

**ASSESSMENT OF THE IMPACTS OF CAPITATION GRANTS IN
IMPROVING TEACHING AND LEARNING ENVIRONMENT IN
COMMUNITY SECONDARY SCHOOLS: A CASE OF MWANDIGA DIVISION
IN KIGOMA DISTRICT, TANZANIA**

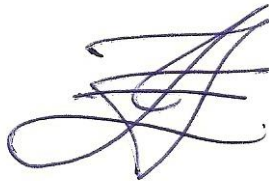
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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF
THE OPEN UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: *“Assessment of the Impact of Capitation Grants in Improving Teaching and Learning Environment in Kigoma District Community Secondary Schools: A Case Study of Mwandiga Division in Kigoma Rural District, Tanzania”* in partial fulfillment of the requirements for the award of the degree of Master of Education in Administration, Planning and Policy Studies.



.....

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Supervisor

.....

Date

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DECLARATION

I, **Jovin John**, do hereby declare that this Dissertation is my own original work and that it has not been presented to any University and will not be presented any other higher learning institution for a similar or any other academic award.

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Signature:

.....

Date

DEDICATION

This dissertation is dedicated to my wife Joyce Jovin, my daughter Jenifer including my mother, Peres Minan my father John Tulabanye, and my grandmother Consasia Daniel who have been of immeasurable support and encouraged me during the during the writing of this dissertation. My grandmother's encouragement inspired me as she had always believed I would be a researcher when I was growing up under her care. I also dedicate this work to Almighty God in heaven for his great love, blessings, wisdom, knowledge, mercies and direction in the writing of this dissertation.

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ABSTRACT

The study aims to assess the impacts of capitation grants in improving teaching and learning environment in community secondary schools: *A Case of Mwandiga Division in Kigoma District, Tanzania*. The study used both qualitative and thematic (quantitative) research approaches in data analysis. The sample size of the study was forty (40) subjects, comprising; District Education Officer of Kigoma district, heads of community secondary schools in Mwandiga Division, chairpersons of school boards in Mwandiga division. Sampling techniques; respondents were selected purposively, random and using snowball sampling method. The primary and secondary sources of data were obtained through the use; Questionnaire, interviews, observation (primary) and documentation (secondary data). The research findings of the study revealed that capitation grants have not been effective to improve teaching and learning environment in Mwandiga division. Therefore, the study recommends the need for a new system of administration of capitation grants for community secondary schools as well as emphases on transparency, consistency, and uniformity in practice. Regarding policy, the policy framework should be redesigned to improve teaching and learning environment in Tanzania. Again there should be the provision of incentives to those schools with a good record of progression and effort should go towards the shortening of the capitation grant delivery chain for Tanzania to achieve set objectives.

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LIST OF ABBREVIATIONS AND ACRONYMS

CG	Capitation grant
CGS	Capitation grant scheme
DSEO	District Secondary Educational Officer
GES	The Ghana Education Service
LGA	Local Government Authority
MOEVT	Ministry of Education and Vocational Training
PMO-RALG	Prime Minister's Office – Regional Administration and Local Government
SPSS	Statistical Package for Social Sciences
School A	Luiche secondary school
School B	Mwandiga secondary school
School C	Mungonya secondary school
School D	Kagongo Secondary School
TLM	Teaching and learning materials
USD	United States dollar
USAID	United States Agency for International Development

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Research Problem

Improving the quality of education remains an important goal for many countries in Africa including Tanzania. This is in line with the country's subscription to the Millennium Development Goal (MDGs) and its own local national requirements. Improving the quality of education requires the provision of textbooks, classrooms, laboratories and trained teachers, and good policies, such as the provision of Capitation Grants, which came as replacement of school fees and led to a doubling in enrollment in Africa (Twaweza, 2012).

Similar increases in enrollment rates following school fees abolition were also realized in Tanzania in 2001 (Hakielimu, 2009). Kigoma District is one of the Districts receiving capitation grants and that experiences an increase of students for its community schools in Mwandiga Division. Its does headquarter is located in Kigoma Municipality and has 11wards, 16 secondary schools with about 8000 students. Mwandiga Division has four Community schools Including Luiche, Mwandiga, Kagongo, and Mngonya. Osei and Lawrence (2009) outlined that the abolition of the school fees in Uganda led to a doubling in enrollment. USAID (2007) stated that Lesotho in 2000 and Cameroon in 1999 enrollment rates increased among the disadvantaged children, girls, orphans, and children in rural areas and led to widened access to education as a result of the abolition of school fees.

Capitation grant for community secondary education is a fund for buying teaching and learning materials (TML) for students enrolled in community secondary schools. These

teaching and learning materials include textbooks, chalk, administration materials, supplementary readings, pens, teaching guides, and printing expenses. But studies show capitation grant has not yet solved the problem of poor teaching and learning environment in Tanzania community secondary schools because it is brought late and inadequate .

Hakielimu (2009) education brief reported that “Capitation Grant has been underfunded the full amount of capitation grant funds as indicated in annual budgetary allocations, have not been reaching schools on time- The PETS (2004) study conducted by REPOA found that 40% of capitation grant resources earmarked for public secondary schools did not reach the schools on time.

Twaweza (2012) found that it is difficult to establish the impact of capitation grants on improving learning outcomes because the full amounts of the grant have not consistently reached schools and because they have not been rigorously evaluated. In Tanzania, the amounts reaching schools are well below policy of USD 10 per pupil per year and are declining, from USD 6 in 2004 to USD 4 in 2009 to less than USD 2 in 2011.

1.2. Statement of the Problem

The introduction of capitation grants and the abolition of school fees has led to a rapid increase in the number of students in community secondary schools in Tanzania. Due to the increase in capitation grants, more parents are sending their children in those community secondary schools. Kigoma District is one of the representative models of such schools whose students are higher in number than their needs for teaching and learning.

Nevertheless, the disbursements of capitation grant have been irregular and unpredictable leading to a situation where many community secondary schools in Mwandiga Division are operating under poor teaching and learning environment leading to poor performance in examinations. In other cases, certain students are opting to drop out. The nongovernmental organizations such as JGI (Jane Goodall Institute) that have been supporting the district council to fund those schools have also withdrawn, and they are no longer supporting those in Kigoma District .The institute used to supply books and exercise. Currently it has stopped.

Nevertheless, one of the main focuses of the ministry is consistency. And consistency in allocating funds requires prior knowledge of previous allocations and established practices that has failed (Twaweza, 2012). In addition to that the current and continuous disbursement method of capitation has not also allowed for adequate analysis of previous disbursements before a current disbursement is done. Continuing with this current disbursement method inconsistency causes decisions to become grossly political, in turn has limited the achievement of the goals of the funds for effective teaching and learning environment till to date in the division.

1.3 Objectives

The objectives of the study included both main and specific objectives.

1.3.1 Main Objective

The main objective of this study was the impact of capitation grants in improving teaching and learning environment in community secondary schools.

1.3.2 Specific Objectives

1. To examine the needs of teachers and students for enhancement of teaching and learning environment
2. To determine whether capitation grants are adequate to fulfill needs of teachers and students for teaching and learning environment
3. To examine how capitation funds are allocated to community secondary schools
4. To examine on how do community secondary schools practices management of capitation grants

1.4 Research Questions

1. What are the needs of teachers and students for enhancement of teaching and learning environment?
2. Is capitation grant adequate to fulfill the needs of teachers and students for enhancement of teaching and learning environment?
3. How capitation funds are allocated to community secondary schools?
4. How do community secondary schools practice management of capitation grants?

1.5 Significance of the Study

The study intends to benefit various categories of people including; students, teachers, education officers, parents, government, and academicians. To the government, the report provides awareness, transparency, and consistency to the system of education on matters related to the distribution of capitation grants. A research discourages late and insufficient provision of capitation grants to community schools. Parents, staff, and students get to understand how to make follow up on capitation grants disseminated. The report may be used to design the program that reduces and eliminate challenges that face management in implementing capitation grant policy which is not effective. For

academicians, the study is advantageous in terms of knowledge and theory building and for being a dependable reference for related future studies in the education field.

1.6 Scope of the Study

According to Leedy, and Ormrod, (2010) Scope of the study is about how widespread the study is. The study was concerned on the impact of capitation grants in improving teaching and learning environment in Community Secondary Schools.

1.7 Limitations and Delimitation of the Study

The limitations are defined as potential weaknesses in the study that are out of researcher control (Leedy, and Ormrod, 2010). It is argued that these limitations are the aspects that a researcher cannot control and therefore limitations are rudiments of a study that are not under the control of the researcher. During this study the researcher faced number of problems including the problem of funding and time constraints in which due to the nature of work some of the respondent did not respond the questionnaire on time. To solve these challenges a researcher used extra amount of money to cover the needs, in case of time, the respondents were consulted after work hours and through appointments in order to meet intended objectives of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter reviews literature that is relevant to Capitation grant (CG), history and the recent increase in interest in the topic, and how community secondary schools, involve themselves in CG. The main source of literature for this chapter is current journal articles reviews of previous research, dissertations, books and other sources. The chapter discusses the operational definition of the key terms, theoretical literature, Empirical literature, conceptual frame work and research gap filled by this study is identified.

2.2 Operational Definition of Key Terms and Concepts

2.2.1 Capitation Grant

Capitation Grant is one of the simple models of educational finance used in some countries to allocate financial resources to schools. Twaweza (2012) elaborates that the capitation grant is allocated to schools based on the number of students enrolled; it is a per capita allocation of financial resources to schools. Osei (2009) described that capitation grants are meant to provide money for teaching and learning materials for students' enrolled. On this ground, then capitation grant is referred to as money given to community secondary schools by the government based on the number of students enrolled to buy teaching and learning materials for the purpose of improving teaching and learning environment.

2.2.2 Assessment

Assessment is the process by which educators determine the level of students' learning. There are both formal and informal assessments that guide the instructional cycle.

Professional educators are skilled at using assessments to inform their instruction and lead all students toward higher achievement (http://www.ehow.com/facts_5929463_assessment-learning.html retrieved (30/04 /2015). Morrison (1976) stated that it is the core mission of education as to ensure that students learn, rather than merely being taught. On this regard, then an assessment is referred to as evaluation done before instruction or after instructions to understand teachers quality work and students progress in terms of their teaching and learning in community secondary schools ('shule za kata'). Evaluation is for the purpose of improving teaching and learning outcomes.

2.2.3 Learning

According to UNESCO, (1998) learning is the act of acquiring new knowledge, or modifying and reinforcing existing knowledge, behaviors, skills, values, or preferences and may involve assessment. Morrison (1976) asserted that learning as an ability to read or write which is likely to confer much advantage in the context to access to written materials in the surrounding environment e.g. The importance of water is of little help when the only water in place is muddy. Therefore, learning is about student acquiring knowledge, skills, and the attitude in community secondary schools environment in order to modify their understanding of various subjects and phenomena.

2.2.4 Teaching

Asante (2011) defines teaching as learning activities in the classroom. Also the united Republic of Tanzania (2000a) described teaching as expansion of improvement of quality building capacity of resources within education sector as well as the social process that engages the student learning the subject in hand. In this context, teaching is

referred as an act of teaching in formal structure to improve understanding of student in community secondary schools through their teachers.

2.2.5 Environment

UNESCO (1998) described “Environment” as the influences and resources in a system. The environment is your surroundings, your house, your garden, and your town. Environment affects the growth and development of the person. It affects the person's behavior, person's body, mind, and heart. Nevertheless, USAID (2007) described environment as a social and political environment that school leavers enter into; as an area where teaching and learning takes place; with this regard, environment includes teaching and learning materials for community secondary schools such textbooks, chalk, administration materials, supplementary readings, pens, teaching guides, and printing expenses at schools which provide conditions for good environment that encourage and retain of both teachers and student.

2.2.6 Theoretical Literature

The concept of Capitation Grants in community secondary schools has been studied and today represents an integral part of integrated funding systems in many schools of thought in the world including Tanzania in Africa. Principally, it is based on the theory of demand and supply as well as two contrasting sides of traditional and modern theories or school of thought as explained bellow.

2.3.1 Theories of Demand and Supply

“Supply” refers to the quantity of goods a market can produce, while “demand” refers to the total of goods consumers are willing to buy. These two powerful market forces from the main principle that underlies all economic theory (Lusaka, 2013). According to

Lusaka, (2013), the law of demand states that if prices are too high, only a few consumers will purchase the goods and demand will go unmet. To fully meet demand, producers must charge a price that will result in the required amount of sales while still generating profits for themselves.

Furthermore, the law of supply and demand is not just limited to the sale of market products in economics; on the other hand, it is useful in explaining the social phenomenon in education sectors, such as a rise or drop of enrollment of students, increased or decreased enrollment in community secondary schools. The expansion of enrollments or shrinking of government services, and increases the number of school beginners of form one public schools or decrease in available resources such as books and other teaching and learning matters is related to the introduction of capitation grants in community secondary schools. This implies that when the government of Tanzania introduced capitation grants influx of students attended form one in community secondary schools. The influx of enrollment continued to rise, in turn, human and financial resources started to be scarce because enrollment did not balance to available resources such as books, classrooms, toilets, teachers houses, chairs, teachers, and untrained heads of schools in the administration of school leadership. The combination of these challenges did not allow teaching and learning to improve in community schools because the challenges still exist in those schools.

According to Lusaka (2013) when supply becomes balanced with demand, the market is said to have reached equilibrium. This reflects the situation in community secondary schools that when the number of enrolled students is balanced to available human, financial and other resources needed for teaching and learning, it is where schools will

have reached to equilibrium and therefore there will be improved teaching and learning environment.

2.3.2 The Positive

The positive or traditional theory is rest on the beliefs that capitation grant has yielded some positive impacts by increasing student enrollments in schools. The theory indicates some of the benefits that are highlighted by a UNICEF (2007) that is the gross enrollment which rose by nearly 10 percent, bringing enrollment to 92.4 per cent nationwide. This theory implies that capitation grants policy need to be improved so that to continue increasing enrollment of students in community schools.

The theory supports that capitation has to be strengthened so as to rise enrollment which is required to increase access by poor families and abandon discrimination in education. However, this theory has left behind the issues of improving teaching and learning environment because teaching and learning enrolment cannot be improved when the balance between resources such as books, ratlines, classrooms, teachers houses, chairs, and teachers are imbalance to number of students who join school in community secondary schools.

2.3.3 The Negative

Another view is that of contemporary or modern theory of the capitation. This theory is based on the beliefs that capitation grant does not improve teaching and learning, it is a critique to the former (positive). This upholds negatively on capitation grants that, the capitation grant strategy may not have the desired impact on the improvement and fulfillments of teachers and student needs for enhancement of teaching and learning environment. reasons; the quick high increase in enrollment most of the countries that

have adopted capitation grants raises questions about its impact on the improved teaching and learning environment with little human and other educational resources for teaching and learning. The theory asserts that when classes become too large or overcrowded and resources, human and other educational resources, are not increased proportionately. The result of which often reverses the hard-earned gains and demotivates teachers, parents and pupils.

Basing on Asante (2011) approach to capitation grants, Enrolling children in school is one thing; but keeping them there in attendance is a more important challenge. From the point of view of the school, according to the CGS administration guidelines, institutions can use the grants for the following: provision of teaching and learning materials; school management (including testing and training and stationery); community school initiatives; support to needy pupils; school and cluster- based in-service training; minor infrastructural repairs; and payment of sports and culture levies (to be approved nationally). Yet, research by the Brookings Institute found that capitation disbursement often fall short of schools expectation, which made it difficult to execute activities and improve service delivery (Ghanney, 2014). This implies that the theory supports that all teaching and learning resources are more important needs to improve teaching and learning which should be available than sending first sending children at school without enough teaching materials, classes ,toilets, teachers houses, and limited science teachers. His belief is that capitation cannot improve teaching and learning environment while there is an imbalance between enrollments and needed resources for schools teaching and learning.

2.4 Empirical Literature

Many studies have been conducted in the world on capitation grant in relation to teaching and learning environment. A study in Tanzania by Twaweza (2012) found that it is difficult to establish the positive impact of teaching and learning using Capitation grant in community secondary schools. The reason for this is that the full amount of capitation grants have always failed to reach the schools and have not been rigorously evaluated. In Tanzania, the amount that has reached the schools is below USD 10 per student (Twaweza, 2012). Even the low amount disbursed does nothing or little; but no one is held accountable and the culprits have not been apprehended (Twaweza, 2012). Asante (2011) confirms that the capitation grant strategy may not have the desired impact on the improvement and fulfillments of teachers and student needs for enhancement of teaching and learning environment.

According to Asante (2011) he found that the rapid increase in enrollment from most of the countries that have adopted capitation grants raises questions about its impact on the improved teaching and learning environment. It is argued that when classes become too or overcrowded and scarce resources (human and other educational resources) which are not increased proportionately to enrollment, the result can reverse hard-earned gains and de-motivate teachers, parents, and pupils. In addition, enrolling children in school is one thing, but keeping them there in attendance is a more important challenge. Asante's (2011) argument reflects the situation in Mwandiga Division where the community secondary schools have inadequate and limited teaching and learning resources and facilities such as textbooks, chalk, administration materials, supplementary readings, pens, teaching guides and printing expenses while the number of students is higher.

The further study conducted by Ghanney (2014) in selected public schools in Gomaa West District, Ghana it was found that the introduction of Capitation Grant Scheme (CGS) linked to fee free provision that appears to provide the opportunity for children from poor households to access education. He states that initial evidence indicated that the introduction of the CGs led to massive increases in enrollment, amounting to an overall rise of about 17 percent at the basic education level. In one particular district, this escalation included about 33 percent of children who had dropped out of school. However, it has been reported that such increased student numbers put considerable pressure on the existing education infrastructure that threatens to compromise the quality of service delivery. Most of the heads of schools complained that the abolition of fees combined with increased enrolment associated with the introduction of CGs makes it difficult for them to implement infrastructural development Ghanney (2014) and Asante (2011).

Further studies by Twaweza, (2012) and Hakielimu (2009) and the PETS (2004) study conducted by REPOA confirmed that Capitation Grant (CG) is recognized as an essential element of present and future social policies in education. According to Twaweza, (2012), Hakielimu (2009) capitation grant is considered as a strategy that aims to improve teaching and learning environment for over the years. It is true that capitation grants improves teaching and learning when the policy is correctly implemented and so far the CG has been adopted by various countries, such as Ghana, Malawi, Lesotho, Uganda, and Tanzania, as a replacement for school fees for community secondary schools and to emphasize the importance of the improving teaching and learning environment.

The study by PETS (2004) and Asante (2011) found that the CG accommodates a wide variety of initiatives that cover improved teaching and learning environments, and it delivers the positive impact on teaching and learning through a socially responsible conduct in Ghana. On the other hand, the overall, empirical evidence by Ghanney, (2014) on the CGSs suggest that although it has contributed to increasing school enrollments, there are some problems in its administration that affected the teaching and learning environment of public school service delivery. This implies that Capitation grants have contributed to the rise of number of pupils and huge number of children joining ward school; but beside that quantity, quality education has been lowered, the number of classes for teaching and learning has been shortened causing class as a result of the introduction of shift programs in schools, this is an indication of poor teaching and learning environment. Asante (2011) points out that given the rise in enrollment year after year with the introduction of the capitation grant, the amount of the grant as a percentage of unit cost per child represents a minute rise, and this raises concerns about the ability of the policy to enhance educational quality.

The study conducted by (Asante, 2011) found that the capitation grant will not be able to fulfill its natural promise of enhancing quality education; instead, it will succeed in adding higher numbers to the already deplorable state of education in Ghana. Improving teaching and learning environment will remain to be a dream until other alternative ways can be researched and erected. In the other side of the study by USAID (2007) found that Lesotho in 2000 and Cameroon in 1999 enrollment rates increased among the disadvantaged children, who included girls, orphans, and children in rural areas and led to widened access to education as a result of the abolition of school fees.

A study conducted by Policy Brief (TZ 8/2010) attests that capitation grants are insufficient even to buy a minimum set of books. This shows capitation grant still not

practical (Asante 2011) Policy Brief (TZ 8/2010) support “Capitation grant is not well smoothly in Tanzania undertaken”. Asante (2011) found that in most Sub- Saharan African countries like Ghana and Tanzania, teaching and learning is generally low with deterioration in the conditions of learning resulting from a surge in enrollment is likely to have a dramatic negative effect on completion and achievement. In the case of Ghana Education Service (GES) has indicated that the capitation grant scheme is not devoid (solution) of challenges. Some of the challenges identified by the GES include the following:

1. Demand for additional textbooks and other teaching and learning materials
2. Difficulty of sustaining community participation
3. Even though actual release of funds has been smooth and effective, timely release of funds to districts and schools remains an issue
4. Inadequate level of transparency at school level Increased, demand for additional classrooms and teachers. This theory assumes that capitation grants scheme is not devoid to poor teaching and learning in schools.

Twaweza (2012) found government of Tanzania has designed two systems to improve teaching and learning such as to strengthen teacher training and to disburse capitation grants for teaching and learning ,it was found that it is difficult to establish the impact of teaching and learning by use of capitation grants, because full amount of capitation grant have not reached the schools and rigorously not evaluated, also in Tanzania amount reached schools is bellow 10 USD Per student and no one is held accountable.

In spite of some the efforts to provide capitation in the community school in hope to improve the learning environment, there is high transfer and some drop out, this is an indication that improving teaching and learning in community schools require other alternative system /policy than capitation grant. The most efficient approach to that

capitation grant provides an opportunity to increase quality and suggests the need to link capitation grant to classroom-based policies such as pupil-teacher ratio, performance, and drop out and irregular attendance in order to impact on learning.

2.5 Research Gap

Different literature has addressed the problems related to capitation grants, but very little has been said on how to overcome the problem of poor teaching and learning environment that still exist in community secondary schools. Capitation grant in Tanzania and other countries such as Ghana have been found to have the positive impact on teaching and learning environment and yet this strategy has not been effective to achieve intended objectives because intended objectives yet they have not been realized. This study has come out with the framework to enrich this gap by government strengthening transparency, constancy, and training on capitation grants, fighting to mismanagement of fund, objectively supervision and uniform administration of fund allocated.

2.6 Conceptual Framework

The conceptual framework explains the key concepts used in the study and how they are linked to one another to produce the final outcome. Maund, (2001) basing on the idea in above the researcher designed a new model. In relation to capitation grants, It worth noting that, the assessment of the effects of capitation grants relies on improved teaching and learning environment. For the moderating factors affecting enhancement of teaching and learning to be Identified and appropriate measures to be taken to revive the school organizations, to avoid negative consequences that may affect the future functional ability of the community schools organization. These are factors for improving teaching and learning are; Time delivery and adequate funds, Transparency,

and accountability, training to head of schools and effective management and supervision of caption.

Figure1: shows variables and the relationship between capitation grants and improvement of teaching and learning environment. But the combination of ideas from different researchers by each having unique focus has created complexity to approach on capitation grant. The study centers on capitation grants on the improvement of teaching and learning environment. Basing on that conceptual framework of researcher's model here is figure 1: which is comprised of independent, moderating and dependent variables' for this study.

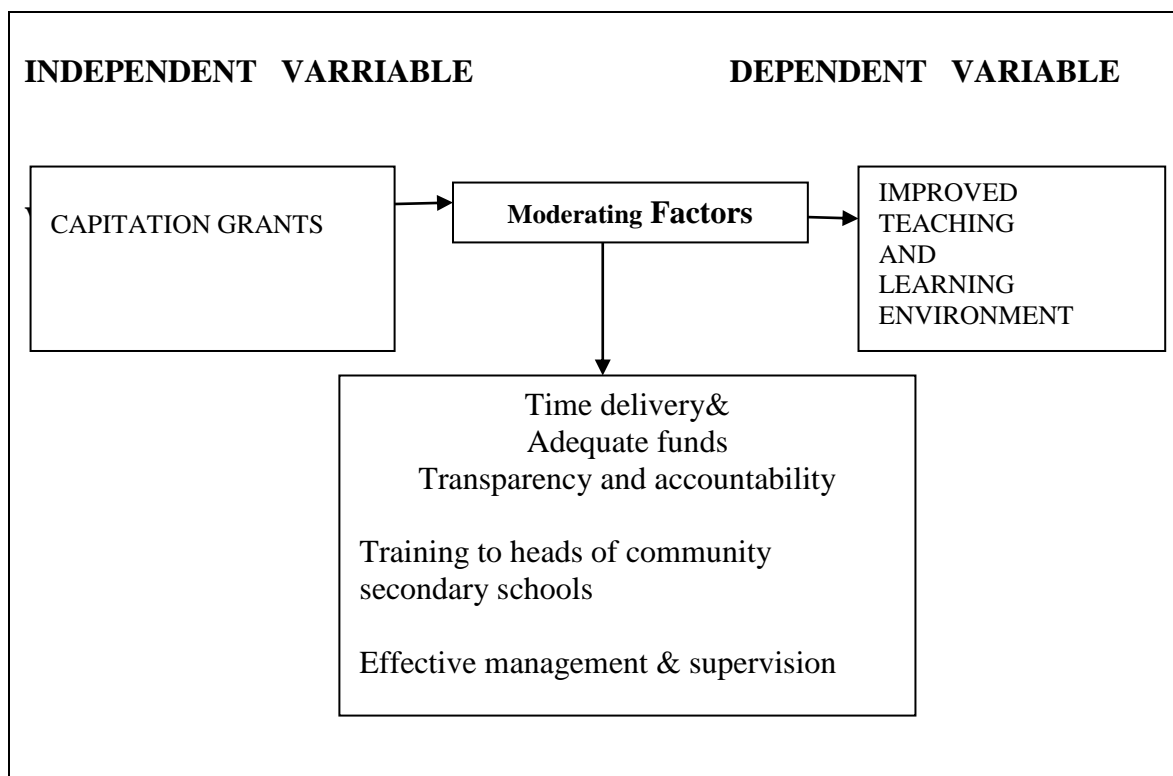


Figure 1 : Cconceptual Framework

Source: Current study (2017)

2.6.1 Description of Variables

2.6.1.1 Time Delivery and adequate Funds

Enough capitation grants is emphasized that, improvement of teaching and learning environment is expected by the society members, which includes the supply of enough funds in the area of which teaching and learning materials are required UNICEF (2007). Not only supplying capitation grant but also time is emphasized.

2.6.1.2 Transparency and Accountability

Twaweza (2012) describes that good learning outcome is expected where the system of disbursement is open and those who do against are accountable. This is captured in the three experiments done by Twaweza (2012) where overall students teaching and learning in east Africa remain poorly and low across East Africa capitation grant. In Tanzania Kenya and Uganda research studies indicates that students are not able to read write and count as well as student entering higher institutions and labour market are generally wonderfully ill prepared, while challenges are known that existing form of aid disbursement and instrument have failed to improve the situation, because full amount of capitation grant have not reached the schools and rigorously not evaluated, in Tanzania amount reached is bellow 10 USD Per student and no one is held accountable.

2.6.1.3 Training to Heads of Community Secondary Schools

Based in-service training for those heads of schools who are newly appointed in necessary. The results of Lack of training on capitation grants, the Capitation Grant funds are being misused.

2.6.1.4 Effective Management & Supervision: Asante (2011) explains that the funds provided to schools should be channeled towards the provision of teaching and learning

materials, school management (includes travel and transportation, stationery and sanitation), community and school relationship, support to needy pupils, school. The District Assembly should be distributing funds to schools and make effective Supervision and follow-up on materials supplied related issues.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The main contents presented in this chapter include; research design, study area, study population, sample size and sampling techniques, data collection methods, validity and reliability as well as data analysis techniques.

3.2 Research Design

The design of a study defines the study type .There are different types of research design (Explanatory Research Design, Descriptive Research Design, Diagnostic Research Design and Experimental Research Design) depending on the nature of the problem and objectives of the study. This study used Descriptive Research **Design**. According to Kombo and Tromp (2006) descriptive research is divided into qualitative and quantitative. In descriptive research design a researcher was interested in describing a particular situation under the study. Kombo and Tromp (2006) also describe that the qualitative nature data which is mostly collected involve knowledge, attitude, beliefs and opinion of the people. However, the two philosophical approaches derived to this research involving qualitative and quantitative approach. Quantitative approach focuses heavily on numerical data while qualitative approach relies on explanatory method (Orlikowski, and Baroudi 1991). It is argued that Qualitative data mean textual analysis while quantitative analysis means statistical or numerical analysis Willis (2008). This study is based on mixed approaches. The idea of methods used is supported by Kombo and Tromp (2006) who confirms that descriptive research is divided into qualitative and quantitative.

3.3 Study Area

The study was conducted in Kigoma District Tanzania with particular reference to Mwandiga Division focusing on community secondary schools. The sampled area was obtained through random sampling. Names of all three divisions were placed into the container; when one piece of paper was picked randomly, it indicated Mwandiga Division which became the area of the study.

However, From the map of Kigoma District, Figure 3.1, Mwandiga Division lies between Kibingo at the north of Mwandiga, Kalalangabo at the west of Mwandiga, at east there is Mahembe Division where at the south of it there is Musimba Village as bellow.

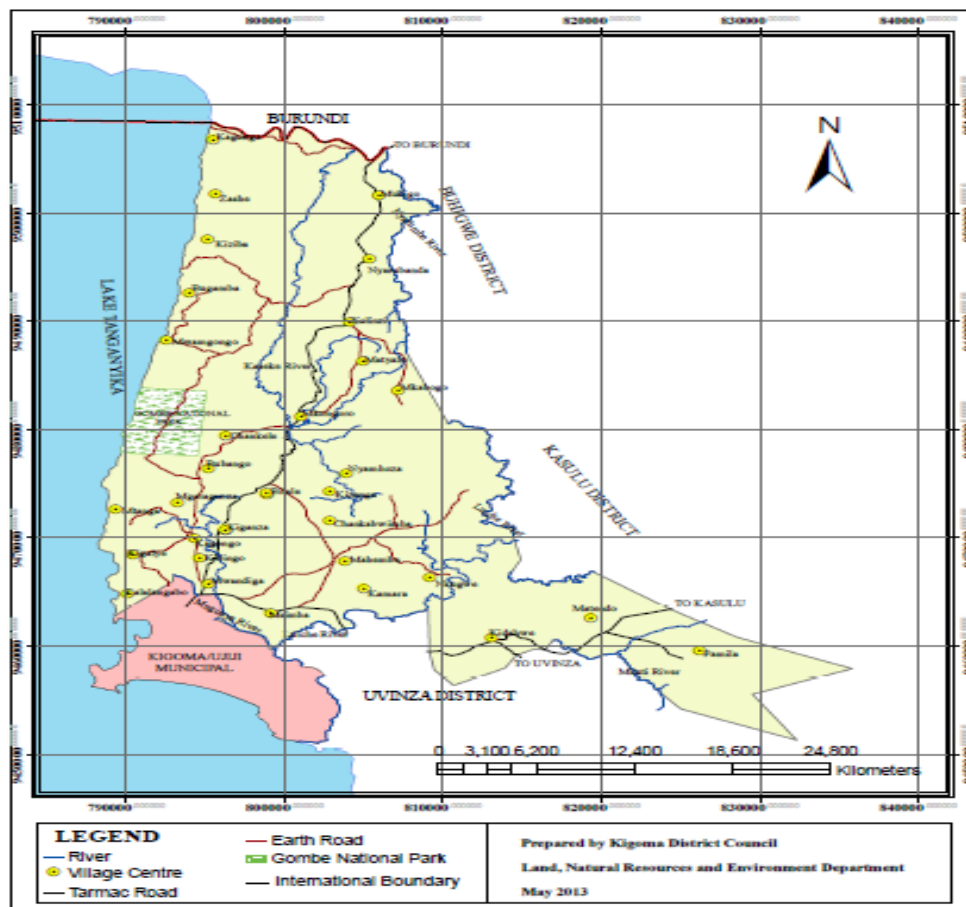


Figure 2 : Administrative Map of Kigoma Region

Source: Kigoma District department of land and natural resources (2017)

3.4 Study Population

The study population is that population to which a researcher wanted to generalize the results of the study (Kothari, 2003). He adds that population is the hypothetical set of people, events, or objects to which an investigator wishes to generalize the result.

The study population included all secondary schools in Mwandiga division the primary schools in Kigoma district were excluded. The population included all; District Education Officer, heads of schools in Mwandiga Division, all chairpersons of school boards in a division. Also all teachers, all students, all parents as well as all the community members. The study population was obtained through pilot study.

3.5 Sample Size and Sampling Techniques

The study used purposive, random and snowballing sampling techniques. The selection criterion of the sample and the area is due: Magnitude of the problems. The selected topic has attracted attentions of the stakeholders.

3.5.1 Sample size

Bartlett, et al (2001) Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power (Bartlett, et al 2001). In complicated studies there may be several different sample sizes involved in the study: for example, in a stratified survey, there would be different sample sizes for each stratum. In a census, data are collected on the entire population.

Furthermore, according to Francis et al (2010) Sample size determination in qualitative studies takes a different approach. It is generally a subjective judgment, taken as the

research proceeds. One approach is to continue to include further participants or material until saturation is reached. The number needed to reach saturation has been investigated empirically. He pointed out that there is a scarcity of reliable guidance on estimating sample sizes before starting the research, with a range of suggestions given. However, in interview studies, the sample size is often justified by interviewing participants until reaching 'data saturation'. However, there is no agreed method of establishing this. It is proposed that deciding saturation in theory-based interview studies the conceptual categories are pre-established by existing theory). First, specify a minimum sample size for initial analysis (initial analysis sample). Second, specify how many more interviews will be conducted without new ideas emerging (stopping criterion).

We demonstrate these principles in two studies, based on the theory of planned behavior, designed to identify three belief categories (Behavioural, Normative and Control), using an initial analysis sample of 10 and stopping criterion of 3. Study 1 (retrospective analysis of existing data) identified 84 shared beliefs of 14 general medical practitioners about managing patients with esophagus without prescribing antibiotics. The criterion for saturation was achieved for normative beliefs but not for other beliefs or study wise saturation. In Study 2 (prospective analysis), 17 relatives of people with Paget's disease of the bone reported 44 shared beliefs about taking genetic testing. Study wise data saturation was achieved at interview 17. We propose specification of these principles for reporting data saturation in theory-based interview studies. The principles may be adaptable to other types of studies.

Therefore basing on the idea of Francis et al, (2010) the sample size for this study is 40 respondents. This included 1 District Education Officer of Kigoma Rural, 4 heads of community secondary schools in Mwandiga Division, 4 chairpersons of school boards

in a division, one from each school. This should be a good representation of the population based on Purposive sampling. Also, other 32 respondents (all teachers, all students, all parents as well as all community members in four (4) community secondary schools) selected based on random and snowballing sampling (all parents as well as all community members) for this research.

3.5.2 Sampling Techniques

The study used purposive, random and snowballing sampling techniques. Both techniques are bellow explained.

3.5.2.1 Purposive Sampling

The study used Purposive sampling to select education officer, heads of four secondary schools, and chairperson of the school board. According to Mertler (1992), purposive sampling is used where a researcher chooses few individuals who are considered to be knowledgeable about issues under study. He argued that “purposive sampling can be powerful tools in research to obtain an in-depth knowledge of the problem when used properly”.

3.5.2.2 Random Sampling

Kothari (2004) describes that random sampling is the one in which every item in the universe has an equal chance of inclusion in the sample. This is the reason which random sampling considered as the best techniques for selecting a representative Samples. Therefore this study used random sampling to select teachers, and students under study in Mwandiga division as being considered as the best techniques for selecting a representative Samples.

3.5.2.3 Snowball Sampling

Snowball sampling (or chain sampling, chain-referral sampling, referral sampling) is a non-probability sampling technique where existing study subjects recruit future subjects from among their acquaintance. Browne and Kath (2005) he stresses that as the sample builds up, enough data are gathered to be useful for research. This sampling technique is often used in hidden populations which are difficult for researchers to access; example population. In the study referral sampling covered both Parents who had children in schools and community members who had no children in schools but have the understanding of the research topic. During the study, first parents and community members referred their fellows who were also consulted by a researcher for data.

3.6 Data Collection and Research Instruments

The study used two data collection methods and two research instruments. The research methods of data collection are interviews and observations. The Research instruments comprised questionnaires and documentation.

3.6.1 Data Collection Method

3.6.1.1 Interview schedule

The researcher used structured Interviews to get data from education officer, chairman of school boards, and heads of schools. The interviews were necessary to help and to make the clarification of the. The researcher used prepared interview guide questions with regard to specific objectives on major areas to be investigated. Responses were noted per question by the researcher. However, the Use of language in the interview was flexible in accordance to the interviewee's understandings.

3.6.1.2 Observation schedule

The researcher used participants and nonparticipants observation because observation does not depend on getting information from anyone and therefore avoids report bias while overcoming the problem of language. He observation was done in each school based on seeing books in shelf, chalks, hearing and testing spoken words from students related to capitation.

3.6.2 Research Instruments

3.6.2.1 Questionnaire

Gault (1907) agrees that a questionnaire and documentation are instruments; questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The study used written closed and open items based on researcher's specific objectives. The researcher made necessary clarification where necessary to ensure all items are answered to produce quality results. Questionnaires required respondents to write down and reply in the space provided. In the case of answered questionnaires were collected for analysis.

3.6.3 Documentary review schedule

The report is built of many materials collected from various places. Some of these were obtained from books, dissertations, journals, and the internet. The researcher carefully studied written works that helped to deliver information. The sources used were concerning capitation grant.

3.7 Validity and Reliability

According to Cronbach,(1990) and Carmines, and Zeller, (1979) Validity is the extent to which the instrument used measures what it was intended to be measured; the accuracy of a research instrument being reliability is whether the data collection process is consistent and stable. Reliability according to Nunnally (1978) Measurement is reliable to the extent that they are repeatable and that any random influence which tends to make measurements different from occasion to occasion or circumstance to circumstance is a source of measurement error. Carmines, and Zeller,(1979) support that reliability is the degree to which a test consistently measures whatever it measures. Errors of measurement that affect reliability are random errors and errors of measurement that affect validity are systematic or constant errors.

To ensure the study instrument is valid and reliable. Researcher ensured that the questions designed are based on the specific objectives and major area of investigation; instruments were subjected to the peer to be reviewed, the researcher made contact with the professionals and expert from the field of education and other fields to confirm them. Also, a researcher used triangulation; these are varieties of data collection methods such as questionnaire, interview, observation and documentation in order to triangulate his subjects. Therefore a researcher reached more confirmatory trustworthy results.

3.8 Data Analysis Techniques and Procedures

Data analysis for this study were two (SPSS and thematic analysis) methods. According to Braun, and Clarke (2006) and Guest, et al (2012) thematic analysis is used in qualitative research and focuses on examining themes within data. This method emphasizes organization and rich description of the data set. Saldana (2009) support

that thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data. Coding is the primary process for developing themes within the raw data by recognizing important moments in the data and encoding it prior to interpretation. The interpretation of these codes can include comparing theme frequencies, identifying theme co-occurrence, and graphically displaying relationships between different themes. Most researchers consider thematic analysis to be a very useful method for capturing the intricacies of meaning within a data set. There also is a wide range as to what a "data set" entails (see qualitative data). Texts can range from a single-word response to an open-ended question or as complex as a body of thousands of pages. As a consequence, data analysis strategies will likely vary according to size. Most qualitative researchers analyze transcribed in-depth interviews that can be 2-hours in length, resulting in nearly 40 pages of transcribed data per respondent. Also, it should be taken into consideration that complexity in a study can vary according to different data types.

In another hand, this study also used SPSS for quantitative data in nature of closed questionnaires, its responses were grouped according to each question; they were calculated in percentages, frequencies and represented in Tables in chapter four, while the thematic analysis for qualitative data was based on observation; interview, documentation and open questionnaires which were summarized qualitatively and translation of data into meaningful information was. Therefore its results findings under qualitative were presented in textual format.

CHAPTER FOUR

4.0 RESEARCH FINDINGS AND DATA ANALYSIS

4.1 Introduction

This chapter deals with research finding and data analysis. It presents the demographic characteristics of respondents and findings related to the study, i.e. sex, age, marital status, education qualifications, experiences, and year of first appointments of respondents. Presentation and analysis in this section was based on four research questions for the study.

4.2. Demographic Characteristics of the Respondents Distribution

As shown in Table 4.1-2.5% respondent was Secondary education officer, 10% of respondents were head of schools while teachers formed 20% students 20%, chair person of school board 10%, parents 20% and school community members 17.5% of total respondents. Secondary education officer and heads of schools forming the key respondents and therefore have a tendency to give a clear picture of what is happening at the grassroots since they happen to be the major implementers of the capitation grant policy in Kigoma District.

Table 4.1 : Status of Respondents Distribution

Items Investigated	Frequency	Percent (%)
District secondary Education officer	1	2.5
Head of schools	4	10
Teachers	8	20
Students	8	20
Chairperson of school boards	4	10
Parents	8	20
School community members	7	17.5
Total	40	100

Source: Field Survey (2017)

4.3 Gender Composition of Respondents Distribution

Respondents were asked to indicate their gender. The researcher was interested to collect information from both male and female in order to know the gender balance at Mungonya, Luiche, Mwandiga and Kagongo secondary school. The results findings show that male were nearly equal to female respondents. This indicates equal participation with respect to views on capitation grant which brings validity to the data. Results are presented in Table 4.2.

Table 4.2 : Gender Composition of Respondents Distribution

Gender	Frequency	Percent (%)
Male	21	52.5
Female	19	47.5
Total	40	100

Source: Field Survey (2017)

4.4 Age Distribution of Respondents Distribution

Respondents were asked to state their age. The reason for looking for the age of the respondents. The researcher was interested in knowing the current database of the respondents' in Mwandiga division. The results indicated 50% of the respondent's majority were of middle age namely 21 – 30 years as secondary students and youths in villages who know little on capitation policy and lack experience followed by 27.5%, 17%. And 5% group of 50+ (above) .The results are presented in Table 4.3.

Table 4.3: Distribution of Respondents Distribution

Age	Frequency	Percentage%
21-30 years	20	50
31-40 years	11	27.5
41-50 years	07	17.5
50+ years	02	5
Total	40	100

Source: Field Survey (2017)

4.5 Marital Status Distribution of Respondents

Respondents were asked to state their marital status. The aim was to for look for the marital status of the respondents in order to determine the involvement of the respondents in Mwandiga division which comprise luiche, Mungonya ,Kagongo and Mwandiga secondary schools. Respondents who were single were more (25 %) than married ones (70%).The results were presented in Table 4.4.

Table 4.4 : Marital Status Distribution of Respondents

Marital status	Frequency	Percentage%
Single	10	25
Married	28	70
Divorced	2	5
Widowed	0	0
Total	40	100

Source: Field Survey (2017)

4.5 Educational Background Distribution of Respondents

Respondents were asked to state the highest level of education they had attained. Particularly they were to mention the level of education as per the Tanzanian education system. The researcher was interested to know the number of respondents with ability able to analyze government policy on capitation grant in relation to their education. The data portrays that 45% formed the majority who had completed their secondary education and bellow than masters. This forms 2.5 % of the overall respondents. Therefore majority had an ability to analyze government policy on capitation grant. The results are presented in Table 4.5.

Table 4.5 : Educational Background Distribution of Respondents

Educational level	Frequency	Percentage (%)
Bachelor	14	35
Diploma	02	5
Secondary & Below	18	45
Certificate	03	7.5
Masters	1	2.5
Total	40	100

Source: Field Survey (2017)

4. 6 Working Experience Distribution of Respondents

Respondents were asked to indicate their teaching experience. The researcher was interested on getting the information about teaching experience issues. These findings show that experience might have an impact on performance at Kagongo, Mungonya, Luiche and Mwandiga secondary schools. The finding reveals that two groups of (27.5%) respondents have enough work experience. This implies that information obtained from them were sufficient for explaining about capitation grant. Results are presented in Table 4.6.

Table 4.6 : Work Experience Distribution of Respondents

Educational level	Frequency	Percentage (%)
1-5 years	11	27.5
11-20 years	03	7.5
21-30 years	03	7.5
30 years	01	2.5
31+ years	01	2.5
5-10 years	11	27.5
6-10 years	10	25
Total	40	100

Source: Field Survey (2017)

4.2.7 The First Appointment Distribution

Respondents were asked to state their year of the first appointment on teachers from Teachers` College/University who work at Kagongo, Mungonya, Luiche and Mwandiga and the results showed that majority of them were first appointed between the years 2014 comparing to 1980s. Therefore understand the introduction of capitation in community secondary schools. Results are presented in Table 4.7.

Table 4.7 : First appointment Distribution of Respondents

Responses	No. of respondents	Percentages
1980 Year	1	2.5
1987 Year	06	15
1988 Year	04	10
1989 Year	03	7.5
1993 Year	04	10
2002 Year	03	7.5
2004 Year	03	7.5
1998 Year	02	5
2006Year	03	7.5
2007 Year	02	5
2012 Year	02	5
2014 Year	07	17.5
Total	40	100

Source: Field Survey (2017)

4.3.1 The Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

Respondents were asked to answer two different questions and results are presented in Table 4.9. The findings revealed that the majority of respondents 87.5% said Capitation grant brought has not enhanced the needs of teachers and students for to improve teaching and learning environment. The findings on the research question reveal that the capitation grants brought to schools is not enough and that is why has not met the needs of teachers and students enhancement for teaching and learning environment in community schools. Results are presented in Table 4.8.

Table 4.8 : The Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

	Frequencies of respondents		
Questions	Yes	No	Total
Capitation grant brought has enhanced needs of teachers and students for teaching and learning environment	5	35	40
% of the responses	12.5	87.5	100
Are capitation grants brought to schools enough to needs of teachers and students enhancement for teaching and learning environment?	6	34	40
% of the responses	15	85	100

Source: Field Survey (2017)

4.3.2 The Capitation Grant is Adequate to Fulfill the Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

Respondents were asked two different questions in table 4.9. The findings revealed that 52.5% respondents said that the central government needs to have the new alternatives framework as the mechanism to enhance teaching and learning because capitation grant system is not practical and smooth in Tanzania. Whereby 47.5% of 19 respondents agreed.

The general overall findings show that 75% respondents confirm that there is the absence of transparency and consistency in use of capitation grants in school A, B, C, and D. The results are presented in Table 4.9.

Table 4.9 : The Capitation Grant is Adequate to Fulfill the Needs of Students and Teachers for Enhancement of Teaching and Learning Environment

Question	Frequencies of respondents		
	Yes	No	Total
Does the central government need to have the new alternative framework as the mechanism to enhance teaching and learning because capitation grant system is not practical and smooth in Tanzania?	19	21	40
% of the respondents	47.5	52.5	100
Do you agree there is transparency and consistency in use of capitation grants?	10	30	40
% of the respondents	25	75	100

Source: Field Survey (2017)

4.3.3 The Allocation of Capitation Grant to Community Secondary Schools

Respondents were asked to answer two different questions and results are presented in Table 11. The findings revealed that the majority of respondents 90% were not satisfied with how capitations are allocated in community secondary schools. Research field findings on the research question suggest that majority of respondents are not satisfied with how capitations are allocated in community secondary schools because such capitation grants do not come on time as acknowledged by 87.5% respondents. The results are presented in Table 4.10.

Table 4.10 : The Allocation of Capitation Grant to Community Secondary Schools

Questions	Frequencies of respondents		
	Yes	No	Total
Are you satisfied with how capitations are allocated in community secondary schools?	4	36	40
% of the responses	10	90	100
Do capitation grants come on time?	5	35	40
% of the responses	12.5	87.5	100

Source: Field Research (2017)

4.3.4 The Management Practice of Capitation Grants in Community Secondary Schools

Under this research question table 4.11, the study sought to examine on how community secondary schools practice management of capitation grants. The findings revealed that the majority of respondents 82.5% did not show the need for central government to have the new alternatives to the management of capitation grants. What is wrong is the practice by key responsible personnel. In connection with that finding indicates that

there is no good management practice of capitation grants in community secondary schools. The field survey data suggests that there are differences in the practice of capitation among schools across regions in Tanzania community secondary schools. The results are presented in Table 4.11.

Table 4.11 : The Management Practice of Capitation Grants in Community Secondary Schools

Questions	Frequencies of respondents		
	Yes	No	Total
Does the central government need to have the new alternative to the management of capitation grants?	7	33	40
% of the responses	17.5	82.5	100
Do you agree there is good management practice of capitation grants in community secondary schools	10	30	40
% of the responses	25	75	100

Source: Field Research (2017)

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three sections, namely discussion of findings, conclusion, and recommendations. The discussions, conclusion, and recommendations are presented by using research questions; it provides conclusions in line with the objectives of the study and statement of the problem. Finally, recommendations are given by research question.

5.2 Discussion of Research Findings

5.2.1 The Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

The findings on this research question revealed that the capitation grants brought to schools was not enough and therefore CG has not met the needs of teachers and students for enhancement of teaching and learning. Besides, it was observed that learning aids were found to have been mostly acquired by the head of schools for their schools and sometimes some had trickled in from the government. From other research findings such as Asante (2011) and support that where there are elements of the large number of student than teaching and learning resources there will be no improvement in its teaching and learning environment. This implies that in order to achieve desired objectives there is need to balance between need and enrollments.

Concerning these research findings and those of other researchers such as Hakielim (2009), and PETS (2004) many of the responses given is that, enough funds is required for teaching and learning for buying textbooks for teachers to teach and students to

learn. It is quite true that when capitation grant resource is enough and equal to student can enhance teaching and learning environment (Hakielim, 2009). This research finding by Hakielim (2009) is related to the responses from heads of school A and C who said that books are not enough for teachers and students. Some students do not have chairs and therefore learn in the difficult environment. Upon the reason for that, they said capitation brought is bawl what is in the guideline.

Concerning field findings; community members interviewed said that many students have no books for the academic subject; this implies that capitation grant does not serve needs of students. He added that the district education officer and head of school do different personal expenditure in collaboration with chairpersons of the school board who acts a neutral part. A researcher found that this findings is similar to research conducted by Asante (2011) which found that that the capitation grant strategy may not have the desired impact on the improvement and fulfillments of teachers and student needs for enhancement of teaching and learning environment. According to Asante (2011), the rapid increase in enrollment from most of the countries that have adopted capitation grants raises questions about its impact on the improved teaching and learning environment. This is the indication that some of capitations are personally used by key operators, and therefore in spite of capitation grant strategy, there is the existence of the problem of books and other resources for both teachers and students in community schools in Tanzania.

5.2.2 The Capitation Grant is Adequate to Fulfill the Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

In this study, it has been confirmed that findings show that 75% of respondents confirm that there is the absence of transparency and consistency in use of capitation grants in

school the capitation grant provided is inadequate to fulfill the needs of teachers and students for enhancement of teaching and learning environment in Kigoma district. The research findings show that improvement of teaching and learning environment is expected by the society members, which includes the supply of enough funds in the area of which teaching and learning materials are required UNICEF (2007). These views from researchers and those from the field are similar those obtained through documentation reports which indicate that capitation received by school A,B, and C were only for few students other student caption was not brought. This implies that capitation grants are adequate to fulfill the needs of teachers and students for enhancement of teaching and learning environment.

The interview with students and teachers said that head of schools seep out in the disbursement and utilization of the Capitation Grant. The researcher found that this research question is in line with the study conducted by the Centre for Democratic Development, Ghana (CDD-Ghana) which seriously interdicted officials of the Ghana Education Service (GES), especially head of schools, for leaks in the disbursement and utilization of the Capitation Grant, thereby defeating the purpose for which the grant was introduced (Asante,2011). This implies that capitation grant is not adequate to fulfill the needs of teachers and students for enhancement of teaching and learning environment since some of fund is lost in hands of officials and heads of schools.

5.2.3 The Allocation of Capitation Grant to Community Secondary Schools

Interviews done with the chairperson of the school board of school A and a head of school B revealed that the capitation grant is often received in the middle, close to the end or at the end of the academic year and those were confirmed by the financial records of the head of schools. This is an indication that the grant at times may fail to

meet its purpose due to its delay. This question comes in line support of the findings of other researchers conducted contained in a report dubbed: which stated that “100 respondents visited only 20% of heads were pleased with the disbursement and utilization of the grant while 80% were displeased for implementation” (Ghanney, 2014). Concerning this study, the researcher found that the research study corresponds to what was found in the survey by (Asante, 2011). The study had further exposed the deliberate inflation of enrollment figures by some officials and delays in the release of the funds, some as late as three years, with an average misappropriation per school in a year. This indicates that the spending pattern of the grant must be evaluated to determine whether it is being used to improve education, as anticipated by the policy. Hence the relationship between the allocation, equity and improved quality outcomes in the educational sector must be observed.

5.2.4 The Management Practice of Capitation Grants in Community Secondary Schools

The findings on the research question revealed that there is no good management practice of capitation grants in community secondary schools. The field survey data suggests that there are differences in practice of capitation among schools across regions in Tanzania community secondary schools. Accordingly, Asante (2011) who dealt the management practice of capitation grants in community secondary schools found that students living in one region of the country versus another are affected differently by the resources made available by the Capitation Grant Scheme”. While funding may be too small to remove what appears to be large financial barriers in many cases, differences in enrollment trends among different population groups and regions prompt us to believe that the capitation grant is being utilized differently in practice. The question of why some regions and districts as well as certain segments of the population appear to realize

gains in enrollment after the initiation of the Capitation Grant Scheme remains unanswered. Our hunch is that certain districts implement certain administrative structures and processes that are associated with better outcomes. The field survey data suggests that differences in practice exist across regions in Tanzania community secondary schools. When correlated research findings and other researchers such as Asante (2011) the researcher discovered Management Practice of Capitation Grants in Community Secondary Schools in poor because of lacking common practice and difficult to meet set objectives.

Concerning the two the parents and students interviewed confirmed that they sometimes misuse and misallocation of fund in schools. Example during emergency immediate, it becomes a loop hole for implementers such as heads of schools and education officers, to sustain their families, and their stomach together with their projects. Concerning these findings and those of other researchers such as PETS (2014) and Twaweza (2012), it is quite true that there is poor practice in capitation grant usage by implementers which limit teaching and learning improvement in community schools.

5.3 Conclusion by Research Question

5.3.1 The Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

Teaching and learning materials such as books, teacher's guild, and laboratory equipment were identified as needs at school. Needs were found to have been mostly acquired by the head of schools for their schools and sometimes some had trickled in from the government because capitation grant was not enough, This study concludes that when teachers and students resources are balanced to enrollments can improve the learning environment.

5.3.2 The Capitation Grant is Adequate to Fulfill the Needs of Teachers and Students for Enhancement of Teaching and Learning Environment

This study identified that capitation grant provided is inadequate to fulfill the needs of teachers and students for enhancement of teaching and learning environment to community secondary schools. However, there is the system of deliberate lack of transparency and consistency in practice by implementers which forces inadequacy. This study concludes that when enough fund and management of such fund are maintained capitation grant will be adequate to fulfill the needs of teachers and students for enhancement of teaching and learning environment.

5.2.3 The allocation of capitation grant to community secondary schools

The study indicates that majority of respondents 90% not satisfied with how capitations are allocated for community secondary schools, because capitation grants do not come on time. The chairperson of school board of school A and a head of school B revealed that “is often received in the middle, close to the end or at the end of the academic year and those were confirmed by the financial records of the head of schools. This is an indication that the grant at times may fail to meet its purpose due to its delay”. This study concludes that the allocation of capitation grant to community secondary schools may meet the needs when capitation is allocated in time to schools.

5.3.4 The Management Practice of Capitation Grants in Community Secondary Schools

This study indicates that management of capitation grants is poorly. This is caused by key responsible persons, the guideline is not in use or followed rather berried for the long time deliberately, and lack of training to implementers and stakeholders. This study

concludes that when the Management Practice of Capitation Grants in Community Secondary is improved teaching and learning environment will improve.

5.4 Recommendations

1).According to these research findings and various scholars.The researchers recommend observing resources teacher ratio and student resources ratio. Books, teacher's guild, laboratory equipment are not enough at school. Resources must correspond to numbers of teachers and students in school enough to satisfy T and L needs, it has been confirmed through findings that teachers and students needs are many than resources allocated, so only the few resources are available.

2).This study and various research findings justified that capitation grant has failed to fulfill the needs of teachers and students for enhancement of teaching and learning environment to community secondary schools. This is true because according to data at hand the policy is strongly appreciated supported and acknowledged with its objectives. However, there is the system of deliberate lack of transparency and consistency in practice by implementers. The researcher recommends on regularly check for application in practice of this principle of transparency and consistency in practice to all implementers.

3). capitation funds are poorly allocated to community secondary schools delay” with associated problem of poor disbursement and utilization of the grant by heads of schools. The researcher recommends bringing on time and redesigns the system of management of capitation.

4.).The management of capitation is poorly. Some of the reasons are political and deliberate decision of implementers and lack of training on the policy to both implementers and stakeholders. The researcher suggested improvement in practice by ensuring strong supervision, training transparency and accountability.

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APPENDICES

APPENDIX: I

QUESTIONNAIRE TO SECONDARY EDUCATION OFFICER, HEADS OF SCHOOLS, TEACHERS, AND STUDENTS

Dear respondents,

The researcher is John Jovin. Perusing Master's degree student of education administration in planning and policy studies at the Open University of Tanzania. My Master's degree dissertation "*assesses the impacts of capitation grants on improving teaching and learning environment: A case study on of Mwandiga division in Kigoma rural community secondary schools, Tanzania*" for purely academic purposes. All information will therefore, be treated with strict confidentiality. Kindly explain or tick [] one of the options. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire.

SECTION A: Personal Particulars

1. Sex (Tick one ✓): Male [] Female []
2. Age:Years
20-30 [] 31-40 [] 41-50 [] 50+ []
3. Marital Status (Tick One ✓) : Married [] Single [] Widow [] Widower [] .
Separated []
4. Educational Qualification: (Tick One ✓): Induction Course []
Diploma in Education [] Bachelor's Degree [] Master's Degree []
5. Experience:Years
1-5 [] 6-10 [] 11-12 [] 21 -30[] 31+ []
6. Year of First Appointment

1976-1980 [] 1981-1990 [] 1991-2000 [] 2001 -2010[] 2011-2014 []

SECTION B: Research Questions 1.What are the Needs of Teachers and Students for Enhancement of Teaching and Learning Environment?

(i)Are informed about capitation received by the school for enhancement of needs of teachers and students for teaching and learning environment?

Please, explain the circumstance.

.....

.....

(ii)What do you think are appropriate techniques to control poor management of funds in order to enhance needs of teachers and students for teaching and learning environment?

.....

.....

(iii) Suggest and advise a list of techniques to be used in managing school capitation grant received to enhance needs of teachers and students for teaching and learning environment?

.....

.....

.....

(iv) Suggest major techniques to help management to raise underperformance community secondary schools to enhance needs of teachers and students for teaching and learning environment by use of capitation grants

.....

.....

(v) How the application of capitation grants can do to enhance needs of teachers and students to raise your school performance at workplace. Explain

.....

(vi)Capitation grant brought has enhanced the needs of teachers and students for teaching and learning environment Yes ☐ No ☐

(vii) Are capitation grants brought to schools enough to needs of teachers and students the enhancement for teaching and learning environment? Yes ☐
 No ☐

SECTION C. Research Question 2. Is Capitation Grant Adequate to Fulfill the Needs of Students and Teachers for Enhancement of Teaching and Learning Environment?

- (i) What form of capitation grant do you suggest to be provided to community schools as framework?

.....

- (ii) Do you think these capitation grants are sufficient for the buying of books for each subject per student in community secondary schools? Please, support your answer

.....

If the above answer is yes/No, please explain why.....

.....

- (iii) Which are major challenges do you think management face in fulfilling the needs for teachers and students in enhancing teaching and learning environment for community secondary schools? Please list down.....

.....

(iv) Is lack of training to heads of schools on capitation grant use posing a challenge in management of capitation grants received in fulfilling needs of teachers and students for enhancement of teaching and learning environment? Explain

.....

(v) Is management aware of challenges facing heads of schools when using capitation grants briefly explain

.....

(vi) Does the central government need to have new alternative framework as mechanism to enhance teaching and learning because capitation grant system is not practical and smooth in Tanzania? Yes ☐ No ☐

(vii) Do you agree there is transparency and consistency in use of capitation grants?

Yes..... ☐ No..... ☐

SECTION D. Research Question 3 How Capitation Funds are allocated to Community Secondary Schools?

(i) Do officers aware on how to allocate funds to community secondary schools?

.....

(ii) Explain how government allocates funds to community secondary schools

.....

(iii) Since allocation started, has it enhanced needs of teachers and students for teaching and learning in community school organizations of today?

(iv) What are the best ways can you advise government to use in allocation of funds in order to cause capitation grant enhance needs of teachers and students for teaching and learning environment.

.....

(v) Are there challenges in allocation of capitation grants? Explain.....

.....

(vi) Are you satisfied with how capitations are allocated in community secondary schools?

Yes ☐ No ☐

(vii) Do capitation grants come on time? (Please tick) Yes ☐ No ☐

SECTION E. Research Question 4. How Community Secondary Schools Management of Capitation Grants is practiced?

(i) Do you think every community secondary school received as capitation and manage it? Support your answer

If the above answer is yes /No, please explain why

.....

(ii) Do you think these capitation grants are sufficient to ensure buying of books for each subject per student in community secondary schools? Please, support your answer

.....

If the above answer is yes/No, please explain why

.....

(iii) Are capitation received managed well to enhance teaching and learning environment

.....

.....

(iv) Is lack of training to heads of schools on capitation grant use posing a challenge in management of capitation grants received? Explain

.....

.....

(v) Explain on how you know about the management of capitation grant is practiced in community secondary schools

.....

.....

(vi) Does the central government need to have new alternative to management of capitation grants? Yes ☐ No ☐

(vii) Do you agree there is good management practice of capitation grants in community secondary schools?

Yes..... ☐ No..... ☐

APPENDIX: II

QUESTIONNAIRE TO CHAIRPERSONS OF SCHOOL BOARD, PARENTS AND COMMUNITY MEMBERS

Dear respondents,

The researcher is John Jovin Perusing Master's degree student of education administration in planning and policy studies at the Open University of Tanzania. My Master's degree dissertation *assesses the impacts of capitation grants on improving teaching and learning environment: A case study on of Mwandiga division in Kigoma rural community secondary schools, Tanzania* for purely academic purposes. All information will therefore be treated with strict confidentiality. Kindly explain or tick [] one of options. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire.

SECTION A: Personal Particulars

1. Sex (Tick one ✓): Male [] Female []

2. Age:Years

20-30 [] 31-40 [] 41-50 [] 50+ []

3. Marital Status (Tick One ✓): Married [] Single [] Widow [] Widower [] .

4. Educational Qualification: (Tick One ✓): Induction Course []

Diploma in Education [] Bachelor's Degree [] Master's Degree []

5. Experience:Years

1-5 [] 6-10 [] 11-12 [] 21 -30[] 31+ []

6. Year of First Appointment

1976-1980 [] 1981-1990 [] 1991-2000 [] 2001 -2010[] 2011-2014 []

SECTION B: Research Questions 1.What are the Needs of Teachers and Students for Enhancement of Teaching and Learning Environment?

- (i) How often have you been informed about capitation received by school for enhancement of needs of teachers and students for teaching and learning environment?

? Please, explain the circumstance

.....

- (ii)What do you think are appropriate techniques to control poor management of funds in order to enhance needs of teachers and students for teaching and learning environment?

.....

- (iii) Suggest and advise a list of techniques to be used in managing school capitation grant received to enhance needs of teachers and students for teaching and learning environment?

.....

- (iv) Suggest major techniques to help management to raise underperformance community secondary schools to enhance needs of teachers and students for teaching and learning environment by use of capitation grants

.....

- (v) How the application of capitation grants can do to enhance needs of teachers and students to raise your school performance at workplace. Explain

.....

.....

.....

(i) Capitation grant brought has enhanced needs of teachers and students for teaching and learning environment Yes ☐ No ☐

(ii) Are Capitation grants provided to community schools are enough

(iii) Yes ☐ No ☐

SECTION C. Research Question 2. Is Capitation Grant Adequate to Fulfill the Needs of Students and Teachers for Enhancement of Teaching and Learning Environment?

(i) What form of capitation grant do you suggest to be provided to community schools as frame work?

(ii) Do you think these capitation grants are sufficient to ensure good performance in science in community secondary schools? Please, support your answer

.....

.....

If the above answer is YES/ No, please explain why

.....

.....

(iii) Which are major challenges do you think management face in fulfilling the needs for teachers and students in enhancing teaching and learning environment for community secondary schools? Please list down

.....

.....

(iv) Is lack of training to heads of schools on capitation grant use posing a challenge in management of capitation grants received in fulfilling needs of teachers and students for enhancement of teaching and learning environment? Explain.....

.....

.....

(v) Is management aware of challenges facing heads of schools when using capitation grants briefly explain

.....

.....

(vi) Does the central government need to have new alternative framework as mechanism to enhance teaching and learning because capitation grant system is not practical and smooth in Tanzania? Yes ☐ No ☐

(vii) Do you agree there is transparency and consistency in use of capitation grants?

Yes..... ☐ No..... ☐

SECTION D. Research Question 3 How Capitation Funds are allocated to Community Secondary Schools?

(i) Do officers aware on how to allocate funds to community secondary schools?

.....

.....

(ii) Explain how government allocates funds to community secondary schools

.....

.....

(ii) Since allocation started, has it enhanced needs of teachers and students for teaching and learning in community school organizations of today

(iii) Do community secondary schools have the same allocation of funds

.....

.....

.....

(iv) What are the best ways can you advise government to use in allocation of funds in order to because capitation grant enhance needs of teachers and students for teaching and learning environment.

.....

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.....

(v) Are there challenges in allocation of capitation grants? Explain

.....

.....

(vi) Are you satisfied with how capitations are allocated in community secondary schools?

Yes ☐ No ☐

(vii) Do capitation grants come on time? (Please tick) Yes ☐ No ☐

SECTION E. Research Question 4. How Community Secondary Schools Management of Capitation Grants is practiced?

(ii) Do you think every community secondary school received as capitation and manage it? Support your answer

If the above answer is yes /No, please explain why

.....

.....

.....

(ii) Do you think these capitation grants are sufficient to ensure buying of books for each subject per student in community secondary schools? Please, support your answer

.....

If the above answer is yes /No, please explain why...

.....

(iii) Are capitation received managed well to enhance teaching and learning environment

.....

(iv) Is lack of training to heads of schools on capitation grant use posing a challenge in management of capitation grants received? Explain...

.....

(v) Explain on how you know about the management of capitation grant is practiced in community secondary schools

.....

(vi) Does the central government need to have new alternative to management of capitation grants? Yes ☐ No ☐

(vii) Do you agree there is good management practice of capitation grants in community secondary schools?

Yes..... ☐ No..... ☐

APPENDIX III
CHECKLIST FOR OBSERVATION

Do the school A, B,C and D have teaching and materials such books, flipcharts, chalks, pens for, and teaching guilds in shelf or possessed by each students and teachers.

Do the school A, B,C and D have laboratory in use, equipments and any social interactions process of students in laboratories involved for various testing during practical hours.

What are students, teachers, parents, community speak about school A, B, C and D on learning materials supplied to teachers and student.