

Effects of Capitation Grant on the availability of infrastructural facilities and instructional materials in Kenya

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Abstract: The government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. Quality education assures sustainable acquisition of values, knowledge, skills and attitude be it intellectual or practical capable of developing the individual and contributes to national and global development. The process of providing quality education begins with proper planning for financial, human and physical resources and curriculum development. Since the introduction of free primary education, the Kenyan government has continued to invest heavily on the program for its sustainability and realization of the United Nation Sustainable Development Goals and the Education for All goals. It is important to understand the extent to which this capitation grant has affected service delivery in primary schools. The study sought to investigate the effects of capitation grant on the availability of infrastructural facilities and instructional materials in Seme sub-county, Kenya, with a view of suggesting ways of promoting effective utilization of capitation grant for quality education. The objectives of the study were; to investigate the effects of capitation grant on learning infrastructural facilities in Seme sub-county and to find out the effects of capitation grant on availability of instructional materials for free primary education in Seme sub-county. The study reviewed various literature on some past studies and assessed their contribution to the objectives of this study. The study used descriptive survey design, qualitative and quantitative methodologies of analyzing data. The study sample comprised of 269 teachers and 86 head teachers. The study used simple random sampling to select teachers. Purposive sampling was used to select primary school head teachers. Data was collected by use of questionnaire and interview schedules. Coded data was presented using Statistical Package for Social Sciences (SPSS) version 22 and analyzed using descriptive statistics such as percentages presented in tables. The study found that through the provision of FPE capitation grants, public primary schools were able to repair and maintain their learning facilities such as classrooms, desks and toilets, to improve the environment for teaching and learning. The study also found that FPE capitation grant has facilitated the availability and adequacy of instructional materials hence encouraged quality learning among the pupils. The study concluded that capitation grants influenced positively the availability of infrastructural facilities and instructional materials. Therefore the study recommends that due to effectiveness of FPE capitation grant, disburses on termly basis of 50% term one, 30% term two, 20% term three should consider adjusting upwards the amount awarded to schools to enable the school managers work effectively including proper maintenance of school infrastructural facilities and instructional materials. The school managers should be trained on proper financial management to prevent wastage and mismanagement of the funds. The school stakeholders should work in collaboration when it comes to identifying and budgeting for the learning materials to be purchased. This is important to ensure that the relevant materials with highest impact for the individual school are bought.

Key Words: Capitation grants, Infrastructural facilities, Instructional materials, Quality education

1. INTRODUCTION

Financing education started in the 18th century when Kenya had access to education in 1728 with a Swahili manuscript . The missionaries made conversation with Mombasa residence and placed one school at Rabai in the coastal region in 1846. The missionaries continued to extend their work into the Kenyan territory and managed to open up other schools in the western region throughout the colonial period a number of Kenyans were exposed to education and they continued to further their education. After independence Kenya started a campaign for free education in primary school level since then the system of education has been changed twice. The increase of enrolment in schools due to free primary education has long draw out the governments financial plan in reaction an organization was formed by parents, community, investors, civil societies and donors. Donor funding contributes directly to improve teaching and learning materials, increase reading ability and consequently quality education. Capitation grant has shown a huge impact on the children who were originally unable to attend the school because they lacked school levies. The attainment of Education For All by 2015 is a major goal and commitment of the National Alliance Rainbow Coalition(NARC) government in line with the right to education for all Kenyans especially children of primary school age as provided in the law children's Act (2001) Basic Education Act(2016), sessional paper no 1 of 2005 and in other official documents on education policies. This is also in line with the Government's commitment to International declaration, protocols and conventions as resolved in world conferences on EFA (Jomtein-Thailand,(1990) and Dakar-Senegal(2000) and by Sustainable Development Goals. Sessional paper No.1 of 2005 focused on the attainment of EFA goals, addressed the challenges facing the educational sector and consequently provided a policy framework on the education and training sector in order to meet the challenges of the 21st century (World Bank, 2014).

Prior to introduction of FPE capitation grant in January 2003 by National Alliance Rainbow Coalition (NARC) government under the leadership of president Kibaki, there was the issue of inadequate and dilapidated physical facilities and few instructional materials in most of the public primary schools. For instance, KENPRO (2010) cited that infrastructural facilities such as school fence, gate, buildings, toilets, play ground, flag posts, desks, chairs, tables, blackboards, water tanks, windows and doors, farm tools, balls, rings and goal posts were in poor conditions. Furthermore, KENPRO (2010) documented that a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate. In some schools they had introduced school mats and stones for children to sit on since there were no sufficient desks. School facilities have been shown to be important contributor to academic success in developing countries (Heyneman and Jamison,(1981). Based on instructional materials there was an issue associated with teaching-learning materials as a major challenge facing the system, (Okwach & George, 1997). Source

documented that instructional materials such as pencils, text books, teachers guide, exercise books, chalk, ruler, manila papers, felt pens, chart, globe, maps, rubber, wall pictures, blackboard ruler, pens and exercise books were always inadequate. It emerged that only teachers had access to textbooks while in other schools textbooks were being shared in the ratio of one textbook to five pupils. Sharing of textbooks affected their accessibility to the books while at home and many had to do their homework early in the morning the next day when in school. This says something about the amount of work the teachers have to give to the pupils. Shortages of supplementary reading books were also identified in the study.

It is widely accepted that investment in education is a necessary condition for development to be realized. Clearly, most of the governments globally have invested heavily in education policies promoting universal education for all. For instance, Free Primary Education Capitation in Kenya began in 2003 it abolished all levies charged at public primary schools created learning opportunities for many poor children who in the past could not access education due to the user charges and hitherto, the government and other education stakeholders have continued to spend hugely on the sustainability of the policy. For instance in 2010, just over 17 per cent of government expenditure went to education (Ministry of Education Science and Technology, 2013)

The capitation policy in the country is committed to ensuring renovation of classrooms, building of toilets, repair and maintenance, and improvement of physical facilities [good infrastructural learning facilities] , adequate number of non teaching staff, availability of text books and supplementary readers, textbook maintenance, exercise books, teachers' guides, reference materials, activity fee, stationary, assessment and examination, local transport and travelling, electricity, water and conservancy, telephone box, rental and postage, environment and sanitation, capacity building and meetings, contingencies, science and applied technology and ICT infrastructure materials (Ministry of Education, 2015). Despite the fact that the government is committed to this investment, a recent report by World Bank (2014) shows that most of the public primary schools in Kenya still records dilapidated infrastructural facilities and inadequate instructional materials. It is against this background that this study sought to investigate the effects of capitation grant on the availability of infrastructural facilities and instructional materials among public primary schools in Kenya.

1.2 Problem Statement

Capitation grant was to remove user charges and allow all school going children attend school as stipulated in the Constitution under the Children's Act which gives all children a right to education despite this a good number of children are still out of school. The Kenyan government has continued

to invest heavily on the program for its sustainability and realization of the UN Sustainable Development Goal and the Education for All goals (World Bank, 2014).

As in many African nations that have implemented Free Primary Education(FPE), the question of implementation of FPE in Kenya has continued to elicit mixed reactions despite the huge investment by various stakeholders; especially donor funds being injected into the program. Most of the public primary schools in Kenya have continued to record poor and dilapidated infrastructural facilities and inadequate instructional materials. The present study therefore sought to investigate the effects of capitation grant on the availability of infrastructural facilities and instructional materials in Seme sub-county, Kenya.

1.2 Objectives of the Study

The main aim of the study was to investigate the effects of capitation grant on the availability of infrastructural facilities and instructional materials in Seme sub-county, Kenya.

1.2.1 Specific Objectives of the study

- i. To investigate the effects of capitation grant on repair and maintenance of learning infrastructural facilities in Seme sub-county
- ii. To find out the effects of capitation grant on availability of instructional materials for free primary education in Seme sub-county

1.3 Justification of the Study

The study will be helpful in providing useful information to the governments through the ministry of education, donors and the academia in that; It will help both the national and the county governments, primary school head-teachers, development partners and communities in providing them with information on the usage of capitation grant in public primary schools and areas which need to be improved in terms of the provision of funds and policy.

It will help the government with useful information on how public primary schools implement capitation grant so as to assist them in deliberating and coming up with appropriate policies that can guide education funding for efficient and quality education outcome. The study will help the government through the ministry of education with useful data in analyzing strategies and establish their effectiveness in order to take effective measures regarding the achievement of the funding policies in public primary schools.

2. LITERATURE REVIEW

2.1 Introduction:

This section reviewed literature on some past studies and evaluated their contribution to the objectives of this study. To enhance a comprehensive analysis, the section looked into the effects of

capitation grant on availability of infrastructural facilities and effects of capitation grant on instructional materials for free primary education in some sub county, Kenya.

2.2 Theoretical Review

This study was guided by the Human Capital theory developed by Adam Smith in 1776. Education has recently been re-theorized under Human Capital Theory primarily an economic device. Human Capital Theory is the most influential economic theory of Western Education, setting the framework of Government policies since the early 1960's it is seen increasingly as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as technological change, research, innovation, productivity, education and competitiveness.

A prominent explanation for that move is provided by a recent reformulation of Human Capital Theory which has stressed the significance of education and training as the key to participation in the new global economy. This theory underscores the framework of government education funding policies for economic growth that are tailored towards enhancement of labour flexibility through regulatory reform in the labour market, as well as raising skill levels by additional investment in education, training and employment schemes, and immigration focused on attracting high-quality human capital. While it may be granted that education contributes to growth, so do many other activities.

In this respect, Blaug argues that "public expenditure on education depends not only on the costs of instruction but also on the volume of direct aid to learners." Blaug (1987) further notes that the "levels of public spending on learners aid can encourage or discourage the private demand for tertiary education but cannot directly affect levels of economic development or rates of growth of Gross National Product (GNP) per head". Even within economic discourse nevertheless, the commitment of governments to education policies of economic growth through human capital development is increasingly funded through several capitation grants. It recognizes the strategic importance of improving the overall education level of Kenyans within the context of poverty reduction and economic growth. Education is the key determinant of earning and important exit from poverty, increased investment in human capital including health and education is identified as one of the four pillars of the government's economic recovery strategy. Education is an investment in human capital and empirical evidence based on endogenous growth model shows that human capital is a key determinant of economic growth, social, technological and industrial needs for National development. Recent studies on human capital returns in Kenya shows that capital return increase as the level goes higher. Education can reduce social and economic inequality today. Kenya is characterized by large

inequalities with respect to income distribution and this has constraint economic growth. Investment in education is an important strategy to address such inequalities hence facilitates economic growth. The government involvement in training is therefore justified on the basis that human capital development has large social returns and it will also increase demand for more equitable education attainment which is an important human welfare indicator.

Application of the Theory in the Present study

The government of Kenya has therefore focused its main attention on formulating appropriate education funding policies to ensure maximum development of the human resource who are essential for all aspects of development and wealth creation through industrialization and technological advancement (Fedha, 2008). The introduction of free primary education in 2003, free tuition secondary education, secondary school cost-sharing policy and government funding such as Constituency Bursary Fund (CBF), Local Authority Transfer Fund (LATF), Orphans and the vulnerable children [OVC]fund, Constituency Development Fund (CDF), and Most Vulnerable Children[MVC] fund are some of the government initiatives towards creating open access to education for all citizens and to curb repetition and dropout of pupils in public primary schools and to increase retention rate. (Ministry of Education, 2013).

The application of this theory in the present study, is underpinned on the costs of the resources invested in the educational system and direct Aid to learners through various capitation grant, provision of good infrastructural learning facilities through repair and maintenance of classrooms and building of toilets, availability of text books, exercise books, teachers’ guides and reference materials. The net returns of spending on education are therefore the availability of human capital especially when more pupils are enrolled in schools, pupils are important assets to the school organisation and their value increases with Education, Training and Development.

CONCEPTUAL FRAMEWORK

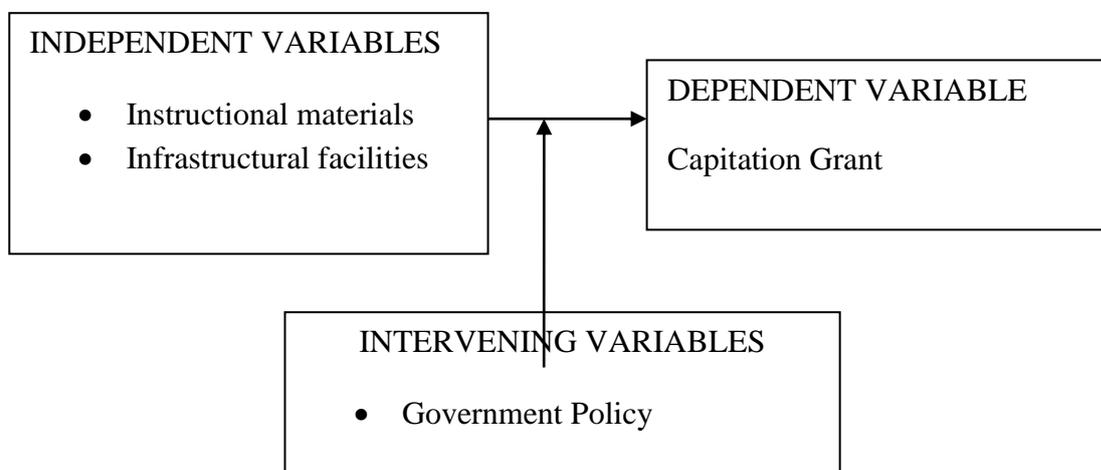


Figure 1. Conceptual framework (Source: Researcher, 2016)

Empirical Literature Review

Effects of Capitation Grant on Availability of Infrastructural Facilities

According to Crampton and Thomson (2003), no study of school funding is complete without a deep concern for the role of physical infrastructure in schools. A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. The analysis of the impact of school infrastructure on school enrolment runs the risk of confounding cause and effect if, as one might expect, households with a greater preference for schooling are able to move to areas with better schooling. In the United States for example, households demonstrate preference for schooling quality through higher property prices in districts with better schools (Buddin, Cordes and Kirby, 2008).

A survey conducted by Woodhall, (2007) in New-York found that after controlling demographics, students at schools with the best facilities performed better on standardized tests than schools with the worst facilities. In a study done by Ritzen, Van Dommelen and De Vijlder (2007), in Mozambique, allocation of infrastructure such as school or health services may be influenced by local demand for services. Mozambique's history of armed conflict led to destruction of physical infrastructure including schools, roads, and health centres, and formal provision of educational centres by the state was limited to the southern part of the country and to mostly urban zones. During this period very few new schools were constructed, and many of these were constructed through community initiatives that would reflect community preferences for schooling. Since the peace accord in 1992 and the general elections of 1994, there has been a rapid increase in the number of schools constructed in the rural areas and subsequent increase in enrolment rate in primary education due to FPE capitation grant (Ritzen *et al*, 2007).

Study conducted in South Africa by Ontwani (2004), on physical infrastructural funding as a result of Universal Free Primary education, the study used descriptive survey design and interviewed 100 primary school head-teachers through interview schedules. Qualitative analysis was done through thematic framework. According to the study findings, it was found that the general learning environment of most government owned primary schools was improved and more classrooms were erected to accommodate high enrolment rate of the pupils as a result of free primary education system. The study also found that FPE grants were used mostly to buy desks, build classroom, and provide instructional materials (Ontwani, 2004). These findings were echoed by Birimana, and Orodho (2014), in Tanzania on a study about teaching and learning resources and teachers effective classroom management and content delivery in secondary schools. The study reported that in 2001/2

nearly 14,000 new classrooms were planned, and about two-thirds have been completed, as well as the construction of teachers' houses, toilets and the supply of classroom furniture, using development grants made to school committees (Birimana, and Orodho 2014).

Similarly, Osei *et al.* (2009) examined the effects of capitation on learning facilities in Uganda. Using an econometric estimation model, the results showed that Capitation grants had significant impact on availability of infrastructural facilities such as classrooms and laboratories. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behaviour to the physical building conditions and overcrowding (Ontwani, 2004). Accessibility to schools to most of the respondents in Seme Sub-County has been eased since the inception of FPE, as a result of its contribution to the infrastructural development of learning institutions. It was also evident that students could walk short distances (between 0-5km) to school since more schools have been established in the villages.

According to a study done in Kenya by Abong'o (2007) on the contribution of FPE capitation grants on school learning facilities, the study administered questionnaires to 30 head-teachers of Ugenya Sub- County in Siaya County. Using descriptive survey design, the descriptive statistical analysis revealed that since the inception of FPE policy, the physical appearance of the learning institutions have improved since several classrooms and other learning institutions have been built to cater for the growing demand for FPE program. However, reviewing this study shows that it had methodological limitation because applying descriptive statistical analysis alone could not allow for striking the relationship between the variables. The present study therefore filled this gap by using inferential statistical analysis technique in order to bring out correlation between the variables.

Another study done in Kenya by Ngaira (2013), on effectiveness of physical infrastructure funding on increased access to education in public primary schools, the study examined the effectiveness of physical infrastructure funding for primary schools in Sabatia District. The main study objective was to determine the current status of primary school physical infrastructure given the availability of FPE capitation grants. The study adopted a descriptive survey research design where 22 schools were sampled through stratified probability and purposive sampling method. The respondents included: 22 head teachers, 44 school management committees, 44 class teachers and pupils. Data was collected using questionnaires, interview schedules, document analysis, focus group discussion and by observation. Quantitative data was analyzed through quantitative data techniques using statistical package for social sciences (SPSS). Qualitative data was put under themes consistent with research objects and explained. The study found that the provision of FPE capitation grants for physical infrastructure led to increased enrolment, staffing stability and improved academic

performance by pupils learning in institutions with the best facilities. Reviewing this study shows that it failed to provide information on how variables correlate, given that descriptive statistics could only provide the quantitative statistics. The present study used inferential statistics to fill this gap.

Capitation Grant on availability of Instructional Materials

Basic learning materials (that is, possession of at least one exercise book, something to write with, and a ruler) are considered crucial to ensure that the pupils participate reasonably in learning activities in the classrooms (World Bank, 2014). Therefore, it is desirable for all pupils to have these materials. A ruler is especially important for mathematics and science lessons, particularly for the upper primary school classes (Standard four to eight). Likewise, Maikish and Gershberg (2009), in their study on Education Decentralisation and Local Level Outcomes in Ghana found that it is desirable for each pupil to have sole use of a textbook (especially for the core subjects, such as reading, mathematics, and science), because research evidence has shown that sole use of textbooks is essential for effective teaching and learning in the classroom and enables pupils to undertake academic activities at home, such as doing homework and revising school work (MoEST, 2013).

According to Patrinos and Ariasingam (2007), in their study on decentralization of education in United States of America, the study established that through the federal government, public funds are channelled directly to individuals, or to institutions based on expression of demand by users, and that this has effectively lowered or eliminated the education cost burden on households. In another study done in Bangladesh by Sloth-Nielsen and Benyam (2007) on free and compulsory primary education in Bangladesh, found that under the school facilities grants, the government had devoted a lot of resources to procure textbooks, construct classrooms and teachers' houses, and purchase furniture for pupils. The increase in education inputs explains the gradual improvement of some education quality indicators from the time UPE was introduced.

Bakky and Oluwatayo (2013) conducted a study in Nigeria on Universal Basic Education Program focusing on the status quo and the way forward. The study interviewed 50 primary school head-teachers through in-depth interview schedule. Data were analyzed through thematic framework. According to the findings, the study found that the Nigerian government had invested heavily on provision of instructional materials to schools in response to increased enrolment rate that was due to the introduction of universal basic education.

In Ghana, Maikish and Gershberg (2009), in their study on education funding to the poor found that courtesy of the policy, there was recruitment of between 9-10,000 teachers per year and their upgrading, an improved curriculum and increased numbers of textbooks. Further, a \$10 capitation

grant was also introduced, like the development grants, controlled by school committees. This was intended to cover some of the additional school-based costs.

Kayabwe *et al* (2014) conducted a study on the use and usefulness of school grants. As part of the Universal Primary Education policy (UPE) introduced in Uganda in 1996, a 'capitation grant' program was introduced in all schools in the country. This grant has also been occasionally supplemented in some schools by school facilitation grants (SFG), channeled mainly into maintenance and improvement of infrastructure. In order to learn about the design and implementation of this grant, researchers visited three regions in the country to interview school principals, teachers, members of parent committees, parents, and pupils. Fourteen schools were visited in total as well as three decentralized education offices (municipal or district), one in each region. Kayabwe *et al* (2014) found that owing to the capitation grants, adequacy of learning materials such as books and other instructional materials was improved as well as enrolment rate. This is similar to the findings of Chimombo (2009), who found that capitation grants as far as instructional materials is concerned, reduces learners to textbooks ratio and increases the availability of learning materials to the learning institutions.

Motuka and Orodho (2014) conducted a study on financing of public primary schools and the provision of educational facilities to enhance quality in primary schools in Rigoma Division, Nyamira County. The study adopted an ex-post facto research design predicated on the premise that the variables of the study had already occurred before the study was undertaken. The major findings of this study were that since the inception of FPE, most of the schools in the rural areas had improved in terms of enrolment rate and availability of instructional materials. Ananga (2011) similarly found that increasing the amount of capitation grant and availing the funds in time are one of the necessarily solutions to realize school improvement plans and create good environment for learning.

3. RESEARCH METHODOLOGY

The study used descriptive survey design, both qualitative and quantitative methodologies of collecting data. This study was conducted among the public primary schools in Seme Sub-County. Seme Sub-County is one of the newly found sub-counties in Kisumu County. The sample size was determined using the Krejcie and Morgan (1970) Table which allowed a sample of 29.9% (269) to be a representative sample of the targeted 864 teachers. As for the head-teachers, 10 head teachers were selected purposively and proportionately from the overall target population of 108 head-teachers in the region, as guided by Krejcie and Morgan (1970) Table. Therefore, 269 teachers and 86 head teachers were given questionnaires, while for the sake of qualitative data; purposive sampling was adopted where 10 head teachers were sampled.

The study adopted purposive sampling technique to select ten head teachers for interview and qualitative data. Purposive sampling technique is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research (Punch, 2010). As for the teachers, simple random sampling technique was used to select five teachers in every selected school for administration of questionnaires until 269 respondents are achieved. Simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Quantitative data from questionnaires were analyzed by descriptive statistics (percentages and frequencies), with the help of Statistical Package for Social Sciences (SPSS) version 22 while qualitative was analysed thematically.

4. RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction:

Since the overall objective of this study was to investigate the effects of capitation grant on the availability of infrastructural facilities and instructional materials in Seme sub-county, Kenya. The study was limited to this geographical division. The field research was comprehensive, giving most of the attention to the variables of this study which included: infrastructural facilities and instructional materials. All these variables were captured in the questionnaires and the responses were highlighted as shown.

4.2 Return Rate of Questionnaires

The researcher measured the return rate and the findings were ;

Table 1 Return Rate of Questionnaires (n =241)

Category of the Respondent	Targeted Number of Respondents	Number of respondents that participated	%
Teachers	268	241	89.6
Head Teachers	10	10	100

The return rate of the questionnaires was 89.6% (241) from the teachers' respondents. The return rate from the head teachers was 100%(86). Implying that all the questionnaires administered to head teachers were usable. This response return rate was achieved because the researcher made call backs, administered the questionnaires and conducted the interviews in person.

4.3 Effects of capitation grant on repair and maintenance of learning infrastructural facilities

The study sought to investigate the effects of capitation grant on repair and maintenance of learning infrastructural facilities in Seme sub-county. Respondents (teachers) were asked to indicate their response on the following statements on a scale of 1 to 5, where; strongly Agree=1, Agree=2, Neutral=3, Disagree=4, and Strongly Disagree=5. Table 2 shows the response.

Table 2 Effects of FPE capitation grant on repair and maintenance of learning infrastructural facilities.

Head teachers and teachers response on repair and maintenance of learning infrastructural facilities(n= 241)

Statement		1	2	3	4	5	TOTAL
Because of FPE capitation, the school has face lifted its facilities	F	114	95	18	6	8	241
	%	47.3	39.4	7.5	2.5	3.3	100
No pupil is sent home for school fees to be used for repairing and maintaining learning facilities	F	125	77	23	7	9	241
	%	51.9	40.0	9.5	2.9	3.7	100
Compared to times when FPE policy was not available, the school can now repair its desks and furniture in the classroom	F	117	94	17	9	4	241
	%	48.5	39.0	7.1	3.7	1.7	100
Learning environment has now improved since the inception of FPE policy	F	122	81	19	10	9	241
	%	50.6	33.6	7.9	4.1	3.7	100
Because of the FPE capitation, toilets are now adequate and clean	F	107	55	29	15	5	241
	%	44.3	22.8	12.0	6.2	2.1	100

According to the findings, in Table 2, 47.3% strongly agreed that because of FPE capitation, the school had face lifted its facilities, 39.4% agreed with the statement while only 5.8% cumulatively did not agree with the statement. This shows that cumulatively, 86.7% confirmed that owing to FPE capitation, schools renovated and repaired its facilities to provide good environment for learning. Ananga (2011) in his study in Rural Ghana similarly found that increasing the amount of capitation grant and availing the funds in time are some of the necessarily solutions to realize school improvement plans and create good environment for learning. Improvement of learning environment through utilization of FPE was also supported by 50.6% of the respondents who strongly agreed that FPE capitation grant had enabled them to facelift their schools for good learning. For instance, over half of the respondents at 67.1% cumulatively confirmed that because of the FPE capitation grant, toilets were then adequate and clean for school community. Osei *et al.* (2009) in their study in Uganda also found that capitation grants had significant impact on availability of infrastructural facilities such as classrooms and laboratories.

Majority of the respondents at 83.9% agreed that no pupil was sent home for school fees to be used for repairing and maintaining learning facilities, while only 6.6% indicated otherwise. Similarly, the study revealed that compared to times when FPE policy was not available, the school could now repair its desks and furniture in the classroom more easily. This statement was confirmed by over three quarters of the respondents (87.5%) who agreed with the statement. The study also found that FPE grants were used mostly to buy desks, repair classrooms, and provide instructional materials. In similar vein, a study by Ontwani (2004) in South Africa found that the general learning environment of most of the government owned primary schools was improved and more classrooms were erected to accommodate high enrolment rate of the pupils as a result of free primary education system. This observation was also supported by Abong'o (2007) in his study in Ugenya Sub-county; Kenya, found that since the inception of FPE policy, the physical appearance of the learning institutions have improved since several classrooms and other learning institutions have been built to cater for the growing demand for FPE program.

In similar vein, during the interview session with the head-teachers, one of the themes that arose was repairing and maintenance of school facilities. It was found that FPE capitation program had assisted to a greater extent in school maintenance and repair. For instance, one of the head teachers revealed that:

“Through the FPE program, we are able to repair and maintain our learning infrastructural facilities such as classrooms, gate, fence, painting class and chalk board, games equipment, playground, desk, tables and chairs and toilets and in doing so, the school environment is made conducive for effective learning” [head teacher 7]

Another head teacher confessed that:

“FPE program has helped a lot in repairing and maintaining of school facilities, it has helped learners to love going to school because of good environment for learning” [head teacher 10]

4.4 Effects of capitation grant on availability of instructional materials

The researcher sought to investigate the effects of capitation grant on availability of instructional materials for free primary education in Seme sub-county. To achieve this, respondents (teachers) were asked to indicate response on the following statements on a scale of 1 to 5, where; Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, and Strongly Disagree=5. Table 3 shows the response.

Table 3 Effects of FPE capitation grant on availability of instructional materials.

Head teachers and teachers response (n = 241)

Statement		2	2	3	4	5	Total
Because of FPE capitation grant, we can buy text books for learning	F	132	101	11	3	4	241
	%	54.8	41.9	4.6	1.2	1.7	100%
No pupil lack writing materials thanks to FPE capitation grant.	F	88	75	20	37	21	241
	%	36.2	31.1	8.3	15.4	8.7	100%
Compared to times when FPE policy was not available, the school can now afford conveniently instructional materials for learning.	F	111	99	27	2	5	241
	%	46.1	41.1	11.2	0.8	2.0	100%
In every disbursement, every pupil is allocated an amount for his/her learning materials	F	98	112	20	8	3	241
	%	40.7	46.5	8.3	3.3	1.2	100%

According to Table 3 the study findings, majority of the respondents at 54.8% strongly agreed that because of FPE capitation grant, they could afford to buy text books for learning, 41.9% just agreed with the statement, while only 2.9% cumulatively disagreed with the statement. This finding shows affordability of text books to ease learning among the public primary schools was realized through the introduction of capitation grants. The findings is also supported by Benyam and Sloth-Nielsen (2007) who also found that under the school facilities grants, the Bangladesh government had devoted a lot of resources to procure textbooks, construct classrooms and teachers' houses, and purchase furniture for pupils.

Cumulatively, 67.3% confirmed that since the introduction of capitation grant, no pupil lacked writing materials thanks to FPE capitation grant, 8.3% were not sure of this statement, while only 24.1% cumulatively disagreed with the statement. It can therefore be deduced that as a result of FPE, pupils were able to access writing materials to facilitate their learning. This finding concurs with the study done in Uganda by Kayabwe *et al* (2014) who also found that owing to the capitation grants, adequacy of learning materials such as books and other instructional materials was improved as well as enrolment rate.

Compared to times when FPE policy was not available, the study found that schools could now afford conveniently instructional materials for learning as was supported by majority of the respondents at 87.2% cumulatively, who agreed with the statement, while only 10.0% disagreed. These findings corroborate the findings of Maikish and Gershberg (2009), in their study on education funding to the poor in Ghana, where they found that courtesy of the policy, there was recruitment of between 9-

10,000 teachers per year and their upgrading, an improved curriculum and increased numbers of textbooks. The study also found that cumulatively, 87.1% strongly agreed that in every disbursement, every pupil was allocated an amount for his/her learning materials, while 4.5% disapproved the statement, as 8.3% were not sure about the statement. This shows that the FPE capitation program was a right to every Kenyan child and was allocated to every child without discrimination in public primary schools.

4.4.2 Text Book to Pupil Ratio

Respondents were also asked to describe the text book to pupil ratio. This was crucial in order to establish the effects of capitation grants on availability and adequacy of textbooks. Table 4 shows the response.

Table 4 Text Book to Pupil Ratio

Description of Text Book Ratio of the Pupil	Frequency	Percentages
One book per child	109	45.2
One book per two children	125	51.9
One book per three children	41	17.0
One book for more than three children	17	29.5
Total	241	100.0

Table 4 reveals that over half of the respondents at 51.9% indicated that the ratio of books to children was 1:2, implying that only two children could share one text book. Another 45.2% of the respondents indicated one book per child while only 46.5% cumulatively indicated one book for three or more children. Thus, 97.1% of the children were either having their own book or sharing with other pupils. This is similar to the findings of Chimombo (2009), in his study in Malawi and found that capitation grants as far as instructional materials is concerned, reduces learners to textbooks ratio and increases the availability of learning materials to the learning institutions. This shows that the ratio of text book to children had been reduced thanks to the availability of FPE program.

In the same breadth, during the interview with the head teachers, one of the themes that came up was adequacy of instructional materials. It was found that effective use of FPE program could increase availability and adequacy of instructional materials. One of the head-teachers whose voice captured the views of other head teachers said that:

“Through the FPE capitation program, we are able to adequately avail, text books and writing materials for the pupils to use for learning. This initiative has greatly reduced sharing of instructional materials such as text books and now I can happily confess that the text book to pupil ratio is reduced” [head teacher 5]

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

The study sought to investigate the effects of capitation grant on the availability of infrastructural facilities and instructional materials in Seme sub-county, Kenya. In view of this, the study provided the recommendations that would promote effective utilization of capitation grant for improvement of infrastructural facilities and increment of instructional materials for quality education.

5.2 Summary of the Findings

5.2.1 Effects of capitation grant on repair and maintenance of learning infrastructural facilities

Based on this objective, the study found that cumulatively, 86.7% agreed that because of FPE capitation grant, the school had face lifted its facilities, through renovation and repair to provide conducive environment for learning. For instance, over half of the respondents at 67.1% cumulatively confirmed that because of the FPE capitation, toilets were adequate and clean for the school community. Majority of the respondents at 91.9% agreed that no pupil was sent home for school fees to be used for repairing and maintaining learning facilities, while only 6.6% disagreed. Similarly, the study revealed that compared to times when FPE policy was not available, the school could now repair its desks and furniture in the classroom more easily.

5.2.3 Effects of capitation grant on availability of instructional materials for free primary education

According to the major findings in this objective; over half of the respondents at 96.7% agreed that because of FPE capitation they could easily afford instructional materials such as text books for learning. Further, 67.3% confirmed that since the introduction of FPE as a form of capitation grant, no pupil lacked writing materials thanks to FPE capitation grant. On textbook to pupil ratio, the study found that over half of the respondents at 51.9% indicated that the ratio of books to children was 1:2, implying that only two children could share one book. Another 45.2% of the respondents indicated one book per child showing that almost all the respondents cumulatively at 97.1% confirmed that no more than two children were sharing a text book.

Conclusion

The study sought to investigate effects of capitation grant on repair and maintenance of learning infrastructural facilities. The study concluded that through the provision of FPE capitation grants, public primary schools were able to repair and maintain their learning facilities such as classrooms, desks and toilets, to improve the environment for teaching and learning. Secondly the study sought to find out effects of capitation grant on availability of instructional materials for free primary education. Based on this, the study concluded that FPE capitation grant has facilitated the availability and adequacy of instructional materials and writing materials hence encouraged quality learning among the pupils.

5.3 Recommendations

This section stipulates the recommendations to be implemented for practice and policy so as to enable effective utilization of FPE capitation grant for positive results. Due to effectiveness of FPE capitation grant, disbursements on termly basis of 50% term one, 30% term two, 20% term three should consider adjusting upwards the amount awarded to schools to enable the school managers work effectively including proper maintenance of school infrastructural materials. The school managers such as the head teachers should be trained on proper financial management to prevent wastage and mismanagement of the funds. The school stakeholders such as pupils, parents, head teachers, and teachers should work in collaboration when it comes to identifying and budgeting for the learning materials to be purchased by the FPE program. This is important to ensure that the right materials with highest impact for the individual school are bought.

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