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Relationship between Provision of Teaching and Learning Facilities and Human Capital Development in Secondary and Tertiary Learning Institutions in Murang'a County – Kenya

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Abstract

With the introduction of Constituency Development Funds (CDF) in Kenya in the year 2003, it was expected that every constituency would set aside a considerable amount of money from the kitty to finance education in the respective public schools hence improve the enrolment and standards. The funds were expected to be used to provide bursaries to students from needy backgrounds that would otherwise not access education. In addition, physical facilities like science laboratories, classrooms and libraries needed to be constructed and equipped to ensure high enrolment. However, many schools still lack basic teaching and learning facilities despite having received CDF over the years. Therefore, the study was designed to establish the effect of the provision of teaching and learning facilities on Human Capital Development in secondary and tertiary learning institutions in Murang'a County. The study adopted a descriptive survey design. The theoretical foundation was based on Stakeholders' Theory and Theory of Fiscal Federalism. The target population of the study comprised 84 members of the Constituency Development Fund Committee (CDFC), 271 secondary school principals, 1 university chancellor and 3 college principals, 135,500 secondary school students and 50,000 college students which totaled to 185,859. The study used stratified random sampling method to arrive at a sample population of 399 people consisting 4 members of the Constituency Development Fund Committee (CDFC), 12 secondary school principals, 1 university chancellor and 1 college principal, 243 secondary school students 138 college students which totals to 399. The researchers used questionnaires and key informant interviews to collect primary data. Quantitative data was sorted, cleaned and coded into SPSS version 23 for subsequent descriptive and inferential statistics such as regression, correlation and Chi-square analysis. The analyzed data was presented using charts, figures, tables, frequencies, percentages, mean and standard deviations. Qualitative data, on the other hand, was analyzed through content analysis. The research determined that CDF has fostered access to learning materials within schools and colleges. In turn, these learning materials have boosted the development of human capital in these institutions. Therefore, it was recommended that the CDF committee needs to ensure that the funds serve their objective of ensuring enhanced learning and educational programmes. The committees should make follow-ups on dispersed funds for developments in the schools and colleges to ensure that school infrastructure and learning conditions are improved in these institutions.

Key words: *Teaching/Learning Facilities, Human Capital Development, Secondary, Tertiary Learning Institutions*

1. Introduction

Every government in the world has a social contract with its citizens. It has the obligation to develop social and economic interventions to secure and guarantee the welfare of its citizens. The government is responsible for the development of social amenities and infrastructure such as transport systems, health facilities, clean and accessible water, and electricity. However, it is common to find that the quality and access to these services is affected by governance issues, state policies and structures, and implementation strategies (Giddens, 2013).

The development of human capital is critical to poverty alleviation and economic growth. Human capital development, from a macro-economic viewpoint, leads to the improvement of productivity, makes technological innovation possible, increases the sustainability of growth, and improves the return of capital, which increases poverty alleviation (Alkutich, 2016). Therefore, human capital is a critical factor of production throughout different areas of the economy.in a micro-economic level, getting an education improves the chances of one being employed and also increases their earning potential (Solga, 2008). As such, at a micro-economic level, human capital is that constituent of education that increases an individual's productivity and their earning potential while a being an important part of the production of a firm. Subsequently, human capital is the capability and the efficacy of people in the transformation of capital and raw material into services and goods and the agreement that it is only through the education system that these skills can be learned (Lutz & Samir, 2011).

2. Statement of the Problem

Human capital development of the poor majority remains the main strategy of reducing poverty in Kenya. Investment in the poor is fundamental in increasing the chances of the children of the poor escaping poverty through proper education services (Barro & Lee, 2013). CDF should give financial aid to students in school, yet it is not achieving its intended objectives. According to reports by the Ministry of Special Programmes (Government of Kenya, 2015), there is little significance of Constituency Development Fund projects at the constituency levels as most of the funds set aside for the activities are embezzled through collaboration between the CDF committees and the school principals.

A study by Likoko, Mutsotso and Nasongo (2013), on the utilization of CDF funds by secondary schools in Kenya, reported the misappropriation of the school fund and CDF allocation for schools where only children of the rich and relatives of the authorities benefited from the fund. Further, the study found that no school in Kenya had managed to use CDF fund in the provision of technical, learning infrastructure such as laboratory equipment has, and classes in spite of its existence for two years since 2003 by then. With the introduction of CDF in the year 2003, it was expected that every constituency would set aside a considerable amount of money from the CDF kitty to finance education in the respective public schools hence improve the enrolment and standards. The funds were expected to be used to provide bursaries to students from needy backgrounds that would otherwise not access education. In addition, physical facilities like science laboratories, classrooms and libraries needed to be constructed and equipped to ensure high enrolment (Bold, Kimenyi, Mwabu & Sandefur, 2016).

Likoko *et al.* (2013) recommend that provision of bursaries, learning materials and health services with follow-ups could help improve the functionality of CDF. The present research sought to reinforce these mitigating factors. With this in mind, there has not been a study undertaken in Murang'a County to determine how constituency development fund has affected human capital development in secondary and tertiary learning institutions. Therefore, the researchers sought to assess the role that has been played by the CDF on human capital development after 13 years of existence in Murang'a County. The research is expected to give insight to policy makers in Kenya on whether there should be continued programmes of CDF with major focus on schools or the CDF has been diverted to other issues that are fully devolved in the current dispensation of the constitution.

3. Study Objective

The main objective of the study was to determine the relationship between provision of teaching and learning facilities on Human Capital Development (HCD) in secondary and tertiary learning institutions in Murang'a County.

4. Review of Literature

4.1 Theoretical Framework

4.1.1 Stakeholders Theory

The creation of transparency and accountability in the public services sector is extremely complex. This complexity is occasioned by the fact that there is a complicated web of individuals such as service providers and policy makers that are responsible for accountability. Additionally, the achievement of accountability is complicated by the fact that it is difficult to define and to measure financial outcomes. Previous research shows that more than two thirds of failure to achieve accountability is because of wanton neglect and lack of commitment to accountability (Ladd, 1996). He contends that the present approach that aims at comprehending the working environment does not take into account the groups of people who are affected by or who can affect the corporation or its stakeholders. Moreover, he contends that effective management of the current business environment that is turbulent and dynamic can be addressed by the stakeholder theory; this theory gives a mechanism for addressing the dynamic demands of the various groups of stakeholders that have differing levels of stakes in an organization (Jensen & Meckling, 1996).

The main contention of the stakeholder theory is that the success of an organization when it tries to attain transparency and accountability depends on how well the organization manages the relationship that it has with all of its stakeholders. This theory therefore shows that the common viewpoint of the maximization of the wealth of the stakeholders is not enough since schools comprise of different implicit and explicit contracts with different entities. Additionally, stakeholder's theory makes the assumption that organizations are capable of influencing not only societies but their different stakeholders. During the development of the stakeholders' theory, Freeman incorporated the concept of stakeholders into the policy and planning model plus the corporate social responsibility model of managing stakeholders (Jensen & Meckling, 1996).

The analysis of stakeholders focuses on the development and evaluation of how the strategic decisions of the organization are approved by the stakeholders that support the organization (Ladd, 1996). In this study, the stakeholders include the Government of Kenya, CDFB, board Committees, targeted groups and the public. While these groups are not adversaries of each other, their disparate behaviors can hamper the development of strategies by school management that is a match for the available resources.

Hence, this theory is of importance in guiding how interactions between stakeholders can affect the role of CDF on human capital development.

4.1.2 Theory of Fiscal Federalism

The conventional theory of fiscal federalism provides a mechanism that allows for the allocation of functions to numerous layers of the government and the correct fiscal instruments for doing the functions that have been assigned to them (Oates, 1972). Wallace Oates' Decentralization Theorem gives the theoretical rationale for transfer of responsibility of the provision of communal merchandises and amenities from the central government to the resident cadre. The theorem stipulates that it is additionally effective for the local community to give effective outputs at their specific districts than for the central government to give specific and similar levels of development across all districts (Oates, 1972). Therefore, since the provision of public goods has no economies of scale as their benefits accrue to populations that are in different geographic locations, the welfare of a country is therefore almost similar to the welfare that can be provided by the central government.

The fiscal federalism theories define how best to provide public goods and services and how best to finance such goods and services in a manner that ensures the maximization of the welfare of the community and is characterized by the average voter theorem. Decentralization is more receptive to the needs of the local communities, which enable the targeting of the provision of public goods while centralization leads to similar provision of public goods in all jurisdictions. Decentralization is capable of being an effective method of alleviating poverty in societies and communities since the local communities are incentivized and knowledgeable in the designing and implementation of policies that are responsive to the needs and preferences of the local communities (Litvack et al, 1998, and World Bank, 2001). It leads to bottom up poverty reduction through broader participation of citizens as well as funding projects that fit their tastes and preferences (Turner and Hume, 1997).

Fiscal federalism theories stipulate that multiple layers of government are responsible for the expenditure and assignment of local revenues. National public goods should therefore be financed at the national level while the indigenous public properties should be funded at the indigenous level. Musgrave (1983) suggested that taxes and charges to users should be used to pay for the expenditure of the local public; these include property taxes while income taxes and consumption taxes should fund the central government. This subdivision of collected revenues mostly leads to improved responsibility in expenditure that is financed locally which justifies another characteristic of federal fiscalism of the issuance of inter-governmental grants in order to fill the revenue gap.

This theory gives insight on the part that fiscal transfer or grants play and the problems that come with it. Existing theoretical literature posits that the role of intergovernmental fund transfers and grants is to reimburse local governments for benefits spillovers to attain optimal provision of the public goods or services (Bird et al., 1995). The theories of fiscal federalism perceive that a federal system of government and of planning the public sector in a way that gives space for de facto making of decisions by local authorities regardless of the national government's constitution (Oates, 1999). In a normative point of view, this theory classifies public sector roles; allocation of resources, redistribution of income and stabilization of the macro economy in the face of failures in the market (Oates, 1999).

Another theory of fiscal federalism is based on Tiebout's Model (Brueckner, 2000). In the model, highly mobile households, residents choose locations in jurisdictions that give them a fiscal package that is most suitable to their preferences. These households choose their tastes. The households select their preferred supply of public goods by selecting amongst competing local jurisdictions and discretionally moving to that community that most satisfies their set of preferences. Individual households would be sort into taste homogenous jurisdictions where individuals vote with their feet and locate in the community that offers the bundle of public services and taxes they like best (Oates, 1999). Individuals will therefore satisfy their demand for public services by the appropriate selection of a community in which to live and pay taxes for the services. In equilibrium, people will distribute themselves across communities on the basis of their demands for public services where each individual receives desired level of public services and cannot be made better off by moving elsewhere.

Tiebout (2005) presented a model of local government expenditure that tries to determine the optimal level of public goods through a mechanism of preference revelation of the households. The Tiebout model therefore represents the preferences of the population more adequately than national level models and was said to be a model where people vote with their feet. The model works under the following assumptions: that Government activities generate no externalities, that individuals are completely mobile and that each person can travel without cost to a jurisdiction whose public services are best. The model also assumes that people have perfect information with respect to each community's public services and taxes, that there are enough different communities with public services for individual's choice, that public services are financed by a proportional property tax and communities can enact exclusionary zoning laws.

The theory of fiscal federalism will be applied in the study to determine whether there is income distribution and redistribution functions and resource allocation functions assigned to the required stakeholders. As noted by Ebel and Yilmaz (2002), the main benefit associated with a fiscal structure is economic efficiency, which rests on two assumptions. First, it assumes that a group of individuals who reside in a community or region possess tastes and preference patterns that are homogenous and that these tastes

and preferences differ from those of individuals who live in other communities or regions. Second, it assumes that individuals within a region have a better knowledge of the costs and benefits of public services of their region. This is aimed to be uncovered in the present study.

4.2 Discussion of Key Variables

4.2.1 Provision of Teaching and Learning Facilities and Human Capital Development

Uchendu (2013) examined the impact of the maintenance of resources on educational services delivery in private and public secondary schools in River Sate, Nigeria. The study used a descriptive design and sampled its 1,515 respondents using stratified sampling method to achieve a sample population of 738 principals and their deputies. This study established that there was a poor infrastructure maintenance culture in both the public and private schools sampled; these resources were not maintained as often as required. Proper maintenance of the physical infrastructure and resources of a school had an impact on academic performance and educational service provision. The study also established that insufficient funds were the major cause of poor physical resource maintenance.

CDF funds have increased the level of the development of key infrastructure such as roads that were previously in bad shape and impossible to use. These roads have now been upgraded and re-carpeted which has led to a decrease in the time and cost that is required to transport agricultural produce and people; this has also led to reduced spoilage of these goods and thus increased the income that farmers get from them. This also opens up schools hence increase in enrolment (Bold, Kimenyi, Mwabu & Sandefur, 2016).

Kipkosgei (2013) investigated the factors that influence the enrolment of disabled students in inclusive public primary schools in Nandi County. The study had the aim of finding out the factors influencing enrolment in special needs education institutions such as finance, physical facilities and instructional material, teacher preparedness and curriculum relevancy. It employed a descriptive survey research design and the data was gathered using two questionnaires for the principals and teachers. The sample was made up of 44 head teachers and 306 class teachers. The data was analyzed using descriptive statistics supported by tables, graphs, frequency, distribution and percentages. The study recommended that the government allocates more funds, that the physical facilities are re-structured, that TSC should recruit more trained teachers and the curriculum should be structured.

Achugbue and Ochonogor (2013) surveyed how people gain education and develop human capital through the utilization of information technology in the Delta State, Nigeria. The study analyzed and described the condition of the educational systems and human capital and how ready the State was to provide and develop human capital and education. It was established, through a review of various literatures, that there was insufficient contribution by the government toward the development of human capital and the provision of education. The researchers also contended that the government did not utilize its information systems and services adequately which led to the denial of access to human capital development and education by its intended beneficiaries. The study recommended that the State government increases its fiscal allocation to the provision of education and in the training and retention of teaching staff in all learning institutions. Further, it recommended that that the Delta State government revamps its systems that delivers information services.

A survey by Siringi, Muyanga, Bii, Amadala, Wanzala and Nyagesiba (2010) found that CDF had made the construction and establishment of 1,000 schools possible while the government has ceased hiring new teachers. The establishment of these new schools led to the formation of 13,223 new classrooms at both the secondary and primary school levels between the years of 2008 and 2009. They report that there are concerns that the level and the quality of learning stands to deteriorate as there is no increase in the number of teachers while the number of students increases (Mutai, 2006). The Ominde Commission recommended the formation of the Kenya School Equipment Scheme (KSES). This governmental body is charged with the role of providing learning and educational materials to primary schools in Kenya. To this end, the government allocated the bulk of its budget to the education sector (Kinyanjui, 2007). In 2013, the education sector was allocated Kshs426.53 billion out of which Kshs17 billion would go to annual purchase of laptops, build computer laboratories and train teachers (Mutambo, 2013).

In a study by Otieno (2010) to establish the influence of the availability of learning and teaching facilities on the mathematical performance of public secondary schools in Bondo, Kenya, it was established that the presence of learning facilities such as laboratories, classrooms, teaching aids and learning aids has a significant impact on performance. His findings are in tandem with those of Yadar (2007) and those of UNESCO (2008) which contends that the presence of teaching and learning materials such as classrooms, laboratories, stationary and teaching aids like blackboards, chalk and rulers had an effect on the academic performance of students.

Ochora, Matu, Mutai and Ondicho (2017) opine that the learning process improves tremendously with the existence of teaching aids and referencing materials such as classrooms, laboratories, books and textbooks. Additionally, they established that correct usage of these learning and teaching aids is exemplified by good academic performance. The findings of this study indicate that the presence of learning and teaching aids may improve the attitudes of teachers to the subject of mathematics which enables them to teach the subject in an exciting and interesting manners that makes it possible for students to explore and

manipulate mathematics in a manner that will keep them actively engaged (Ochora *et al.*, 2017). Evidently, the reviewed study concentrated on performance, specifically in mathematics. As such, it did not consider aspects of such as transition and completion rates; hence this study sought to fill this gap.

5. Research Methodology

The study was carried out in Murang'a County, Kenya. The research adopted a descriptive survey design in which the associations between variables were established. A descriptive design is a method of data collection that makes it possible to answer questions regarding to the present state of the respondents under study. The target population in the study comprised of 3 principals of the colleges (Murang'a Teachers College, Kenya Medical Training College (KMTC) and Murang'a Technical Institute) and 1 university chancellor (Murang'a University) in the County, 271 principals of public and private secondary schools, 84 members Constituency Development Fund Committee (CDFC) in 7 constituencies, 135,522 Secondary school students and 50,078 college students and university students were selected and given a chance to participate in the study as they are the primary recipients of CDF bursaries to schools.

The sampling method to be used for the study was that of stratified random sampling method where the researcher categorised the respondents according to the classes such as forms one to three that were expected to participate in the study. For the university and colleges, second year students participated in the study since they were in a position to describe the bursary application processes and how it had contributed to their retention in school. Secondary school principals from the most populous schools in the 7 constituencies also participated in the study plus the Chancellor of the university and the principals of the colleges. The study then considered every 3 members of the CDF committee in the 7 constituencies to participate in the study at random based on their availability with all the head teachers in a school being given a chance to participate in the study. This study used sampling procedure for the population (185,859 respondents) based on the Yamane (1967) formula. Table 1 below shows the sample size determination process.

Table 1 Sample Size Determination

	Description	Population	Sample
1	CDF Members	84	4
2	Principals	271	12
3	Secondary Students	135,522	243
4	University and College students	50,078	138
5	University Chancellors and college principals	4	2
	Totals	185,959	399

The research instruments that were used in the study were questionnaires that were structured according to the study objectives with both open and closed questions and key informant interviews. Key informant interviews were administered to the college principals and university vice chancellors. The research used of both descriptive and inferential statistics. The collected data was edited and coded into SPSS 23 for both descriptive and inferential statistics. The study used descriptive statistics such as: percentages, frequency of response, means and standard deviations and the inferential statistics that were utilized were multiple regression and correlation analysis to test the association between the study variables. The analyzed data was presented using charts, figures, tables and other info graphics. Qualitative data on the other hand was analyzed using content analysis using themes that relate to the objectives of the study.

6. Results and Discussion of Key Findings

6.1 Descriptive Statistics

The study sought to find out the relationship between provision of teaching and learning facilities on Human Capital Development (HCD) in secondary and tertiary learning institutions in Murang'a County. The study found that 38.9% of the respondents neither agreed nor disagreed that CDF has fostered access to learning materials within the schools while 26.8% strongly agreed. Moreover, 35.3% of the respondents agreed that CDF funds have enhanced the availability of more teaching staff within schools thus improving quality of education, 52.6% strongly agreed that the CDF funds have fostered the building of new classrooms thus creating conducive environment for learning, 52% strongly agreed that the CDF funds have been allocated to the construction of laboratories which are essential in fostering better performance, and 45.6% strongly agreed that the CDF funds have been channeled towards acquisition of books and learning materials thus enhancing quality of education.

The findings further indicate that 45% agreed that CDF funds have been allocated to the building of dormitories and hostels with foster a better learning environment, 45% strongly agreed that CDF funds have been channeled to the construction libraries which foster a better learning environment and 48.9% strongly agreed that CDF funds have been channeled to the equipping of laboratories and other departments in both secondary schools and colleges.

From the means obtained, most respondents agreed that CDF has fostered access to learning materials within the schools (M = 3.41, SD = 1.249); CDF funds have enhanced the availability of more teaching staff within schools thus improving quality of education (M = 3.55, SD = 1.152); CDF funds have been allocated to the construction of laboratories which are essential in fostering better performance (M = 3.86, SD = 1.376); the CDF funds have been channeled towards acquisition of books and learning materials thus enhancing quality of education (M = 3.74, SD = 1.380); CDF funds have been allocated to the building of dormitories and hostels with foster a better learning environment (M = 3.75, SD = 1.090); CDF funds have been channeled to the construction libraries which foster a better learning environment (M = 3.80, SD = 1.382) and that CDF funds have been channeled to the equipping of laboratories and other departments in both secondary schools and colleges (M = 3.86, SD = 1.363). The respondents strongly agreed that the CDF funds have fostered the building of new classrooms thus creating conducive environment for learning (M = 4.17, SD = 1.175). The findings were as shown in Table 2 below.

Table 2 Provision of Teaching and Learning Facilities

	Mean	Standard Deviation
CDF has fostered access to learning materials within the schools.	3.41	1.249
CDF funds have enhanced the availability of more teaching staff within schools thus improving quality of education.	3.55	1.152
The CDF funds have fostered the building of new classrooms thus creating conducive environment for learning.	4.17	1.175
The CDF funds have been allocated to the construction of laboratories which are essential in fostering better performance.	3.86	1.376
The CDF funds have been channeled towards acquisition of books and learning materials thus enhancing quality of education	3.74	1.380
CDF funds have been allocated to the building of dormitories and hostels with foster a better learning environment	3.75	1.090
CDF funds have been channeled to the construction libraries which foster a better learning environment	3.80	1.382
CDF funds have been channeled to the equipping of laboratories and other departments in both secondary schools and colleges.	3.86	1.363

The findings obtained in the study agreed with the findings of Bold *et al.* (2016) who determined that CDF funds have increased the level of the development of key infrastructure such as roads that were previously in bad shape and impossible to use. Otieno (2010) also established that the presence of learning facilities such as laboratories, classrooms, teaching aids and learning aids has a significant impact on performance. The findings are also in tandem with those of Yadar (2007) and those of UNESCO (2008) which contends that the presence of teaching and learning materials such as classrooms, laboratories, stationary and teaching aids like blackboards, chalk and rulers had an effect on the academic performance of students.

Ochora *et al.* (2017) agreed with the findings that the learning process improves tremendously with the existence of teaching aids and referencing materials such as classrooms, laboratories, books and textbooks. Additionally, they established that correct usage of these learning and teaching aids is exemplified by good academic performance. The findings of this study indicate that the presence of learning and teaching aids may improve the attitudes of teachers which enable them to teach the subject in an exciting and interesting manner that makes it possible for students to explore and manipulate mathematics in a manner that will keep them actively engaged.

6.2 Inferential Statistics

6.2.1 Regression between Provision of Teaching and Learning Facilities and HCD

As illustrated in Table 3 below, the predictor variable (provision of teaching and learning facilities) explained 51.3% of the variation in human capital development in Murang'a County. This was as given by the R square coefficient with a value of 0.680. Therefore, based on this coefficient, other factors that were not considered in study amount to 48.7% of the variability in human capital development in Murang'a County.

Table 3 Model Summary for Provision of Teaching and Learning Facilities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716[a]	.513	.512	.894

a. Predictors: (Constant), Provision of teaching and learning facilities

As illustrated in the Table 4 below, the significance value in testing the reliability of the model for the relationship between provision of teaching and learning facilities and human capital development was 0.000, which is less than 0.05 the critical value at 95% significance level. Therefore, the model is statistically significant in predicting the relationship between provision of teaching and learning facilities and human capital development. The F value from the table is 344.608 indicating a significant model for the relationship as given by the regression coefficients.

Table 4 ANOVA on Provision of Teaching and Learning Facilities

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	275.681	1	275.681	344.608	.000[b]
1	Residual	261.595	327	.800		
	Total	537.277	328			

a. Dependent Variable: Human capital development
b. Predictors: (Constant), Provision of teaching and learning facilities

The findings shown in Table 5 indicate that provision of teaching and learning facilities had positive and significant influence on human capital development. According to the results, provision of teaching and learning facilities had a significant influence on human capital development as shown by the coefficients (β = .716, t = 18.564, p = 0.000). These findings were in line with those of Bold *et al.* (2016) who found a positive relationship between provision of teaching and learning facilities and human capital development.

Table 5 Regression Coefficients on Provision of Teaching and Learning Facilities

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.893	.169		5.283	.000
1	Provision of teaching and learning facilities	.797	.043	.716	18.564	.000

a. Dependent Variable: Human Capital Development

7. Conclusions and Recommendations

The study findings led to the conclusion that CDF has fostered access to learning materials within schools enhanced the availability of more teaching staff within schools, allocated funds to the construction of laboratories, construction libraries, acquisition of books and learning materials and building of dormitories and hostels in both secondary schools and colleges. However, since the study found instances where the CDF funds did not serve their intended purposes, it is recommended that the CDF committee needs to ensure that the funds serve their objective of ensuring enhanced learning and educational programmes. The committees should make follow-ups on dispersed funds for developments in the schools and colleges to ensure that school infrastructure and learning conditions are improved in these institutions.

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