

MIXED IMPACTS OF CAPITATION GRANTS STRATEGY ON TEACHING AND LEARNING QUALITY IN PUBLIC PRIMARY SCHOOLS: EVIDENCE FROM URAMBO DISTRICT, TANZANIA

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ABSTRACT

This study examined the contribution of the Capitation Grants (CG) Scheme to the quality of teaching and learning activities in public primary schools in Urambo District Council, Tanzania, using a convergent mixed-methods design (n=371: 80 teachers, 70 school committee members [SCM], 210 pupils, 10 headteachers, 1 DPPEO). Guided by Resource Dependency Theory and Human Capital Theory, data were collected via Likert-scale questionnaires (Cronbach's $\alpha = 0.773-0.913$) and semi-structured interviews, with validity ensured through expert review and triangulation. Quantitative data were analyzed using descriptive statistics with the aid of SPSS, while qualitative data were analyzed thematically. Findings revealed divergent perceptions: Teachers and pupils strongly agreed that CG improved availability of learning materials, classroom conditions, pupil-centered approaches, innovative teaching, assessments, and extracurricular engagement. In contrast, SCM were neutral to negative on learning materials, extracurriculars, and interaction, indicating perceived inadequacy or mismanagement. The study concludes that capitation grants have improved access and availability of instructional materials in public primary schools, culminating in outstanding teaching capacity improvement. The study recommends: a computerized, predictable disbursement system with real-time tracking; regular independent audits, mandatory capacity-building for headteachers and SCM; increased allocation for core inputs (textbooks, exams, sports); and clear, unified guidelines from PO-RALG and MoEST. Future research should explore long-term performance impacts and e-grant systems.

Keywords: Impacts of Capitation Grants, Learning quality, public primary schools.

1. INTRODUCTION

Capitation grants are the government funds provided per student to schools, mainly intended for school operations and achieving quality education. They have become a significant factor in the reform of education systems worldwide and more particularly in developing countries such as Tanzania (Abubakar, 2023).

These grants for examination fees, teaching materials, infrastructure, and administration contribute to improving learning environments and achieving equity in under-resourced areas. The UNESCO 2022 report adds weight to these by citing a large body of research that links capitation grants with improved student outcomes as a method of regulating resources, quality of education, and school conditions. In Europe, grants and loans make higher education accessible to students experiencing

financial constraints. According to Torjescu (2024), such support in the EU, like the schemes in Portugal, Italy, and Malta, covers undergraduate, master's, and Ph.D. studies and helps students attend preferred courses for skilled manpower. Similarly, Deffous et al. (2021) reviewed initiatives in Nicaragua, Sri Lanka, and Indonesia and found that eliminating economic barriers, increasing enrollment, and encouraging the entrance to schools is evidence of the effectiveness of grants. Evidence from Asia also underlines the benefits of capitation grants regarding infrastructure. In Bangladesh, Sarker et al. (2020) documented upgrades of classrooms, teaching materials, and buildings, enhancing the quality of secondary education, while Vinod (2022) reported, for Punjab in India, that the grants led to better facilities and increased enrollment, as well as a reduction in dropout rates. The impacts are further illustrated with examples from Africa. Ghana introduced FCUBE in 1996 to focus on basic skills in, for example, reading and numeracy, and capitation grants helped raise enrollments and teacher competence.

Rwanda abolished primary fees in 2003, adopting capitation grants that spurred explosive enrollment growth; extensions to nine years (2007) and twelve years (2012) of basic education further expanded access (Kidwai, 2021). In Uganda, Nkutire (2022) found no direct link between grants and student learning management but noted positive effects from learning aids and fair teacher salaries, warranting deeper investigation into grants' role in teaching and learning. Tanzania introduced capitation grants in 2001 under the Primary Education Development Plan (PEDP) and Education Sector Development Plan (ESDP), aligning with SDG 4 for inclusive, equitable education by 2030 (United Nations, 2021). Set at USD 10 (approximately TZS 16,000 in 2013) per child later TZS 10,000 these funds target textbooks, materials, repairs, administration, and exams, disbursed monthly (Capitation Grant, n.d.). Abubakar (2023) showed significant improvements in access via resources and infrastructure. However, delayed disbursements, insufficient per-child funding, and inefficient use undermine quality impacts (Ministry of Education, 2022). Effective utilization is key beyond mere funding. Mwakabongwa and Mushi (2024) stressed training administrators, efficient resource management, and community involvement to maximize benefits. UNICEF (2023) linked investments in textbooks, teacher capacity, and infrastructure to better outcomes. Governance issues, including unaccountability and political interference, hinder efficacy (Kongwa, 2021). Nkongolo (2014) in Urambo, Tanzania, revealed school committees' poor understanding of disbursement rules and lack of training in monitoring, focusing on management rather than direct teaching-learning effects. A targeted study in Tanzania's Urambo District Council evaluated the Capitation Grants Scheme's impact on public primary school teaching and learning. It examined positive contributions like resource provision and challenges, such as delays and mismanagement. By assessing grants' role in current primary education, the research offers recommendations for optimal management to enhance children's learning, addressing gaps in prior studies and emphasizing holistic implementation for sustained educational improvement.

2. STATEMENT OF THE PROBLEM

While the Capitation Grants Scheme was meant to improve the quality of primary education through financing public schools in Tanzania, its effectiveness in teaching and learning remains questionable, especially in Urambo District Council. Schools have continued to experience shortages of teaching materials, poor infrastructure, and inadequate training for teachers (Mwakabongwa & Mushi, 2024). No indicators explicitly show that the grants have boosted the performance of both teachers and pupils. Inconsistencies in the utilization of funds, delayed

disbursements, and weaknesses in financial management further reduce any possible impact (Kongwa, 2021). It therefore requires an in-depth analysis as to how the scheme affects the actual teaching and learning in Urambo's public primary schools.

Capitation grants are meant to address vital operational costs required for learning resources, infrastructure, and administration of the schools necessary for quality education. Nevertheless, the disbursements have shown unequal distribution, increasing the rural-urban gap in education. Despite these challenges, little research has been conducted on the extra contribution that such grants make to teaching and learning in Urambo District. This article looks at both positive and negative impacts of the scheme on classroom practices and provides practical recommendations for better management of the grants in order to improve educational outcomes.

3. RESEARCH OBJECTIVE & RESEARCH QUESTION

Research Objective

- i. To examine the contribution of capitation grants scheme to providing quality learning activities.

Research Question

- i. How has the capitation grants scheme contributed to providing quality learning activities?

4. SIGNIFICANCE OF THE STUDY

The study of capitation grants' effects in Urambo District, Tanzania, has broad implications for improving education and welfare in society. For the Government of Tanzania, it provides valuable details to help formulate and improve its policies on education and resource utilization. By assessing the impact of grants on quality teaching and learning, it highlights successes and difficulties faced by institutions, hence aiding the optimization of funding for effective spending. This research further fortifies the monitoring systems at the community levels with data that will be useful in setting equitable budgets for changing the face of rural education.

For stakeholders in education, this adds to their understanding of how grants are meant to transform the materials, facilities, and resources within public primary schools. It provides teachers and managers with the knowledge to use funds effectively; it highlights participation by parents and members of the community in supplementing and monitoring funds. Establishing both the advantages and disadvantages is to provide the basis for advocating for improved utilization and accountability.

It enriches the literature on education policy and finance in developing countries for scholars. For specific details, it addresses the gaps in knowledge on how capitation grants influence the quality of primary education through an empirical and theoretical presentation of financial support on teaching and learning processes.

5. THEORETICAL FRAMEWORK

It draws on Resource Dependency Theory and Human Capital Theory. According to RDT, Pfeffer and Salancik (1978) posit that organizations depend on resources from outside the organization—funds, materials, and labor—and adjust their strategies according to these resource dependencies toward stakeholder entities like governments (Pfeffer & Salancik, 2023). It grasps power relationships, alliances, and ability changes towards environmental changes in policy or economic

squeeze (Hillman et al., 2024; Harrison, 2023). In Urambo District, RDT explains how schools rely on timely disbursement of capitation grants and have to accommodate regional policies and demands of the community for resources to expand and survive their programs.

Human Capital Theory, pioneered by Becker in the 1960s, regards education and training as investments that enhance the productivity and income of individuals and thereby lead to increased national economic growth. Indeed, human capital theory emphasizes that skilled workers contribute to innovation and competitiveness. Critics note that HCT overlooks market barriers such as discrimination and institutional factors.

Capitation grants, according to HCT, are an investment in human capital via primary education. These grants improve the learning environment, which enhances cognitive skills because the funds are utilized for materials, infrastructure, and teacher development. Grants have helped address resource deficiencies in Urambo, support teacher training, and generate long-term economic gains by creating a skilled workforce; this, in turn, helps to alleviate poverty and accelerate national development.

Taken together, RDT and HCT reveal how external funding shapes school operations, and also how strategic resource utilization develops human capital necessary for educational and economic development.

6. EMPIRICAL LITERATURE REVIEW

The Contribution of Capitation Grants Scheme to Providing Quality Learning Activities

Capitation grants, according to global studies, have the potential to enhance the quality of primary education through resource provision, teacher development, and infrastructure, yet also persistent challenges like delays, inequities, and mismanagement often limit impact.

A study in Norway by Hansen and Lund, (2024) revealed Capitation grants, in a high-resource context, greatly enhanced the learning activities at the primary school level. In schools that were funded, there is excellence in integrating technology, personalized instruction, and extracurricular activities. Teacher professional development is a key beneficiary, leading to refined pedagogical practices and increased teaching quality. Overall positive effects were moderated by delays in administration and an uneven distribution of funds in favor of urban rather than rural schools. The authors recommend streamlined disbursement and equal allocation to assure maximum educational gains.

In India Kumar and Sharma, (2023) states, capitation grants allowed primary schools to commence student-centered and technology-driven teaching methodologies. Digital platforms enabled interactive learning, along with structured training for teachers that increased their levels of skill and motivation. Despite these advances, systemic issues late release of funds, weak accountability, and high disparities in available resources across urban and rural areas undermined these gains. The study calls for governance reforms to secure continuity of fund flow with transparency, coupled with balanced regional access.

Scholars in Kenya, Mbugua et al., (2024) on CG, said that, the Agency and Keynesian theories, supplemented by human capital and resource dependence frameworks, demonstrate no significant effect of government capitation and tuition fees on the institutional liquidity of schools. This portends complex financial dynamics that require proactive budgeting and adaptive management in order to maintain stability in the face of policy and economic fluctuations-insights quite relevant for primary education funding sustainability.

Nkutire (2022) in Uganda showed that the correlation between capitation grants and the management of students' learning in secondary schools in Bugiri District was not direct. However, the procurement of learning tools and equal distribution of staff compensation strongly influenced the good governance of the learning processes; hence, targeted utilization of resources is paramount. Meanwhile, Okite (2021), in the study on UPE schools revealed that their academic performance depended not on the level of funds but rather their utilization. Poor management of UPE funds was cited for poor performance, hence the need for accountability.

Katureebe et al. (2023) conducted a review of government-aided primary schools and found that good fiscal management was associated with better infrastructure, improved teacher-to-student ratios, and improved availability of materials. Poor fiscal practices resulted in limited sustainability in terms of maintaining school operations and overall education quality. The key recommendations that are suggested include strategic budgeting, transparency in planning, and building community partnerships.

In Tanzania a study by Elisey et al. (2020) showed Public secondary school heads followed the guidelines on capitation, with adjustments made to suit local needs. The core barrier to service delivery remained the inadequacy of grant amounts. Enrollment-based timely funding increases are what the study urges. Boniphace & Ngusa (2023): Capitation for infrastructure was highly inadequate. Classes, laboratories, libraries, and even electricity were in acute shortage in a number of secondary schools. With the expansion of enrollment due to fee-free policies, higher grants are required to ensure safe, functional learning environments.

Furthermore, Chao et al. (2022) from Tanzania exposed that Government grants have improved the availability of teaching-learning materials in Moshi District secondary schools but failed to adequately meet the demand. Underfunding over many years has left most schools resource-constrained. Likewise, Ngoisa (2021) agreed that, Capitation positively contributed to learning outcomes in primary schools, especially through instructional aids (40%) and stationery/printing (37.1%). There was a statistically significant association between the adequacy of funding and performance at PSLE ($\chi^2 = 21.81$, $p = 0.040$). Timely, sufficient grants were considered crucial for tool acquisition, facility maintenance, and exam support. Capitation grants have consistently allowed for pedagogical innovation, access to resources, and infrastructural developments where adequately funded and efficiently managed. Teacher training and learning materials prove to be some of the high-impact investments.

7. IDENTIFICATION OF RESEARCH GAP

A critical research gap still exists concerning the specific impact of capitation grants on teaching and learning activities in public primary schools in the Urambo District Council in Tanzania. Even though the scheme has been replicated worldwide, most studies conducted so far (Hassani, 2024; Juma, 2023; Nkutire, 2022; Ziyamba, 2024; Ngoisa, 2021) explore different aspects: each focuses on aspects related to secondary school facilities, management of student learning in Uganda, or financial accountability in Kenya. Most studies adopt only one approach: qualitative or quantitative. This mixed-methods design combines quantitative data on "what" impacts occur with qualitative insights into "why" and "how," to provide comprehensive and policy-relevant findings. This study examined the contribution of the Capitation Grants (CG) Scheme to the quality of teaching and learning activities in public primary schools in Urambo District Council, In bridging

this contextual and methodological gap, the research informed targeted improvements in educational quality.

8. RESEARCH METHODOLOGY

The pragmatist philosophy underpinned the research, adopting a qualitative and quantitative research method that yields practical, context-driven solutions. The convergent mixed-methods design allows for the collection of both data types concurrently. This has the implication of yielding a holistic insight into the impact of capitation grants on teaching and learning. Studied for this paper was the Urambo District Council, Tabora Region, Tanzania. The Urambo District is one of eight districts in the region, with 18 wards and 87 public primary schools. This setting best describes a rural-urban mix with a gap in research. Hence, this study targets a population of 3,661, including 87 schools, 1 DPPEO, 777 teachers, 696 school committee members, 87 headteachers, and 2,100 pupils. A total sample size of 10% ($n = 371$) was selected, comprising 10 schools, 80 teachers, 70 committee members, 210 pupils, 10 headteachers, and 1 DPPEO. These were arrived at through simple random sampling, stratified random sampling, and purposive sampling. First, simple random sampling was used to select schools and committee members. Ten schools were randomly drawn by picking names from a box. Committee members were also selected through random sampling by drawing 7 slips per school. Second, stratified random sampling was then used for selecting teachers and students. Teachers were stratified by subject and class, while students were stratified by class and gender to ensure that the sample truly represents the target population. Finally, the DPPEO and headteachers were purposively sampled because of their special roles in managing grants.

Data collection was through structured questionnaires, which consisted of a Likert scale with 6 sections: demographic data, teaching, learning, motivation, challenges, and solutions, completed by 360 respondents, teachers, committee members, and pupils, which took 20–30 minutes. Semi-structured interviews, with probing questions, for the DPPEO and 10 headteachers, lasted 20–30 minutes each. Validity was ensured through expert review, at Jordan University College for content and face validity. Reliability of quantitative tools was confirmed through Cronbach's Alpha using SPSS v20 as follows: 0.773 (committee), 0.909 (teachers), and 0.913 (pupils); qualitative reliability via triangulation. Ethical Issue Permissions were sought from DPGS, RAS Tabora, and DED Urambo; informed consent was obtained through voluntary forms, ensuring confidentiality and anonymity-no identifiable data disclosed. Safety: protection from harm through appropriate storage of data. All procedures were done voluntarily, transparency, and respect for the rights and dignity of respondents.

9. STUDY FINDINGS AND DISCUSSION

The Contribution of Capitation Grants Scheme to Providing Quality Learning Activities.

This study investigates the influence of Capitation Grants Scheme on quality learning activities in public primary schools within Urambo District Council, Tanzania. Data collection was done through questionnaires from 70 school committee members, 80 teachers, and 210 pupils, and through interviews with 1 DPPEO and 10 HoS. Thematic methods and descriptive statistics were used to analyze the information. Questionnaires assessed perceptions of the scheme's impact on education quality through a 5-point Likert scale ranging from SD to SA across ten items (Table 1).

Interviews provided in-depth insights into the effects on teaching activities from key administrators.

Table 1.: Teachers and SMC responses on the capitation grants scheme contributed to providing quality learning activitie (SCM n= 70, Teachers n= 80).

STATEMENTS	Respondents	SD F-%	D F-%	N F-%	A F-%	SA F-%	MEAN
1. The capitation grants have improved the availability of quality learning materials (e.g., books, learning aids, etc.) for pupils.	SCM	19(27.1)	21.(30)	—	23(32.9)	7(10)	2.69
	Teachers	—	2(2.5)	—	49(61.3)	29(36.3)	4.31
2. The capitation grants have provided adequate learning resources for subjects and access to materials for all pupils	SCM	2(2.9)	3(4.3)	—	51(72.9)	14(20)	4.03
	Teachers	1(1.3)	20(25.)	—	43(53.8)	16(20)	3.66
3. The capitation grants have allowed for the enhancement of pupils-centered learning approaches in my school.	SCM	—	4(5.7)	—	49(70.0)	17(24.3)	4.13
	Teachers	2(2.5)	14(17.5)	—	48(60)	16(20)	3.78
4. The capitation grants have facilitated the introduction of innovative teaching methods, improving students' engagement.	SCM	—	10(14.3)	—	45(64.3)	15(21.4)	3.93
	Teachers	3(3.8)	13(16.3)	1(1.3)	40(50)	23(28.8)	3.84
5. The capitation grants have contributed to improved classroom conditions, making them more conducive to learning activities	SCM	—	2(2.9)	—	43(61.4)	25(35.7)	4.30
	Teachers	1(1.3)	8(10)	—	47(58.8)	24(30)	4.06
6. The capitation grants have supported the development of extracurricular activities that enhance students' learning experiences.	SCM	8(11.4)	17(24.3)	—	33(47.1)	12(17.1)	3.34
	Teachers	2(2.5)	9(11.3)	—	45(56.3)	24(30)	4.00
7. The capitation grants have enabled more interactive fostering deeper understanding among students.	SCM	11(15.7)	11(15.7)	—	33(47.1)	15(21.4)	3.43
	Teachers	2(2.5)	14(17.5)	—	53(66.3)	11(13.8)	3.71
8. The capitation grants have contributed to improving the quality of assessments	SCM	1(1.4)	1(1.4)	—	50(71.4)	18(25.7)	4.19
	Teachers	—	13(16.3)	—	46(57.5)	21(26.3)	3.94
9. Teachers deliver quality lessons due to the resources provided by the capitation grants.	SCM	—	—	—	46(65.7)	24(34.3)	4.34
	Teachers	1(1.3)	15(18.8)	—	44(55)	20(25)	3.84
10. The capitation grants have enhanced the quality of learning activities in schools.	SCM	—	2(2.9)	—	48(68.6)	20(28.6)	4.23
	Teachers	1(1.3)	15(18.8)	—	44(55)	20(25)	3.84

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree.

Source: Field data (2025).

The data presented in Table 1 shows that a small percentage of SCM (32.9%) agreed, and 10.0% strongly agreed with the statement that capitation grants have enhanced the availability of quality learning materials for pupils. In contrast, a larger portion (30.0%) disagreed, and (27.0%) strongly disagreed, resulting in a mean score of 2.69. On the other hand, a significant number of teachers (61.3%) agreed, and (36.3%) strongly agreed with the same statement, while only a small fraction (2.5%) disagreed, leading to a mean score of 4.31. This suggests that SCM disagreed with the statement, whereas teachers agreed. This agreement is further supported by HoS9, who mentioned that *"The availability of sports equipment and textbooks in schools encouraged pupil learning and attendance (HoS9 personal interviews on April 3rd, 2025).* This indicates that capitation grants have indeed improved the quality of learning materials for students. Additionally, this finding aligns with a study conducted in Norway by Hansen and Lund (2024), which examined the impact of capitation grants on enhancing quality learning activities in Norwegian primary schools. The study found that capitation grants facilitated the professional development of teachers and consequently enhanced pedagogy and instructional quality.

Besides, the information of the table indicates that a large proportion of SCM (72.9%) concurred, while (20.0%) strongly concurred with the statement that capitation grants have equipped them with sufficient learning materials. But (4.3%) disagreed and (2.9%) strongly disagreed, resulting in a mean score of 4.03. Moreover, the majority of teachers (58.8%) agreed, and (20.0%) strongly agreed with the same statement, whereas a few (25.0%) disagreed and (1.3%) strongly disagreed, leading to a mean score of 3.66. This means that both SCM and teachers concur that capitation grants have availed sufficient learning material, reiterating by the DPPEO, who stated that *"40% of CG is used to purchase books and 30% to purchase teaching and learning materials. Therefore, using these grants has led to improving books and teaching materials in primary schools, which has caused pupil performance to rise"* (DPPEO personal interviews on April 3rd, 2025). This indicates that capitation grants have indeed provided adequate learning resources. The findings align with a study conducted in Kenya by Nyamai et al. (2024), which examined the impact of physical resources on students' learning achievements in free day secondary schools, revealing that effective use of physical resources positively affects learning outcomes.

Additionally, the statistics from the table reveal that a significant portion of SCM (70.0%) agreed. In comparison (24.3%) strongly agreed with the statement that capitation grants have facilitated pupil-centred learning approaches in schools. Only (5.7%) disagreed, resulting in a mean score of 4.03. Similarly, a majority of teachers (60.0%) agreed, and (20.0%) strongly agreed with the statement, while a small percentage (17.5%) disagreed and (2.5%) strongly disagreed, leading to a mean score of 3.78. This proposes that both SCM and teachers concur that capitation grants have enabled school pupil-centred learning approaches. This assertion is supported by DPPEO, who stated, *"CG has assisted teachers and pupils by providing them with learning materials, teaching aids, and examination papers that facilitate group discussions in classes"* (DPPEO personal interviews on April 3rd, 2025). This directs that teachers are implementing a pupil-centred approach during their lessons. The findings align with the research conducted by Mariani et al. (2023) in Italy regarding capitation grants and their impact on enhancing teaching quality in primary schools. The study concluded that schools benefiting from capitation funding have seen improvements in

teacher engagement through professional development programs and enhanced student-teacher interactions.

Moreover the table indicates that most SCM respondents, specifically (64.3%), agreed, while (21.4%) strongly agreed with the statement that capitation grants have enabled the introduction of innovative teaching methods. Only (14.3%) disagreed, resulting in a mean score of 3.93. Similarly, most teachers, with (50.0%) agreeing and (28.8%) strongly agreeing, responded positively to the statement. A small percentage, (16.3%), disagreed, (3.8%) strongly disagreed, and (1.3%) remained neutral, leading to a mean score of 3.84. This recommends a consensus among SCM and teachers, which is further supported by HoS6, who mentioned that *“Capitation grants have boosted teachers' confidence through the provision of adequate materials and training”* (HoS6 personal interviews on March 28th, 2025). This implies that capitation grants have indeed facilitated innovative teaching methods for educators. This finding aligns with the research conducted by Li and Zhang (2023) in China, which examined capitation grants and their role in enhancing teaching quality in rural areas. Their study revealed that capitation funding has enabled schools to adopt digital learning platforms and acquire modern teaching materials, thereby improving teaching quality and student engagement.

Furthermore, the figures from the table above indicate that a significant portion of SCM respondents (61.4%) agreed, while (35.7%) strongly agreed with the statement that capitation grants have positively impacted classroom conditions. Only (2.9%) disagreed, resulting in a mean score of 4.30. Similarly, a majority of teachers (58.8%) agreed, and 30.0% strongly agreed with the same statement, with a minimal (10.0%) disagreeing and (1.3%) strongly disagreeing, leading to a mean score of 4.06. This supports that SCM and teachers align with the proposition that capitation grants have positively impacted the conditions of classrooms, which is also supported by the DPPEO, who indicated that *“30% of CG is used for rehabilitation of school infrastructure, including classrooms and furniture, thus making the learning environment more conducive”* (DPPEO personal interviews on 3rd April, 2025). This indicates that CG has indeed helped in providing better classroom conditions through rehabilitation.. This finding relates to the study conducted by Katureebe et al. (2023) in Uganda, which examined the impact of financial management on the learning capacity of pupils in government-supported primary schools. The study confirmed that schools with effective financial planning reflect better infrastructure, enhanced teacher-pupil ratios, and enhanced access to learning materials.

Furthermore, the data in the table show that a large majority of SCM respondents (47.1%) agreed, while (17.1%) strongly agreed that the statement capitation grants have enabled the growth of extracurricular activities is true. However, (24.3%) disagreed, and (11.4%) strongly disagreed, with a mean score of 3.34. Similarly, the majority of the teachers (56.3%) agreed, and (30.0%) strongly agreed on the same statement, with a very low percentage of (11.3%) disagreeing and (2.5%) strongly disagreeing, having a mean score of 4.00. This shows that SCM and teachers agree that capitation grants have enabled the enhancement of extracurricular activities, which is also supported by HoS9, who argued that *“10% of CG is used for buying sports materials and funding other extracurricular activities”* (HoS9 personal interviews, April 3rd, 2025). This implies that capitation grants have indeed contributed to extracurricular activities. The findings align with the Resource Dependence Theory (RDT), which posits that organizations depend on external resources such as raw materials, capital and information.

The table still shows that most SCM respondents (47.1%) agreed, while (21.4%) strongly agreed with the statement that capitation grants have fostered more interaction among pupils. Only (15.7%) disagreed, and (15.7%) strongly disagreed, resulting in a mean score of 3.43. Additionally, a significant number of teachers (66.3%) agreed, and (13.8%) strongly agreed with the same statement, with only a small percentage (17.5%) disagreeing and 2.5% strongly disagreeing, leading to a mean score of 3.71. This suggests that both SCM and teachers support that CG have fostered more interaction among pupils, which aligns with the views of HoS2 and HoS7, who cited that *"Capitation grants have facilitated peer learning, group discussions, homework, and reading, ultimately enhancing performance"* (HoS2 and HoS7 personal interviews on March 25th and April 4th, 2025). This indicates that capitation grants have indeed promoted greater interaction among pupils. This finding resonates with a study conducted in China by Li and Zhang (2023) on capitation grants and the improvement of teaching quality in rural areas. Their research highlighted that capitation funding has enabled schools to incorporate digital learning, enhancing teaching quality and student engagement.

The confirmations from the table indicate that a significant majority of SCM members (71.4%) agreed. In comparison (25.7%) strongly agreed with the statement that capitation grants have enhanced the quality of assessments in schools. Only a small fraction (1.4%) disagreed, and another (1.4%) strongly disagreed, resulting in a mean score of 4.19. Additionally, most teachers (57.5%) agreed, and (26.3%) strongly agreed with the same statement, with a minor (16.3%) expressing disagreement, leading to a mean score of 3.94. This suggests that both SCM and teachers support the assertion that Capitation grants have improved the quality of assessments in schools, which is backed by HoS1 and HoS2, who stated, *"Capitation grants enable the conduct of printed monthly, terminal, and annual examinations, thereby improving the quality of assessments"* (HoS1 & HoS2, personal interviews on March 25th, 2025). This supports the conclusion that capitation grants have positively impacted the quality of assessments in public primary schools by covering examination costs. This finding aligns with a study conducted in Tanzania by Ngoisa (2021), which examined the effects of public school funding programs on school performance. The study revealed that government funding has positively affected learning by providing teaching aids and covering examination expenses.

Furthermore, the data from the table shows that a significant portion of SCM respondents (65.7%) agreed. In comparison (34.3%) strongly agreed with the assertion that teachers provide quality lesson recognitions to the resources made available through capitation grants. The mean score here was 4.34. Furthermore, the majority of teachers (55.0%) agreed, and (25.0%) strongly agreed with the same statement, while only a small percentage (18.8%) disagreed and 1.3% strongly disagreed, resulting in a mean score of 3.84. This means that both SCM and teachers have backed the statement, and this is also reinforced by HoS4, who indicated that *"Capitation grants provide teaching and learning materials such as books, teaching aids, and printed examination papers"* (HoS4 personal interviews on March 27th, 2025). This reinforces that teachers can give quality lessons due to the provision of resources capitation grants provide. This finding aligns with research conducted by Abubakar (2023) in Tanzania that capitation grants have largely increased access to learning by enabling schools to have necessary financial inputs for learning materials, physical development, and a more nurturing learning atmosphere.

In addition, the figures from the table show that a vast majority of SCM members (68.6%) agreed, and (28.6%) strongly agreed, but (2.9%) disagreed with the statement that capitation grants have improved the quality of learning activity in schools, and this has a mean score of 4.34. Similarly, most teachers (55.0%) agreed, (25.0%) agreed strongly, while few (18.8%) disagreed and (1.3%) disagreed strongly, with a mean score of 3.84. This means that teachers and SCM agree with the statement that Capitation grants have enhanced the quality of learning activities in the primary schools. This is supported by DPPEO, who stated, "*The improvements observed in the quality of students' performance have led to improved performance in national exams*" (DPPEO personal interviews on April 3rd, 2025).

This confirms the argument that capitation grants have enhanced the quality of school learning activity. The study concurs with research by Abubakar (2023) in Tanzania, who established that accessibility to education was significantly enhanced through capitation grants since they provided schools with needed funds to purchase learning materials, enhance physical infrastructure, and provide a more welcoming learning environment. Moreover, answers for students on the contribution of capitation grants scheme to quality learning activities are described in Table: 2 below.

Table 2: Pupils' responses on the capitation grants scheme contributed to providing quality learning activities (n=210).

STATEMENTS	Responses in Frequency (F) and Percentage (%)					MEAN
	SD	D	N	A	SA	
	F-%	F-%	F-%	F-%	F-%	
1. The capitation grants have rendered learning materials more accessible to pupils.	14(6.7)	18(8.6)	—	85(40.5)	93(44.3)	4.07
2. Classrooms are better equipped for pupil's activities due to the grants.	19(9)	43(20.5)	1(0.5)	83(39.5)	64(30.5)	3.62
3. The capitation grants have improved the quality of extracurricular learning activities.	17(8.1)	47(22.4)	—	63(30)	83(39.5)	3.70
4. Pupils enjoy more diversified learning activities due to the grants.	23(11)	26(12.4)	1(0.5)	93(44.3)	67(31.9)	3.74
5. The learning environment is more stimulating for pupils due to the capitation grants.	30(14.3)	64(30.5)	—	51(24.3)	65(31)	3.27
6. Group activities for pupils have been improved by the capitation grants.	21(10)	52(24.8)	—	74(35.2)	63(30)	3.50
7. The grants facilitate learning field trips and excursions for pupils.	30(14.3)	75(35.7)	3(1.4)	47(27.1)	45(21.4)	3.06

8. The school's ability to offer specialist subjects has been increased by the capitation grants.	28(13.3)	42(20)	–	66(31.4)	74(35.2)	3.55
9. Pupils are encouraged to become more engaged in learning activities due to the grants.	24(11.4)	38(18.1)	–	61(29)	87(41.4)	3.71
10. More engaging learning resources have been enabled by the capitation grants.	28(13.3)	39(18.6)	–	70(33.3)	73(34.8)	3.58

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree.

Source: Field data (2025).

The proof in the Table; 2 above shows that most pupils (40.5%) agreed, while (44.3%) strongly agreed that the statement capitation grants have improved the availability of learning materials for pupils is accurate. Conversely, a smaller percentage (8.6%) disagreed, and (6.7%) strongly disagreed, to attain a mean score of 4.07. This proves that capitation grants have indeed improved the availability of learning materials for pupils. This finding is in line with the Norwegian study by Hansen and Lund (2024), which examined the influence of capitation grants on the quality of teaching activities in Norwegian primary schools. Their outcome was that teacher professional development was supported by capitation grants, which enhanced pedagogy and instruction quality.

Apart from that, the majority of the pupils (39.5%) agreed, and (30.5%) strongly agreed that classrooms are enhanced for students' activities due to the grants. On the other hand, fewer respondents (20.5%) disagreed, (9.0%) strongly disagreed, and (0.5%) did not have an opinion. It attained a mean value of 3.62, which shows that the capitation grants have enhanced students' learning activities in public primary schools. This is in line with a study conducted in Kenya by Nyamai et al. (2024), where they researched the impact of physical resources on students' learning achievements in free day secondary schools. Effective use of physical facilities had a positive influence on learning outcomes.

Aside from statistics provided in the table, most pupils (30.0%) agreed and (39.5%) strongly agreed with the statement that capitation grants have enhanced the quality of extracurricular learning activities. Conversely, fewer (22.4%) disagreed and (8.1%) strongly disagreed, with a mean rating of 3.70. The implication is that capitation grants have provided more extracurricular learning activities for students. These findings align with Sarker et al.'s (2020) Bangladesh study which found that capitation grants were associated with better school facilities, including good classrooms, enhanced teaching materials, and infrastructure development.

In the same way, information presented in the above table shows that many pupils (44.3%) agreed, while (31.9%) highly agreed that grants have exposed them to a wider range of learning activities. However, a small number of pupils (12.4%) disagreed, (11.0%) were not sure, and (0.5%) highly disagreed. The mean score of 3.74 once more verifies that capitation grants have facilitated the students' access to various learning activities. The result concurs with research by Li and Zhang (2023) in China on capitation grants and their impact on improvement in teaching quality in rural schools. They discovered from their study that capitation grant financing has enabled schools to adopt electronic learning platforms and acquire new learning content, thus improving the quality of learning and interest of the students.

Additional evidence in the table shows that most pupils (24.3%) agreed, and (31.0%) strongly agreed, with the statement that the learning environment is more interesting through the capitation

grants. On the other hand, (30.5%) did not agree, and (14.3%) strongly did not agree with a mean score of 3.27. The above indicates that the capitation grants have contributed positively to the students' learning environment. This finding agrees with Abubakar's (2023) research in Tanzania that established that capitation grants significantly improved access to education because it equipped schools with the resources required to buy learning material, improve physical infrastructure, and establish a better study environment.

Furthermore, statistics in the above table indicate that the majority of the pupils (35.2%) agreed, and (30.0%) strongly agreed, on the fact that capitation grants have enhanced the quality of group work among pupils. The opposite is also true because fewer (24.8%) disagreed, and (10.0%) strongly disagreed, with a mean score of 3.50. That is to say that capitation has indeed enhanced the quality of group work for pupils. This is complemented by a study conducted by Katureebe et al. (2023) in Uganda, where they tested the impact of money management on the capacity of government-granted primary school children to learn. The research revealed that well-managed schools have better pupil-teacher ratios and better access to learning materials.

Apart from the table, it reveals that a big percentage of the pupils (35.7%) disagreed, while (14.3%) strongly disagreed with the statement that field trips and excursions for students are possible due to the grants. On the other hand, fewer (27.1%) agreed, (21.4%) strongly agreed, and (1.4%) were undecided, with a mean score of 3.06. This also suggests that the capitation is not utilized for field trips and excursions. This finding agrees with the research conducted in China by Li and Zhang (2023) on Capitation Grants and the improvement of teaching quality in rural schools. Their article confirmed that capitation funding has positively impacted the quality of teaching and student engagement.

Similarly, data from the table shows that a vast majority of pupils (31.4%) agreed. In comparison (35.2%) strongly agreed with the statement that capitation grants have improved the school's capacity to provide specialist subjects. Conversely, a lesser percentage (20.0%) disagreed, and (13.3%) strongly disagreed, thus giving a mean score of 3.55. This indicates that capitation has indeed boosted the capacity of the school to offer specialist subjects. These results also agree with the study conducted by Johansson and Svensson (2024). In Sweden, there are more supportive classroom environments and implementing innovative pedagogic approaches and computer technology has rendered the students more engaged.

The table's percentages show that most pupils (29.0%) agreed, and (41.4%) strongly agreed, that the grants have encouraged them to participate more in learning activities. Conversely, fewer participants (18.1%) disagreed, and (11.4%) strongly disagreed, with a mean value of 3.71. This proves that the capitation has successfully promoted increased participation in learning activities. The outcome agrees with a Tanzania-based study conducted by Ngoisa (2021) on the public school finance program's role in improving schools' performance. Through the research, it was evident that government financing has supported education by enhancing the availability of teaching materials.

In addition, most pupils (33.3%) agreed, while (34.8%) strongly agreed that capitation grants helped create more engaging study materials. But only a minority (18.6%) disagreed, and (13.3%) strongly disagreed, with a mean score of 3.58. This indicates that capitation grants have helped create more engaging study materials. This is consistent with Mariani et al. (2023) in Italy, where they studied the impact of capitation grants on the quality of teaching in primary education. Their study found that schools that funded their operations through capitation grants had more motivated teachers and improved pupil-teacher relationships.

10. SUMMARY OF FINDINGS

The study maintained that Capitation grants, which are used to buy school sporting equipment and textbooks in schools, have increased pupil learning, school attendance, and hence pupil performance, particularly in national examinations. Capitation grants have also helped teachers and pupils by providing learning materials, teaching materials, and examination papers that have made discussions in class in groups easier. Capitation grants have also introduced new modes of studying to the pupils. The grants have also provided ways of creating extracurricular activities like sports by providing the essential sporting equipment. Capitation grants have also promoted more interaction among the pupils.

11. CONCLUSIONS OF THE STUDY

The research confirmed that capitation grants have improved access and availability of instructional materials in public primary schools, culminating in outstanding teaching capacity improvement. The capitation grants scheme has played an important role in improving the quality processes of learning in public primary schools by providing a steady source of sporting gear and textbooks to the schools, boosting enrollment and attendance of pupils. As 40% of the grants are used to purchase books and 30% for instruction and learning materials, schools have also seen a dramatic increase in learning materials that directly affect pupil performance. The money has funded interactive forms of learning like group work, cooperative activities, and using examination papers provided under the grants. In addition, the program has stimulated creative instruction methods by providing several materials and tools to apply in education. And the allocation of 30% for replacing school furniture and buildings has also provided a conducive and effective atmosphere to study. The 10% for extra-curricular activities and sport has started all-around pupil development. Overall, the capitation grants have promoted peer learning, encouraged homework, and inspired good reading habits, all combined to improve academic performance. Capitation grants have also impacted positively on motivation among teachers by enhancing the conditions of work and introducing incentives that encourage commitment and creativity.

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