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## Relationship between Financial Resources and Students' Performance in Kisumu County, Kenya

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*Abstract*
*Primary schools exist to fulfil certain mandates that include offering quality education to learners, maximizing the stakeholders' interest, social responsibility and ethics. However, the achievement of these mandates has not been easy due to increased demand for primary education in Kenya while the resources are still minimal. Many scholars observe that the quest for provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and the developing countries. The purpose of this study was to investigate the relationship between the financial resources and pupils' performance. The conceptual framework shows the relationship between the financial resources as independent variable with pupils' performance as dependent variable. Instruments of data collection were questionnaires, interview schedule, Focus Group Discussion and document analysis. Piloting of instruments was done in seven schools which were not included in the study. Validity of research instruments both face and content were presented to experts in the department of education management and foundation for evaluation and recommendation. Reliability was calculated by using the test re- test and Pearson r coefficient of 0.84at a set p – value of 0.05 was considered reliable. Quantitative data was analyzed using descriptive statistics in form of frequencies and percentages. Qualitative data was transcribed and analyzed in emergent themes and sub themes. The findings show that the headteachers and teachers had a mean rating of 3.08(high) and 3.50(very high) and that financial resources accounted for 8.4% (Adjusted R Square = -0.084) of the variation in the academic performance. The implication was that proper financing of school affects academic performance of primary schools. The findings of this study are significant to policy makers, education planners and implementers of quality assurance in primary schools.*

*Keywords: Primary education, education for all, financial resources, student performance*

## 1. Introduction

Education is a key pillar of economic, political and social development. Provision of quality education is not only a Kenyan concern but a global one. Education is considered to be the stimulator of economic growth, more wealth and income distribution, greater equality of opportunity, availability of skilled human power, a decline in population growth, long life, better health outcomes, low crime cases, national unity and political stability. Education is the basis upon which any development in a nation is pegged. Good and quality education is achieved when all factors contributing to its success are adhered to. These factors can be grouped as physical resources, financial resources, human resources and instructional resources (Nyakundi, 2012).

Governments world-wide are turning to school leaders to improve educational quality and are responding to greater demand for accountability from the public for the education system where children are learning (World Bank, 2009). In 2001, the United Nations Secretary General came up with critically important initiatives "Education First", which sought to refocus the world attention on the unfinished agenda of quality education for all. Ayodo (2010) observes that the quest for provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and the developing countries.

In South Africa, schools are compelled to inform parents of the school fee exemption for poor learners. In 2006, the country undertook to develop a framework which allows disadvantaged schools to receive subsidies if they enrolled non-fee-paying learners as the number of exemptions granted to poor learners at certain schools was becoming a burden to school finances (UNESCO, 2011). In Zambia and Malawi, studies show that close to 70% of secondary school students are entitled to bursary schemes as a form of government education funding policies, which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as double orphans. Bursary schemes are also favoured to improve retention of girls in the schools (Sutherland-Addy, 2008).

To enhance access, Free Primary Education (FPE) was reintroduced in 2003 as a government commitment to achieve universal primary education. This is in line with international commitments such as Education for All (EFA) and also part of National Economic Strategy set out by Kenyan Government in the recent reforms (Republic of Kenya, 2005). FPE fund comprises of an allocation equivalent of Ksh.1,356 per child per annum with the amount disbursed based on the number of pupils enrolled in schools within the area. Analysis of census report of 2009 show that the number of children out of school in formal education system was 6.7 million. Specifically, they are about 2.1million in pre – primary (3 – 5years), 1.9 million (6 – 13years) and 2.7 million (14 – 17years). Although studies have been done on Free Primary Education, researchers have not paid enough attention to possible relationship between financial resources and pupils' performance. The study was, therefore toestablish whether poor or lack of financial resources can affect the pupils' academic performance.

In a study conducted by Motuka and Orodho (2014) on financing of public primary schools and the provision of educational facilities to enhance pupils' performance 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 government funding of schools was grossly inadequate. Parents through PTA highly subsidized the funding of schools in the study locale by conducting occasional fundraisings and soliciting funds from philanthropic organizations, albeit inadequate. However, this study brought out the financial challenges facing the head teachers in their management, but did not address how the inadequacy of the finance affects pupils' performance in these learning institutions. In the current study, the researcher established clear relationship between pupils' academic performance and financial resources available in public primary schools.
Table 1 shows the comparative performance of students at KCPE for various counties surrounding Kisumu County.

| County | 2016 | 2015 | 2014 | 2013 | 2012 |
|---|---|---|---|---|---|
| Nandi | 267.99 | 268.25 | 263.45 | 267.00 | 245.00 |
| Siaya | 266.01 | 267.30 | 244.43 | 266.99 | 256.32 |
| Kisumu | 265.65 | 258.18 | 262.25 | 258.00 | 240.45 |
| Vihiga | 267.82 | 265.11 | 247.00 | 265.00 | 245.00 |
| Busia | 265.31 | 265.00 | 245.11 | 266.12 | 245.68 |
| Homa Bay | 265.44 | 265.99 | 245.00 | 264.56 | 244.00 |

*Table 1: Academic Performance in KCPE in Several Counties*
*Source: KNEC annual report (2016, 2015, 2014, 2013, 2012)*

From the table, Kisumu County mean marks were the lowest in 2012, 2013 and 2015 at 240.45, 258 and 258.18 respectively. In 2016 it was better than Busia and Homabay only. It was important to establish whether this performance was due to financial resources in the county.

### 1.1. Statement of the Problem

Right now, public primary schools in Kisumu County is experiencing below average performance compared to most schools in the Country. This study is designed to find out if there is a relationship between educational resources and learners' performance. The government, as a chief ally of public primary education in Kenya, has not effectively offered interventions to primary schools as in most cases, they delay in disbursement of the funds or disbursing inadequate funds, not giving a direction on how resources are acquired, used and maintained while at the same time pushing the same institutions to admit more pupils.

The desire to provide quality education for all children was one of the major objectives of the struggle for independence. As such, the government of Kenya has been trying to implement measures to improve the quality of education in primary schools. Despite government measures such as teacher salary increment, employment of more teaching and non-teaching staff and availing of physical resources, performance in public primary schools has been persistently low, hence, there is a need to evaluate if there is a relationship between educational resources and pupils' performance in public primary schools.

### 1.2. Assumptions of the Study

The study was based on the following assumptions:
- That the respondents are knowledgeable and are able to fill questionnaires and respond to interview schedules.
- There are proper school records on academic performance and financial resources.
- All public primary schools have conducive learning atmosphere.

### 1.3. Conceptual Framework

The study was guided by the Education Production Function Theory whose main proponents are Dewey, Husted and Kenny (1998). The theory focuses on the analysis in the administration of education whose impacts are on school resources. The theory assumes that there is substitutability of inputs to produce the same output. In this study the input is financial resources and the output is academic performance.

The conceptual diagram in Figure 1, developed from this theory, shows the relationship between financial resources and pupils' performance in primary schools. This study entirely used the inputs to investigate the adequacy of financial resources utilization.
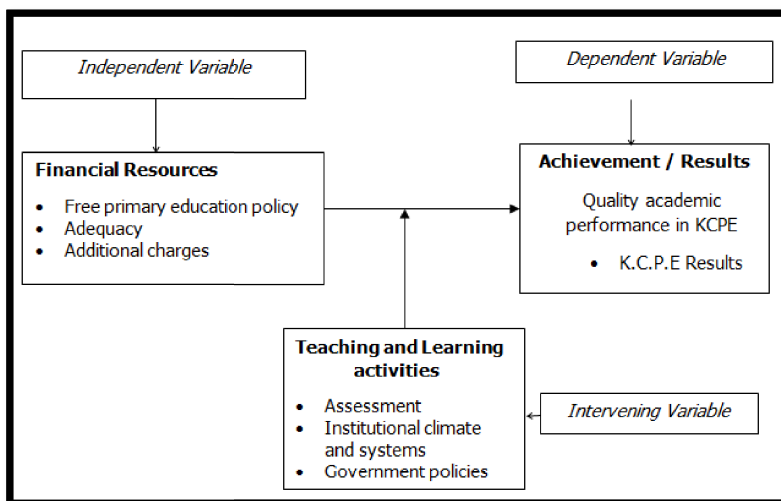
*Figure 1: Conceptual Frame Showing Interrelationship between*
*Independent Variables and Academic Achievement (Dependent)*

## 2. Methodology

### 2.1. Research Design

The study employed a correlations research design to provide a statistical measure on the relationship between financial resources and pupils performance. As noted by Clark (2005), a correlation study is an analytical survey which describes the statistical measures of association or a relationship between two phenomena. This study looked into the relationship between financial resources and pupils' performance.

### 2.2. Population

The population of the study consisted of 615 public primary schools, 615 head teachers and 615 senior teachers and 23,464 Standard 8 pupils in Kisumu County, Kenya.

### 2.3. Sample Size and Sampling Technique

The general rule in both qualitative and quantitative research is to use as a large sample as possible since the larger the sample the more likely the subjects will be representative of the variable in the population (Gall & Borg, 2007).Purposive sampling was used to select Quality Assurance and Standards Officers because they are responsible for monitoring education quality in the county. David and Sutton (2009) acknowledge that in purposive sampling, the units are selected according to the researcher's knowledge and opinion about which respondents they think were appropriate to the topic. Stratified random sampling technique was used to select the sub- County of the respondents who possibly would participate in the study. A sample of 143 headteachers, 143 teachers and 2413 pupils participated in the study.

### 2.4. Methods of Data Analysis

Data collected was subjected to some preparation which entailed editing, coding and data entry before being summarized. Editing detected errors and omissions, which were corrected where possible and certified that maximum data quality was achieved. Coding helped the researcher reduce several replies to a few categories containing the critical information needed for analysis. The data was summarized by descriptive statistics of the mean and standard deviation while multiple regression analysis answered the research objectives.

## 3. Findings

For the purpose of the objective to be achieved, it was important to establish the relationship between financial resources and pupils' academic performance. The relationship was determined by exploring the views of headteachers', teachers' and students. Documents analysis was also reviewed to ascertain some facts for the purpose of illuminating the study. The views of the respondent were collected using a four-point scale (4= strongly agree, 3 = Agree, 2 = disagree, 1 = strongly disagree). The study tested the hypothesis that there is no statistically significant relationship between financial resources and pupils' performance.

To investigate whether there was any statistically significant effect of the financial resources on academic performance in Kisumu County primary schools a bivariate Pearson's Product- Moment Coefficient of Correlation was conducted between unit scores of financial resources free primary education policy, adequacy and additional charges based on aggregate total of respondent's means and performance means score. Table 2 shows the relationship between financial resources and pupils' performance.

| Model | R | R Square | Adjusted R Square | Std. Error of the estimate |
|-------|---|----------|-------------------|----------------------------|
| 1 | .191 | .037 | 0.084 | 6.00342 |

*Table 2: Model Summary*

The model summary shows that financial accounted for 8.4% (Adjusted R Square = 0.084) of the variation in the academic performance. This was a sizeable effect by one independent variable on the dependable variable. On the other hand, to determine whether financial resources as a factor were a significant predictor of academic performance, analysis of variance was computed as in Table 3.

| Model | Sum of Squares | df | Mean Squares | F | Sig. |
|-------|----------------|----|--------------|----|------|
| 1 Regression | 10.965 | 1 | 10.965 | 0.304 | .596[a] |
| Residuals | 288.293 | 8 | 36.041 | | |
| Totals | 299.293 | | | | |

*Table 3: ANOVA*

a.          Predictors: constants, financial
b.          Dependable variable: Mean Performance

The table shows that financial resource is a significant predictor of academic performance [(F1,8) = 0.304, P<0.05, $R^2$Adjusted = 0.084]. In addition, a linear regression was used to find the magnitude of the relationship between the financial resources and academic performance as shown in Table 4.

| Model | | Unstandardized Coefficient | | Standardized coefficient | | |
|-------|---|----|----|----|----|----|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | Constant | 268.679 | 18.613 | | 14.035 | .000 |
| | Financial Resources | -10.047 | 1.899 | -0.191 | -0.552 | .595 |

*Table 4: Coefficients*

It is evident from Table 4 that if the financial resource has improved by one standard deviation, then the perceived scores in the level of academic performance would increase by 10.047 units. By implication increasing financial resources by one unit would results into an increase in academic performance by 10.047.

### 4. Conclusions

In summary, the headteachers and teachers had a mean rating of 3.08(high) and 3.50(very high). The implication was that proper financing of school affects academic performance of primary schools positively. The model summary shows that financial accounted for 8.4% (Adjusted R Square = -0.084) of the variation in the academic performance. The financial resource is a significant predictor of academic performance [(F1,8) = 0.304, P<0.05, $R^2$Adjusted = -0.084]. In addition, when the financial resource increases by one unit, the level of academic performance would increase by 10.047 units.

It is important to note that fee payments affect students' performance in various primary schools. The payments of BOM teachers pose a serious challenge to school performance. This had a mean rating of 3.52 and 3.50 for headteacher and teacher respectively. Due to staff shortage, most schools embark on payment for BOM teachers who are employed by primary schools. Parents participate in financial activities in primary schools with 74% of headteachers and also 74% of teachers were in agreement. The mean rating was 3.1 and 3.18 respectively.

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