be accurate and transparent with monies, record keeping of school accounts as well as showing receipts for revenue and expenditure.

In Kenya, Odiyo et al. (2023) examined the relationship between fund disbursement and the financial sustainability of public secondary schools. The study employed a descriptive research design employing a mixed approach. The target population included 100 respondents from 50 public secondary schools, two per school (school bursar, accounts clerk, and school principal). This study applied fund accounting theory. A closed-ended questionnaire and documentary review were used to collect data. Data analysis involved descriptive statistics such as frequency tables, mean, and standard deviation, while inferential statistics included correlation analysis, multiple regression, and hierarchical regression. The findings suggest that timely fund disbursement has a major bearing on teachers' motivation.

The study by Kaziri & Mnjokava (2024) in Tanzania assessed the guidelines followed in the use of capitation grants and their influence on management of secondary school in Arusha district in Arusha Region. Contingency Theory guided the study. The study employed mixed approach methods and convergent mixed methods design. The sample size was composed of 105 teachers, 9 school heads and 9 board chairpersons. Data were collected by using questionnaires and interview guide. The study concluded that, 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. While the study explored the guidelines for capitation grant allocation, it left a gap on the barriers that the schools face in utilizing these grants to enhance teachers' motivation. The current study addressed this gap by identifying the barriers to effective capitation grant usage for enhancing teachers' motivation in Longido district in Arusha Region, thus, offering insights into improving grant management practices to better support teachers.

2.2 Strategies for the Effective Usage of Capitation Grants

The study by Sipahioğlu (2023) in Turkey discovered the views of school principals on school financing and to generate alternative suggestions for a better financial management system. For this purpose, 16 high school principals were interviewed through a purposeful sampling method. A semi structured interview form was used and the

data were analyzed by using content analysis. The results indicated that the administrators are negatively affected whilst providing financial resources and therefore cannot devote enough time to their primary duties. A crucial action that needs to be taken is to give principals the authority to generate income from non-governmental sources to finance their school's operation and renovation expenses. Additionally, the study by Skrbinjek (2020) focused on Students' Support Systems in Selected European Countries (Germany, Denmark Sweden, Netherlands, France, Italy and the United Kingdom). The study used a literature review approach. The study revealed that there are three common types of support systems for students in place namely; Need-based grants are the most frequent mechanism in most countries, followed by merit-based grants and universal grants. The largest shares of grant beneficiaries are in the Nordic countries (Denmark and Sweden), where about 88-89% of full-time students receive universal grants. The grants are allocated for teaching and learning infrastructure, allowances and preparing students' sports competition tournaments. The amount of the grant is particularly high in Denmark. In higher education systems that offer need-based grants, the majority of recipients are below 50%. Merit-based grants are targeted at smaller groups of students, reaching mostly under 10% of students.

A study was conducted by Foli & Afriyie (2019) in Ghana on head teachers' perceptions on the implementation of the Capitation Grant Scheme. The study employed descriptive research design. Questionnaires and interview guide were applied and administered to a sample of 40 head teachers. The analysis of data revealed that 70.0% of the head teachers had an in-depth understanding of the source of the capitation grant as being from the Government. However, majority of school heads do not really understand why the disbursement of capitation grants from the government account is normally delayed. The study, among others, found that the main challenges confronting the smooth implementation of the scheme were delays in the release of funds and inadequate funds. This study underscores the need for the Government to release adequate grants in good time (before the beginning of each quarter) so that school heads could avoid uncertainties in pre-financing of school activities. Also, the Ghana Education Service should continue to train head teachers in financial management and administration for prudent use of funds.

In Tanzania, Ndaula et al. (2025) investigated the influence of capitation grants on quality education delivery in public secondary schools during the time of inflation in Tanzania. The study used a mixed research approach adopting a concurrent research design. Data were collected from four heads of school and sixty-two teachers through interviews, and questionnaires. The qualitative data were analyzed thematically, while quantitative data were analyzed descriptively. The findings revealed that the capitation

grants influence shortage and delay of teaching and learning materials; poor infrastructure; deprived implementation of extracurricular activities and health services. The study concluded that the allocation of adequate capitation grants for improving teaching and learning environments significantly influenced the management of secondary schools for quality education delivery. Although the study examined the effects of capitation grants on quality education delivery, it omitted the strategies that schools could adopt to optimize the use of these grants for enhancing teacher motivation the gap in knowledge that the current study sought to fill.

3. Methodology

In this study, convergent mixed methods research design was used. This design enabled researcher to collect both qualitative and quantitative data at the same time. Similarly, the study adopted mixed methods approach. Integrating the two forms of data, and using distinct designs that involve the integration of qualitative and quantitative data yields additional insight beyond the information provided by either quantitative or qualitative data alone (Creswell and Creswell, 2018). The strength of one approach often mitigates the weaknesses of the other. The target population for this study was 281 respondents who comprised of 10 Heads of schools (HoS) and 271 teachers in public secondary schools with form four class (MoEST, 2024). Head of schools were targeted because they are responsible in budget allocation as well as the expenditure while also ensuring that the funds are used in a way that effectively supports the school operations including teacher motivation initiatives. Also, teachers were targeted because they experience the influence of usage of these grants through provision of teaching – learning resources, incentives as well as improved working environment. Their feedback provided the important details necessary to understand effective usage of capitation grants that motivates teachers and maintain their job satisfaction.

Gay and Airasian (2021) observed that a sample of 10% to 30% of the target population is representative enough for the research study. As Chetty & Jain (2020) confirms that optimum sample is the one that fulfils the requirements of efficiency, representativeness; reliability and flexibility. This implies that a good sample size should be manageable in terms of time and cost to fulfil the study coverage. Therefore, that is 81 (30% of 271) secondary school teachers were selected. However, since there were only 10 public secondary schools with form four class in the district, the researcher involved all 10 school heads to participate in the study. Therefore, the sample size for this study comprised of 91 respondents. This study employed both probability and non-probability sampling techniques

to reach its sample size. In probability sampling technique, this study specifically employed simple random sampling and stratified random sampling where by the population was divided based on gender. In essence, 8 teachers each were selected from 9 schools and nine teachers were selected from one big school. This implies that 4 female and four male teachers were randomly selected from each school while in the last big school, five female and four male teachers were selected to give a total of 81 respondents. Moreover, purposive sampling was employed to select 10 school heads based on their position as school administrators. This sampling strategy ensured that this study obtained the participants who provided in-depth insights.

In this study, questionnaire and interview guide were used to gather information about research problem. The reliability of the instruments was assessed through a pilot study in 10% of the population that did not take part in the actual study (Creswell and Creswell, 2023). Research experts helped to improve content, criterion and construct validity of the research instruments in order to remove irrelevant, ambiguous and inadequate items. In order to check for reliability of quantitative instruments, the researcher conducted a pilot study in three secondary schools recently established in Longido district and do not have form four class. These schools were not included in the actual study to avoid bias. The data obtained was tested in the Statistical Package for Social Sciences (SPSS) version 25. The reliability test was done through Cronbach's Alpha method to obtain reliability correlation coefficient $r=0.864$ for Teachers' Questionnaire. According to George & Mallery (2023), since the results of the coefficient alpha (α) value were correlated at $r > 0.5$, the instrument was considered reliable for the study. Moreover, for qualitative research instruments, reliability was ensured through trustworthiness of the interview guide was ensured through peer debriefing and triangulation techniques, ensuring that data collection instruments and processes are clear, transparent, and capable of capturing the complexities of the research questions.

The researcher used descriptive statistics in the Statistical Package for Social Science (SPSS) version 25 to analyze the quantitative data and the results were presented in tables of frequencies and percentages. Qualitative data was coded using thematic coding and analyzed alongside

research questions. Also, qualitative data were analyzed using thematic analysis whereby only the main ideas of the key informants were considered alongside the research questions. The findings were presented in narrative forms. This study adhered to research ethics. For instance, before conducting the study, the researcher sought for research permit. The study ensured voluntary participation and confidentiality of data collected. Also, this study avoided plagiarism as much as possible by citing and acknowledging the work done by other scholars.

4. Results and Discussion

The findings are discussed in accordance with the themes generated from the research questions that the study sought to answer.

4.1 The barriers on the effective usage of capitation grants on enhancing teachers' motivation in public secondary schools in Longido district in Arusha region

The first theme was derived from the question that sought to investigate the barriers to the effective usage of capitation grants on enhancing teachers' motivation in public secondary schools. Questionnaires were administered to teachers to collect data while interviews were conducted with the school heads. A five-level Likert scale was utilized for data analysis, with 1 representing Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, %=Percentages. The frequency and percentage distribution of responses were categorized as follows: ≤ 20 =extremely minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99=extremely majority; 100=overwhelming majority (Taherdoost, 2019). A mean score greater than 3 indicated barriers that extremely affect usage of capitation grants on enhancing teachers' motivation in public secondary schools, while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 implied uncertainties regarding the barriers. Responses from teachers are summarized in Table 1.

Table 1: Responses from Teachers on Barriers on the effective usage of capitation grants on enhancing teachers' motivation in public secondary schools (n=81)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
Inadequate amount of funds allocated	47	58.0	3	3.7	31	38.3	0	0.0	0	0.0	4.20
Unfriendly geographical location of most schools	25	30.9	53	65.4	0	0.0	3	3.7	0	0.0	4.23
Socio-economic factors	76	93.8	5	6.2	0	0.0	0	0.0	0	0.0	4.94
Community beliefs and misconception of free education policy	73	90.1	8	9.9	0	0.0	0	0.0	0	0.0	4.90
Poor financial management skills	0	0.0	30	37.0	3	3.7	48	59.3	0	0.0	2.78
Corruption and mismanagement	0	0.0	5	6.2	3	3.7	45	55.6	28	34.4	1.81
Lack of transparency and accountability	5	6.2	26	32.1	25	30.9	2	2.5	23	28.4	2.85
Bureaucratic hurdles	10	12.3	0	0.0	26	32.1	45	55.6	0	0.0	2.69
Insufficient measure for monitoring and evaluation	5	6.2	49	60.5	24	29.6	3	3.7	0	0.0	3.69
Higher expenditures due to economic inflation	0	0.0	52	64.2	26	32.1	0	0.0	3	3.7	3.57
Grand mean score											3.57

Source: Field Data (2025)

The study in table 1 revealed that 58.0% strongly agreed and 3.7% agreed that the amount of funds allocated is inadequate to cater for infrastructure and teachers' motivation. In total 50 respondents accounting for 61.7% (majority of respondents) admitted that the barrier extremely affects usage of capitation grants on enhancing teachers' motivation in public secondary schools in Longido district in Arusha region. The high mean score of 4.2 confirms this statement. In other words, the amount of capitation grants allocated to schools often falls short of meeting the actual needs, leading to underfunded educational facilities and limited resources for teachers. A study by Kangu and Ngonge (2025) correspond with the current findings by highlighting that heads of public secondary schools encounter challenges in managing capitation grants due to inadequate financial resources. For instance, the capitation grants provided for renovating students' educational facilities were insufficient to attain the required standards, with deficits in classrooms, laboratories, and libraries. This insufficiency hampers the ability to improve teaching and learning environments, thereby affecting teachers' motivation.

The data in table 1 also shows that 25 of the respondent accounting for 30.9% strongly agreed and 53 respondents accounting for 65.4% disagreed that unfriendly geographical location of most schools affect usage of capitation grants on enhancing teachers' motivation in public secondary schools. Consequently, education

stakeholders use the available resources to improve geographical location of most schools. The mean score recorded is 4.23 which is above the grand mean score of 3.57 implying that indeed quite a number of schools in Longido district in Arusha region have accessibility challenges. Schools located in remote or hard-to-reach areas face challenges in accessing and utilizing capitation grants effectively to motivate teachers. These geographical barriers can lead to delays in fund disbursement and increased costs in procurement and logistics, thereby hindering the timely use of allocated funds. The geographical location of schools significantly affects the effective use of capitation grants. Schools situated in remote areas often face logistical challenges, including transportation difficulties and limited access to resources, which impede the utilization of allocated funds for teachers' motivation.

Also, the data in table 1 shows that, 76 (93.8%) of teachers strongly agreed & 5(6.2%) agreed, accounting for 100.0% of teachers who admitted that socio-economic factors are overwhelming barrier in the usage of capitation grants on enhancing teachers' motivation in public secondary schools. This finding is also confirmed by a high mean score of 4.94. The high mean score clearly shows that this is a barrier that extremely affects usage of capitation grants on enhancing teachers' motivation in public secondary schools in Longido District.

During further cross-examination, one head of school said that:

The greatest barrier is the inadequate amount given to schools. The allocation of capitation grants based on school enrolment has resulted in little money to run many school activities. Another problem is the geographical barriers since the schools in Longido district are far apart. This long distance compels the school management to give a lot of money to teachers for activities that only take one hour. So, you have to give out travelling allowance, accommodation (night allowance) and meals. The teacher has to travel to that school about 90km and spend there since the teacher cannot travel to and fro due to long distance. In some instances where the disbursement of capitation grants may also delay, it causes delay in some school activities since I have to wait and receive the grants before I give it to teachers participating in different school activities (personal interview, 17th, May 2025).

Further investigation during the face to face interviews with head of school revealed that;

The most common socio-economic challenges on usage of capitation grants to enhance teachers' motivation include poverty and low community income levels. These factors affect the capacity of parents to supplement capitation grants since majority do not provide adequate basic materials to their students and they don't supplement what the school gives for teachers' motivation. These factors may lead to reduced community involvement in school activities, increased absenteeism among students and teachers and limited local contributions to school development (personal interview, 16th May, 2025).

Another head of school responded that;

Socio-economic factors play a crucial role in the effective utilization of capitation grants. Economic disparities among communities can lead to varying levels of support for schools, affecting the allocation and management of funds. This variability can influence the motivation of teachers, as disparities may lead to unequal working conditions and resources thereby influencing teachers' morale (personal interview, 16th May, 2025).

The responses suggests that capitation grants have a significant role in enhancing educational outcomes. There is a positive correspondence between capitation grants and teacher's motivation. However, socio-economic factors

may lead to variation in the availability of resources from motivating teachers. These factors may lead to increased absenteeism among students and teachers, reduced community involvement in school activities, and limited local contributions to school development. A significant improvement in school infrastructure is attributed to adequate capitation grants. In this regard and particularly on socio-economic factors, King (2019) noted that economic activities enhance parents' support to school activities. Therefore, authorities should provide enabling environment that creates economic activities that enable parents' contribution through increased payment of government taxes and support to school activities.

Likewise, the data in table 1 demonstrates that 73 of respondents accounting for 90.1% strongly agreed & 8 respondents accounting for 9.9% agreed that community beliefs and misconception of free education policy negatively affect the use of capitation grants for teacher's motivation. In other-words all (100%), that is, overwhelming majority of teachers agreed that community beliefs and misconception of free education policy with a mean score of 4.90 is an extreme barrier towards usage of capitation grants for teacher's motivation in public secondary schools in Longido district. The study established that misunderstanding about the scope and limitations of the free education policy has led to unrealistic expectations among parents. These misconceptions may result in demands for additional resources or services that exceed the available capitation grants, placing undue pressure on school management and affecting teachers' motivation. Community beliefs and misconceptions regarding the free education policy hinder the effective use of capitation grants since most parents place unrealistic demand to school leadership yet they forget to undertake their primary responsibilities. Akhter et al. (2018) corroborate this finding by pointing out that the majority of the head teachers were not satisfied with the budgets and funds provided to the schools, and therefore thought it wise that parents input in the education of their children would be helpful. There is a tendency to expect more from schools on diminishing budgets and difficulties in being able to spend allocations efficiently and effectively for the maximum benefit of learners. However, the misunderstandings about the policy may lead to a lack of community involvement and support thereby affecting the allocation and management of funds, which in turn affect teachers' motivation.

4.2 Strategies for the effective usage of capitation grants to enhance teachers' motivation in public secondary schools in Longido District Arusha Region

This question was based the strategies for the effective usage of capitation grants to enhance teachers' motivation in public secondary schools in Longido District Arusha Region. Data was collected through questionnaires distributed to teachers while interviews were conducted with the head of school. A five-level Likert scale was utilized for data analysis, with 1 representing Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, %=Percentages. The frequency and percentage distribution

of responses were categorized as follows: ≤ 20 =extremely minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99=extremely majority; 100 = overwhelming majority (Taherdoost, 2019). A mean score greater than 3 indicated strategies viewed as extremely effective, while a mean score lower than 3 suggested otherwise. A mean score exactly equivalent to 3 implied uncertainties regarding the strategies for the effective usage of capitation grants. Table 2 summarizes teachers' responses.

Table 2: Responses from Teachers on the Strategies for the Effective Usage of Capitation Grants to Enhance Teachers' Motivation in Public Secondary Schools (n=81)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
Allocation of Adequate funds	81	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5.0
Prioritize spending	26	32.1	27	33.3	23	28.4	5	6.2	0	0.0	3.91
Timely disbursement of capitation grants & proper budgeting	52	64.2	29	35.8	0	0.0	0	0.0	0	0.0	4.64
Review of policy framework to incorporate teachers' motivation	73	90.1	5	6.2	0	0.0	0	0.0	3	3.7	4.79
Capacity building	28	34.6	53	65.4	0	0.0	0	0.0	0	0.0	4.35
Observing proper accountability mechanisms	23	28.4	56	69.1	2	2.5	0	0.0	0	0.0	4.26
Effective monitoring and evaluation measures	23	28.4	5	6.2	51	63.0	2	2.5	0	0.0	3.60
Stakeholder involvement	58	71.6	23	28.4	0	0.0	0	0.0	0	0.0	4.72
Seminars and workshops on the financial management	53	65.4	5	6.2	23	28.4	0	0.0	0	0.0	4.37
Making follow-up and feedback	28	34.6	51	63.0	2	2.5	0	0.0	0	0.0	4.32
Grand mean score											4.40

Source: Field Data (2025)

Data in table 2 show that 81 respondents accounting for 100% (overwhelming majority) identified allocation of adequate funds as a strategy for the effective usage of capitation grants to enhance teachers' motivation. With a mean score of 5.0, this strategy is certainly viewed as a fundamental solution to teachers' motivation. The study found out that in most cases the capitation grand allocated is not commensurate with the prevailing economic inflation and the market dynamics. Similarly, it is not adequate to cater for the needs of students in terms of teaching and learning facilities. Subsequently, the government is encouraged to consider increasing the amount allocated to cater for the needs in education sector. From this data, it is imperative to point out that adequate allocation of funds ensures that schools have the necessary resources to meet their operational needs and invest in teacher motivation initiatives. Insufficient capitation grants hinder the ability of schools to provide adequate teaching materials, infrastructure, and incentives for teachers.

Adequate allocation of funds is essential for the effective use of capitation grants. Based on this finding, Kangu and Ngonge (2025) assert that insufficient funding hampers the ability to improve teaching and learning environments, thereby affecting teachers' motivation. Heads of public secondary schools' encounter challenges in managing capitation grants due to inadequate financial resources.

Similarly, from table 2, 26(32.1%) strongly agreed & 27(33.3%) agreed with the need to prioritize spending as a strategy for the effective usage of capitation grants to enhance teachers' motivation. With a mean score of 3.91, this was identified as a strategy that is extremely effective in enhancing teachers' motivation in public secondary schools in Longido District Arusha Region. This finding accentuates that effective budgeting allows schools to plan and allocate resources efficiently, ensuring that funds are used for their intended purposes. Research by Kabelele and Machumu (2022) fully acknowledge this finding but further indicates that schools with well-structured budgets

are better positioned to manage capitation grants and implement strategies that enhance teacher motivation. Prioritizing spending ensures that capitation grants are used effectively. The study emphasizes the importance of school management teams in establishing effective communication and time management to ensure proper use of capitation grants.

In addition, the data illustrates that 81 respondents accounting for 100% (52(64.2%) strongly agreed & 29(35.8%) agreed} hold the view that timely disbursement of capitation grants & proper budgeting is a strategy that is extremely effective for the effective usage of capitation grants to enhance teachers' motivation. This finding is further confirmed by the higher mean score of 4.64 posted. Proper budgeting is crucial for the effective utilization of capitation grants. According to this finding, aligning capitation grant utilization with national educational policies and goals ensures that expenditure contributes to the broader objectives of the education system. Therefore, adherence to policy frameworks enhances the effectiveness of capitation grants in improving educational quality and teacher motivation. In this regard, a study by Kangu and Ngonge (2025) highlights the challenges faced by heads of schools due to lack of financial budget skills and inadequate financial management training. Appropriate financial plan is crucial, and expenditure is effective for prudent utilization of capitation grants.

Likewise, the data in table 2 show that 73(90.1%) of the respondents strongly agreed & 5(6.2%) agreed that there is need to review policy framework to incorporate teachers' motivation in the management of capitation grants. The total percentage for those with affirmative response is 96.3 suggesting an extreme majority. The mean score of 4.79 further buttress this finding. However, it is important to appreciate that only 3 respondents accounting for 3.7% strongly disagreed. Perhaps, their concern was the fear of unknown since some individual normally fears change. That said, the position of extreme majority in advocating for aligning capitation grant utilization with national educational policies and goals is meant to ensure that expenditures contribute to the broader objectives of the education system including motivating the teaching workforce. In this line, Twaha (2018) found that adherence to policy frameworks enhances the effectiveness of capitation grants in improving educational quality and teacher motivation. Therefore, policy framework should take into consideration the interest of all stakeholders in education basically to ensure that capitation grants are used in line with educational goals.

During the interviews and while responding to the question on theme "strategies for the effective usage of capitation grants to enhance teachers' motivation in public secondary schools in Longido district in Arusha region", the head of school noted:

In my school, one of the strategies is to be transparent. Teachers should know the amount of capitation grants that the school normally receive. This enables us to explain to teachers the expenditure incurred and the need to wait until the next grants are disbursed. This will help to avoid chaos, complaints and uncertainties. Also, it is important to draw a budget to help in effective management of capitation grants. Proper budgeting helps to allocate monies to different activities and departments such as teaching/learning materials and salary payment for non-teaching staff. Through budgeting teachers will know right at the beginning of the year, the amount allocated for allowance and other activities. Once it is exhausted, they have to exercise patience and wait for the next disbursement.

Another head of school also puts forth the views that:

Currently, the utilization of capitation grants to motivate teachers depends on one's knowledge and experience, individual characteristics, and school leadership practices since there is no express policy directing us to allocate any amount for teachers' motivation. However, increasing capitation grants and removing the strict proportional allocation criteria means that the grant may be spent on other deserving areas and not entirely on instruction materials and extra-curricular activities, thus neglecting school administration and management costs and teachers' motivation (personal interview on 18th May, 2025).

When asked to suggest strategies for the effective usage of capitation grants to enhance teachers' motivation, the head of one school declared that;

Alright, the bottom line lies in increased capitation grants, timely disbursement and effective management of the allocated capitation grants by school heads to enhance service delivery and teacher motivation. Inadequate capitation grants and poor management hinder the improvement of educational facilities. It is important to note that provision of incentives significantly influences teachers' performance by enhancing motivation and reducing stress (personal interview on 14th May 2024).

Another respondent, that is, head of school vowed that:

There is need to reduce bureaucratic hurdles before the usage of capitation grants. Also, there is need for capacity building for school heads on the usage of capitation grants to improve teaching and learning facilities that positively influences teacher motivation. Seminar on financial

management is equally in order to head of schools. As school heads, we should also be given authority to transfer or manipulate the use of capitation grants to deserving areas or cases (personal interview on 19th May 2025).

The remark from the school head aligns with quantitative findings that schools should exercise responsible use of capitation grants given. Also, the response from these key informants emphasizes the need for a deliberate and gradual for increased capitation grants and timely disbursement. The findings are in agreement with The Theory of Capital Utilization. The theory emphasizes on effective utilization of capitation grants to improve teacher incentives, working conditions, and overall job satisfaction. According to Teece (2017), the theory also provides guidelines to reveal the best practices for utilizing financial resources to maximize teachers' productivity. Therefore, the application of this theory enabled the researcher to identify areas where capital utilization can be improved. In the views by Boniphace and Ngusa (2022) in a related study, funds allocated for facilities renovation are often insufficient to meet the required standards. Lucumay and Matete (2024) echoed these findings by pointing out that the overall financial support provided by the government, including capitation grants, falls short of covering the essential functions of schools, indicating a need for increased funding to meet the operational requirements.

As for capacity building, the data in table 2 shows that 28(34.6%) strongly agreed & 53(65.4%) agreed that it is a strategy for the effective usage of capitation grants to enhance teachers' motivation. The strategy recorded a mean score of 4.35 implying that it also considered by teachers as an effective strategy. Investing in capacity building for school management teams and teachers equips them with the skills necessary to manage resources effectively. Training in financial management and leadership enhances the ability of school leaders to utilize capitation grants effectively, leading to improved teacher motivation. Moreover, building the capacity of school management teams enhances the effective use of capitation grants. Kabelele and Machumu (2022) concurs but further pointed out that regular provision of training to school management teams to improve their effectiveness in managing capitation grants.

Moreover, from table 2, it is displayed that 23(28.4%) of the strongly agreed & 5(6.2%) agreed while 51(63.0%) were undecided and 2(2.5%) disagreed that effective monitoring and evaluation measures is a strategy that should be considered for effective usage of capitation grants for teachers' motivation in public secondary schools in Longido District Arusha Region. Although this strategy recorded a mean score of 3.60 that falls in the moderate

category, 65.5% of the respondents had contrary views that it is a strategy that can also help in motivating teachers. However, 34.6% were in agreement that regular monitoring and evaluation allow schools to assess the impact of capitation grant expenditures and make necessary adjustments. Research by Otieno and Hassani (2022) weighs in by indicating that effective monitoring and evaluation practices lead to more informed decision-making and improved outcomes in teacher motivation. Monitoring and evaluation are essential for assessing the effectiveness of capitation grant utilization. Therefore, enhancing monitoring and evaluation can address shortcomings in the utilization of capitation grants in public secondary schools.

Additionally, with a mean score of 4.72, the data shows that 58(71.6%) of the respondents strongly agreed & 23(28.4%) agreed while 30(37%) disagreed and 18(22.3%) strongly disagreed that stakeholder involvement is a strategy that is extremely effective in motivating teachers. The high mean score of 4.72 and support from overwhelming majority of 100% is a clear testimony that strategy received overwhelming support. By implication, the study established that engaging stakeholders, including teachers, parents, and community members, in decision-making processes ensures that capitation grants are used in ways that meet the needs of the school community. By and large, stakeholder involvement leads to more effective utilization of resources and increased motivation for teaching. Involving stakeholders in decision-making processes ensures that capitation grants are used effectively. While in agreement, Twaha (2018) found that the exclusion of school boards from decisions concerning the amount disbursed and expenditure of capitation grants makes it difficult for them to execute their supervisory role. The findings are also in congruence with Theory of Financial Control that guided this study. The theory provides a clear framework for understanding the role of effective financial resources management in organizational performance (Galindo, 2018). It also put emphasize on the efficiency, which is crucial for ensuring that financial resources, such as capitation grants, are used effectively. Moreover, it allows for the assessment of financial underutilization, helping policymakers identify areas where improvements are needed.

5. Conclusion and Recommendations

5.1 Conclusion

The study infers that heads of public secondary schools encounter challenges in managing capitation grants due to inadequate financial resources allocated. This insufficiency hampers the ability to improve teaching and learning environments, thereby affecting teachers' motivation. Also,

economic disparities among communities can lead to varying levels of support for schools, affecting the allocation and management of funds. This variability can influence the motivation of teachers, as disparities may lead to unequal working conditions and resources.

Finally, the study deduces that addressing these barriers requires comprehensive strategies, including increasing fund allocations, improving financial management skills, ensuring transparency, and enhancing community involvement. Adequate allocation of funds is essential for the effective use of capitation grants. The study established that insufficient funding hampers the ability to improve teaching and learning environments, thereby affecting teachers' motivation. Prioritizing spending ensures that capitation grants are used effectively and proper budgeting is crucial for the effective utilization of capitation grants. The grand mean score of 4.40 indicates a strong consensus on the importance of these strategies in enhancing the effective use of capitation grants to improve teacher motivation in public secondary schools.

Generally, the study concluded there is need to review policy framework to incorporate teachers' motivation in the management of capitation grants. Besides increase in the allocation of capitation grants, proper budgeting, capacity building, and training through seminars and workshops are vital for improving fund management and enhancing teacher support. Schools that apply sound financial management principles are more effective in utilizing grants to improve working conditions and morale in public secondary schools in Longido district, Arusha region. In other words, the use of these strategies by stakeholders in education and heads of public secondary schools would be practical to foster teacher motivation in Longido district.

5.2 Recommendations

Based on the conclusion, the researcher has made different recommendations:

1. The government should ensure that capitation grants are adequately increased and disbursed in a timely manner to meet the growing needs of schools and facilitate effective utilization. With reform in policy, a portion of the capitation grants should be earmarked for providing incentives and allowances to teachers, recognizing their efforts and contributions to the education system.
2. The government and education stakeholders should allocate sufficient capitation funds that reflect the actual needs of schools and ensure timely disbursement to allow for proactive planning. There is need to develop clear reporting

requirements and independent audits to minimize misuse of funds and build trust among stakeholders, especially teachers whose morale is affected by financial management.

3. School heads should be supported with training and digital tools to create realistic, policy-aligned budgets that prioritize teacher support initiatives such as training, teaching aids, meals, and transport subsidies. Schools should also develop structured systems for recognizing and rewarding teachers' achievements, using capitation grants to fund these initiatives.
4. Introduce ICT tools in school financial management systems to track the allocation, usage, and impact of capitation grants on providing teaching and learning facilities that enhance teachers' morale. Furthermore, there is need to encourage participatory decision-making by involving teachers, school boards, parents, and students in the planning and review of capitation grant expenditures.

References

- Akhter, C., Antoniuk, L., and Zasiadivko, V. (2023). Digital literacy and technologies for education: *Principles and tools*. *Grail of Science*, 12(26), 249–252.
- Chetty, P. & Jain, R. (2020). *How to Calculate the Sample Size of Primary Research?* Project Guru Publications.
- Creswell, J.W. and Creswell, J.D. (2023). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (6th Ed). Sage Publications Ltd.
- Creswell, J.W. and Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th Ed). Sage.
- Cyusa M. C. & Rusibana C. (2024). Effect of Financial Control on Accountability Performance in Public Institutions in Rwanda. A Case of Rwanda Social Security Board, Pension Scheme Branch. *Journal of Finance and Accounting* 36(4), 421-435.
- Foli, D. & Afriyie, H.O. (2019). *Government Capitation Disbursement and Final Examination Performance of Public Secondary Schools in Kisumu County, Kenya*. University of Nairobi Publishing.
- Galindo, H. (2018). *Leverage and Capital Utilization*.

- Arizona State University.
- Gay, L., & Airasian, P. (2021). *Educational Research: Competencies for Analysis and Application* (7th Ed.). Pearson International Edition.
- George, D., & Mallery, P. (2023). *IBM SPSS Statistics Step by Step: A Simple Guide and Reference* (16th Ed.). Routledge Taylor & Francis Group.
- Hassani, R., & Otieno, K. O. (2025). Effective utilization of capitation grants and its influence in improving educational facilities in public secondary schools in Arusha City, Tanzania. *Journal of Research Innovation and Implications in Education*.
- Hewege, C.R. (2012). *A Critique of the Mainstream Management Control Theory and the Way Forward*. Sage.
- Kabelele, D. and Machumu, J. (2023). *Capitation Grant and Secondary Schools' Financial Management Practices in Rubanda District*. KBA Research Dissertation.
- Kangu, G and Ngonge, E. (2025). Challenges Affecting Effective Implementation of Financial Management Information Systems in Local Government Authorities in Tanzania as Part of the Digital Ecosystem. *Journal of Financial Risk Management* 6(4), 431-445.
- Kangu, R. C., and Ngonge, R. G. (2025). Challenges facing heads of public secondary schools in managing capitation grants: A case of Songea Municipality, Tanzania. *International Journal of Scientific and Management Research*, 8(1)421-435.
- Kaziri, R. H. & Mnjokaya, 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* 36(4), 421-435.
- King, B. (2019). Lessons learned from financing universal higher education in Korea. *International Journal of Educational Development*.
- Lucumay, L.S. & Matete, R.E. (2024). *Challenges facing the implementation of fee-free education in primary schools in Tanzania*. CelPress.
- Mahrouse, M.E. (2022). Finland's experiences in financing education. *Sohag University International Journal of Educational Research* 5(3), 345-359.
- Makule, N. E., & Otieno, K. O. (2024). *Influence of incentives on teachers' performance in public secondary schools in Arusha City, Tanzania*. *Journal of Research Innovation and Implications in Education*, 8(4) 245-259.
- MoEST, (2024). *Secondary Education Statistics in Tanzania*. President's Office.
- Ndaula, L., Suru, M.H. & Swai, C.Z. (2025). *The influence of capitation grants on quality education delivery in Tanzania public secondary schools during the time of inflation*. Elsevier Ltd. <https://doi.org/10.1016/j.heliyon.2025.e42062>.
- Ndibaru, J. G., Ongwae, G. J. (2023). Financial accountability practices and financial sustainability of donor funded projects in Kiambu County, Kenya. *International Academic Journal of Economics and Finance* 2(4), 335-349.
- Nwosu, K. L., and Ozioko, I. D. (2020). Accountability in the Management of Financial Resources for Secondary Education in Nigeria. *International Journal of Institutional Leadership, Policy and Management* 1(1), 56-72.
- Odiyo, Z.O., Alala, B.O. & Oseno, B. (2023). Effects of Funds Disbursement on Financial Sustainability of Public Secondary Schools in AlegoUsonga Sub-County, Kenya. *African Journal of Empirical Research* 4(3), 66-82.
- Otieno, K. O. and Hassani, R. (2024). Effective Utilization of Capitation Grants and Its Influence in Improving Educational Facilities in Public Secondary Schools in Arusha City, Tanzania. *Journal of Research Innovation and Implications in Education* 3(4), 156-172.
- Rajabu, H., & Otieno, K. O. (2024). Effective utilization of capitation grants and its influence in improving educational facilities in public secondary schools in Arusha City, Tanzania. *Journal of Research Innovation and Implications in Education* 4(3), 56-72.
- Sipahioğlu, M. (2023). Principals Struggling with School Financing in Turkey: Money Matters. *Journal of School Administration Research and Development* 2(4), 118-124.
- Skrbinjek, A. (2020). Ethical issues in Social Work. *European Journal of Economics, Law and Social Sciences*.

- Taherdoost, H. (2019). *Validity and reliability of research instruments. Journal of Educational Administration, 5(3)* 28–36.
- Teece, D. J. (2017). A capability theory of the firm: an economics and (Strategic) management perspective. *New Zealand Economic Papers*.
- Twaha, M.D. (2018). *Capital Utilization and Capital Accumulation: Theory and Evidence*. NBER Working Paper.
- Twaweza (2021). *Capitation Grants for Education. When Will It Make a Difference?* Uwazi Publishing.
- Twaweza (2021). *Teacher Incentives in Public Schools: Do they improve learning in Tanzania?* Twaweza East Africa.
- World Bank (2023). *Strengthening Basic Education System and Improving Learning Outcomes in Tanzania. A World Bank Policy Note for Tanzania-Mainland*. World Bank Group.