

**FINANCIAL RESOURCES AND ACADEMIC PERFORMANCE OF STUDENTS  
IN SECONDARY SCHOOLS WITHIN LARI DIVISION,  
KIAMBU DISTRICT, KENYA**

**BY**

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## DECLARATION

I hereby declare that this work is a result of my own effort and has never been submitted for any award in any other university or institution of higher learning.

Sign Elijah Onami .....

Elijah Onami Matini

Date 23/04/2010 .....

### APPROVAL

This research study on: Financial Resources and Academic Performance of Students in Secondary Schools within Lari division, Kiambu District, Kenya has been under my supervision as the University assigned supervisor.

Sign .....  .....

Ssekajugo Derrick

Date ..... *23/04/2020* .....

## ACKNOWLEDGEMENT

A number of individuals contributed to the success of this study. Without them, this study would have possibly taken a different course. It would thus be unrealistic to put my pen down without expressing a word of appreciation to them. I'm greatly indebted to my supervisor Ssekajugo Derrick who has labored at all times to offer advice in all corners and at all costs to see to it that I do accomplish this research study. On the same note, I would like to extend my appreciation to Head teacher for allowing to conduct my studies.

## DEDICATION

This entire work is dedicated to my dear wife Rudiah Bikoro Otwoma, my daughter Oliphar Moraa Onami and my parents Jason Martin and Grace Nyabonyi for their Moral and financial support.

## DEFINITION OF TERMS

Financial Resource Constraint: Inadequacy of funds to foster the targeted goals

Motivation : This is the process of impelling or exciting somebody to like Something. In this context, learners to like studying.

Performance : This refers to one's achievement in a given test or assignment.

Profile : Personal details of age, sex and marital status for Respondents...

## ACRONYMS

EFA	Education For All
IEA	International Association of Evaluation of Education Achievement
NGOS	Non Governmental Organizations
NTCS	National Teachers' Colleges
PTA	Parents Teachers Association
KNEB	Kenya National Examinations Board
UPE	Universal Primary Education

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## **ABSTRACT**

*This study was carried out within Lari division which is located in Kiambu - district of Kenya. To come up with this study, the researcher had to be driven by the cardinal (general) objective formulated prior to data gathering and this had been stated as: This study is intended to investigate the influence of financial resources on the academic performance of students in secondary schools within Lari division in Kiambu District. It is from such an objective that the researcher generated the general research question and this aimed at realizing the intentions of the study. The study employed a descriptive survey design since the whole study was about explaining a scenario or an event. The findings from the study revealed that inadequate financial resources, low student-teacher ratio, poor structures in schools and inadequate teaching learning aids among others were a major impediment to the progress of learners in schools and hence affecting their performance. Measures suggested to address such a problem included; provision of more learning aids and improvement on school structures, increasing teachers' salaries and granting more teachers to schools that are lacking staff- all of which necessitated increased government funding.*

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Since the mid 1980's, Kenya has become one of Africa's success stories. Reform measures introduced by the government have been largely implemented and the country is on a road towards steady economic recovery. Progress has been prominent in the education sector especially in Primary Education and of recent, secondary education has also been given attention. With this, it was viewed that there was need for Universalization of Secondary education given the growing demands for people with credentials and skills by the labor market sector. Since there is no magic formula that determines exactly how much should be spent on secondary education in different countries, what is clear is that lower secondary education would best be substantially developed so as to eventually become part of Basic Education For All (BEFA).

Even though evidence shows that there has been a wide international consensus on the critical role played by good quality secondary education in enabling countries to train the manpower required to benefit from ICT and knowledge revolution, and to compete successfully in the new globalized knowledge – based economy, internal efficiency and student achievement is still low. In the Kenyan context, enormous challenges are faced in maintaining the drive towards good quality secondary education while at the same time responding to the increasing social and economic demand for expansion and having quality education at post primary levels. (Deininger: 2000).

It has been noted that despite the substantial increase in public resources going to secondary education, reports from the Ministry of Education (**MoE**) suggest that there are still a host of challenges and constraints, which continue to undermine the full realization of the intended gains. The current budgetary allocations to secondary education are still inadequate compared to the needs of this sub sector. Relative to other sectors, the education sector's share in the total budget has increased and surpassed the shares of public administration and security. However, given the financial gap indicated by failure to implement some planned activities and programmes, it is evident that the current resources are still grossly inadequate to meet all requirements of the education sector despite the close to 40% share of education in the national sector.

### **1.1 Statement of the Problem**

Following the introduction of Universal Primary Education quite a number of years ago through the big-bang approach that aims at over coming the barriers which had restricted access to primary education in previous years, success has been largely felt in provision of equality of access to education for the economically disadvantaged children - with all income groups enrolling equally in primary schools. This in the end contributed to a greater increment in the number of pupils entering lower secondary education. It is from such an incident that of recent during the presidential campaigns, the current president (Mwai Kibaki) in his manifesto promised free secondary education to all Kenyans and this has started commencing. Both government and donors have increased remarkably

and such levels have increased in real terms over the years. Relative to other sectors, the education sector share in the total budget has increased and surpassed the shares of public administration and security being already over 30%. (Bategeka , etal .2004). Indeed, there has been an expansion in the number of secondary school enrollment and parents' monetary burden of sending their children to school has been reduced. However, considering the Kenyan situation, there lays a financial gap and this is indicated by the failure to implement some planned activities and programmes and a considerable strain being put on the available facilities in secondary schools. Repetition and consequently high drop out rates is still a daunting challenge and this has been as a result of poor performance in schools. The focus of this research study is therefore to determine the impact of financial resource constraint on the academic performance of students in secondary schools with Lari Division in Kiambu District serving as an illustrative example

## **1.2 Objectives of the Study**

### **1.2.1 General Objective/Purpose of the Study**

This study was meant to investigate the influence of financial resources on the academic performance of students in secondary schools within Lari division in Kiambu District

## **2.2 Specific Objectives**

The specific objectives for this study were to;

1. Determine the profile of respondents in terms of:
  - Age
  - Gender and
  - Level of education
2. Establish the various ways under which financial resource constraints have affected the academic performance of students in secondary schools within Lari division.
3. Identify whether there are other factors other than financial resources constraints that are influencing the academic performance of students in secondary schools within Lari division.
4. To suggest possible ways of improving the academic performance of students within the area of study and in Kenya as a whole.

## **1.3 Research Questions**

For purposes of realizing the intended objectives for this particular study, the following research questions were employed:

1. What is the profile of respondents within the selected secondary schools in Lari division as to age, gender and level of education?



2. Under which ways does financial resource constraints affect the academic performance of students in secondary schools within Lari division?
  
3. Other than financial resources, which other factors do influence the academic performance of students in secondary schools within Lari division?
  
4. Which measures ought to be undertaken to improve the academic performance of students within secondary schools in the area of study and in Kenya as a whole?

#### **1.4 Significance of the Study**

This study is inspired by the need to elevate the poor academic performance concerns in towns and in Kenya as a whole to a higher profile in the national policy debate on education trends within the country. It is therefore imperative that the remedies to improve the academic performance of students in secondary schools suggested in this study will become a core component of the national and district policy plans and programmes which will help to improve the academic standards of the country.

Accomplishment of this study is viewed to be paramount to the undertaken measures by education agents in as far as the uplifting of academic standards in secondary schools is concerned. Much as education has been at the core of the development objectives of the country, much is still demanding and this raises

alarm to the government and the various agents engaged in the education sector to improve the standards of education within the entire economy.

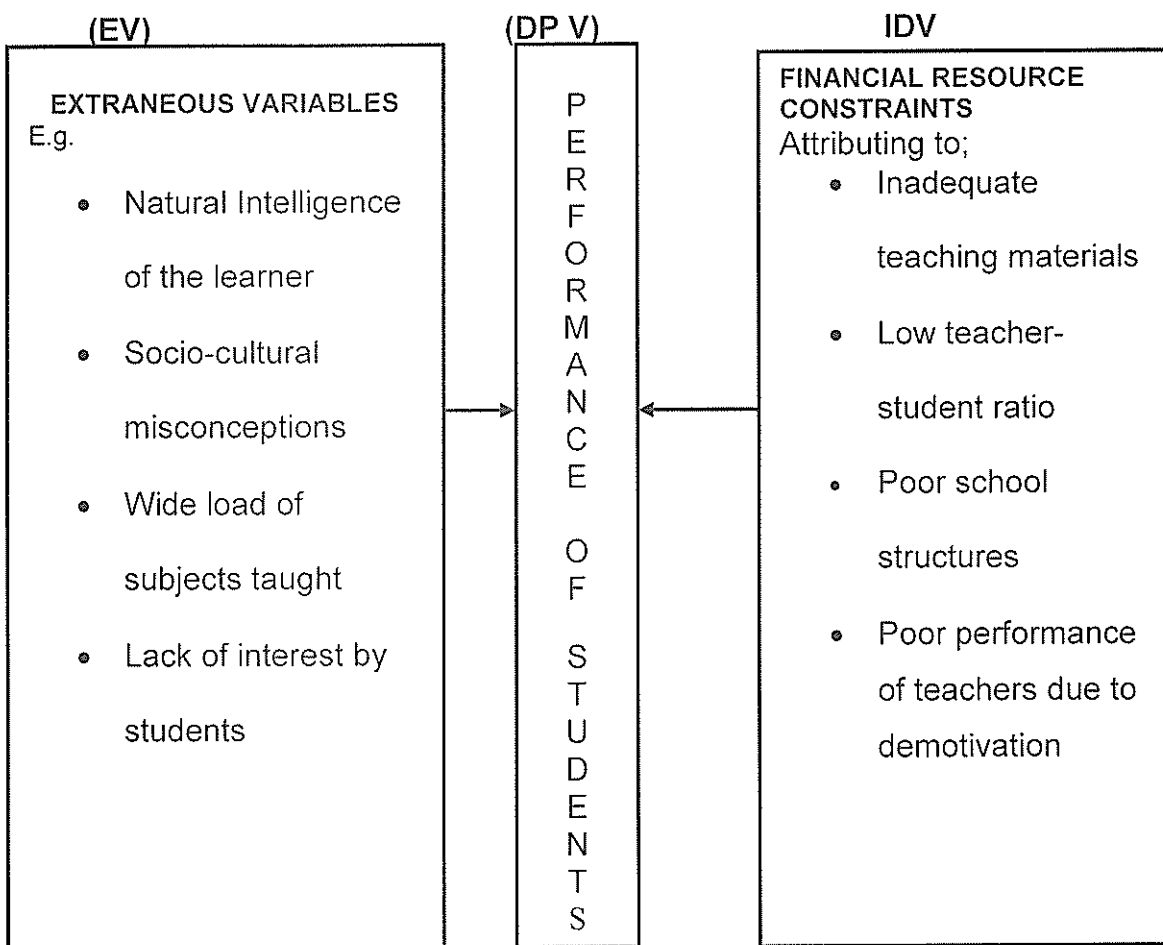
To future researchers, a kick-start on poor academic performance of students in secondary schools, its causes and remedies will be provided and the researcher is optimistic that a menu for further studies on such a problem will be provided.

### **1.5 Theory**

In regard to the current study, basis is put on the conceptual understanding that various factors combine to influence the preference of students over some subjects to others and thereby determining the number of students enrolling for these subjects. The preference and therefore perception of the subjects by the trainees depends on interaction of several factors such as the kind of physical facilities available and their use in the school, the availability of relevant qualified human resources, school practices and policies such as examination policies, etc, teacher's characteristics in terms of availability, experience, qualification and verbal expressions for or against the subjects, as well as student characteristics such as sex, motivational level etc. It is understood that the factors contributing to poor performance in a subject like mathematics or biology would generally contribute to low perception in such subjects. With regard to performance, some students are convinced that some subjects like sciences are hard and difficult subjects. This coupled with the scarcity of facilities due to inadequate funds makes students perceive them negatively, become less concerned about the subjects, which results into failure in examinations On the side of humanity

subjects which may not require facilities like laboratories and chemical equipments, the inadequacy of text books which are required for effecting learning has also been an outstanding problem may attributed to scarcity of funds to make the two ends meet. A conceptual frame work is thus designed below which tries to inter link the variables under this research study that is, the causes of poor performance being categorized as independent and extraneous variables and poor performance of students standing as the dependent variable.

### 1.6 Conceptual Frame Work



Source: Researcher Made

### **1.7 Scope of the Study**

This research study on the influence of financial resources on academic performance of students was carried out within Lari division in Kiambu District which is located in the central part of Kenya and this is the capital city of Kenya. The focus for this particular study was from the late 1990s that is; from 1997 to date although a revisitation of the Kenyan Education situation before the current regime was made in the introductory part of this study for purposes of knowing the trends in education within the country. The study was carried out from the month of March to May and this was the time devoted to the completion of the entire research study.

## CHAPTER TWO

### LITERATURE REVIEW

Kochhar (2000), argues that the population of most developing countries with Kenya being inclusive is full of inhabitants whose social economic status is very low. Living in such conditions of poverty being caused by the failure to get employed have had a negative bearing on the children. Children are subjected to growing up in crowded places with less or lack of supply of the basic facilities. On addition, the children may not be in position meet the school requirements and this greatly contributes to poor performance at school.

Chaube (2000), argue that in the present day state of acute financial position, there is need to make arrangements for learners to get involved in such activities practically. In this way, besides acquisition of practical knowledge, students become efficient teaches, skilled workers and good administrators. Without such, performance and acquisition of skills by the students will be poor. As far as performance of students in sciences is concerned, it would be necessary that each school has a laboratory but here too, the shortage of funds creates problems and this clearly portrays why most poor performing schools in sciences within Kenya have been those characterized by inadequate laboratory facilities.

Sutherland (1999), argues that in most countries of sub-Saharan Africa, there has been a steady increase in the number of students taking practical subjects and this has raised the issue of the costs of subjects, particularly in relation to

provision for practical work. The increasing number of private institutions (secondary schools) – where the costs for practical skills are being met by the poor parents and others who support such schools with little or no government support has posed a problem of limited supply of required materials for science subjects and this is partly responsible for the poor performance of students in sciences.

Gropella .E (2006), argues that emphasis on sciences in secondary education has for long been the neglected child in the development of public education systems in Sub Saharan Africa. As the understanding and awareness has been growing that sciences are necessary for a citizen's fundamental education, these governments passed laws making the undertaking of sciences in lower secondary education part of mandatory requirement. However, effectiveness in implementation and thus performance in sciences is still low given the fact that such countries lack the materials for science subjects most especially in secondary schools due to acute financial problems, which over whelm in such regions.

According to National Poverty Eradication Plan 1999-2015, (1993:3), due to scenario of poverty many parents lack financial capacity to foot the cost of education for their children. Much as the government has come in to assist parents in paying for education by providing bursaries to bright but needy students, providing some equipments to schools and encouraging) Non Governmental Organizations (NGOS and rich individuals to set up more schools

and sponsor needy children in their education, much is still demanding in that, for even those schools which are have been put in place, several equipments or facilities are still lacking and to make it worse, some parents still can not meet other costs to make the children do better in such free schools. Those parents who have been able to secure for their children secondary school bursaries have in some cases not been able to meet other school requirements to make their sons and daughters do well at school.

Eshiwani (1970) argues that in instances of acute of acute financial resources, the level of motivation on the side of teachers will be lesser and this has a negative bearing on the academic performance of students. He adds that a teacher requires support form the community otherwise he/she will not be able to deliver effectively. Comparing this with the current situation in Kenya- where teachers in both private and government aided schools are paid salaries that appear to be below the benchmark, it is not doubtful as to why the performance of the students at secondary level in most parts of the country has not been good- since teachers are in most cases driven to other undertakings so as to secure a living thus giving less attention to their students.

In the analysis of data from the International Association of the Evaluation of Education Achievement (IEA), it was argued that the poorer a country is - economically, the greater the impact of school and teacher quality on the academic achievement of the learners. It was thought that improvement on inputs to sustain a high degree of efficiency, efficacy and equality in education

was a major requirement in most parts of the developing world. (Simmons, 1980; Hyneman and Loxley, 1982).

Ngau (1991:7), argued that educational participation is considered as an investment in human capital, which is governed by the household's financial capabilities and preferences. However, the cost of education in Kenya and other countries of East Africa is a shared responsibility between the government and the family. In the context of Kenya, the government pays teachers salaries, provides the general administration through such bodies as the National Teachers' Colleges (NTCS'), the Kenya National Examinations Board (KNEB) and Education secretariat. Parents through their Parents Teachers Association (PTA), have to bear the cost of developing the schools physical plant, buy necessary equipment, furniture and educational materials as well as meeting maintenance costs. Such requirements have not been met in most cases given that most households have a low level of income and this has greatly impeded the progress of schools in most parts in as far academic excellence is concerned.

The Poverty Eradication Action Plan (2005/06/07) presents a clear picture of economic situation in rural areas:

Lean periods and low-income availability coincide with periods of endemic disease...lack of effective access to health services, because of long distance...families with draw or make their children devote less time to school.



Because of such economic turmoil, child labor crops in and affects both -girls who leave school to serve in domestic service and - boys who move away from school and work as beach assistants and tea and coffee pickers either to meet the tuitions fees or help the family sustain its self in as far as meeting the basics of life is concerned.

In Gambia it is said the cost of schooling outweighs the average earning of ordinary Gambians, National Research Council (1993). Recent introduction of cost –sharing policies in many developing countries of Africa, prompted by international pressure to recuperate losses brought about by economic mismanagement and rising cost of Education For All (EFA) has greatly standards and quality of education provided by most public institutions whereby, several compromises with standards have been witnessed.

Gropella (2006), points out that the quality and quantity of education attained by the child is closely associated to parents' economic status in society. Children from poor families can hardly have access to the most required materials for effective learning and in most cases, such children are the ones vulnerable to school fees suspension. Therefore, in instances where the environment has been poor, students have been subjected to poor performance and this worsens when it comes to science subjects.

Higgins (1968), argues that financial difficulties and hence poverty in developing countries have been a major barrier to effective undertaking of the major government- financed programs. He adds that in most developing countries, there are many families whose members despite full day's hard labor do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of the education sector makes many families unable to meet the requirements for their children's education and this contributes greatly to their poor performance. In the Ugandan situation, it was noted that some parents could not even afford fees to cater for teachers' meals (600/=) and this made some children to keep out of school. (Source: Policy Review News Letter, November 2005.

UNICEF report (2005) puts it clear that teachers have a critical and unique role to play in the provision of quality schooling. Being both knowledgeable and motivated are indispensable prerequisites. A teacher motivation and incentive survey found out that there is a serious teacher morale issue in the country. Only about 35% of the secondary teachers in the survey were satisfied with their jobs yet most of these teachers were unqualified teachers in government or private schools. The reasons for the dissatisfaction included late payment of salaries, unfair recruitment policies, poor working and living conditions in rural areas and a grievous lack of in service training opportunities. This all together was attributed to financial constraints. The teachers' effectiveness in such situations is greatly impeded and that this was partly responsible for the poor performance of learners in schools. Some reform measures are introduced in ambush - style,

implemented in a haphazard manner and in rapid succession which creates tension and a dread of being under siege. Given the overwhelming constraints and human decision, which characterize the implementation of Universal Secondary Education, operations in secondary education have been thwarted causing a marked decline in academic standards.

Aggarwal (2000), argues that the teaching of science subjects in most of the mushrooming schools leaves a lot to be desired as they lack science laboratories. Many schools in rural areas lack basic facilities such as furniture, making the learning environment very un conducive on the side of students and this has greatly affected their performance. In addition, since a number of schools were destroyed during the years of turmoil and they are in a dilapidated state, urgent renovation required to make them functional has not been effected due to financial constraints. Statistics show that over 267 sub counties do not have government secondary schools implying that many children who are eligible for secondary education but with humble home backgrounds may not easily find a place in a secondary school.

## CHAPTER THREE METHODOLOGY

### **3.0 Introduction**

This chapter envisaged the design adopted for this particular study, the environment, sample size and sample size determination, the respondents for this study, research instruments and how data analysis was to be effected.

### **3.1 Design**

The study adopted a descriptive survey design. This is because descriptive survey designs are used to secure evidence on existing situations and conditions and to identify standards or norms with which to compare present and hence plan for the way forward. In addition, descriptive research results are used in suggesting, recommending or formulating the actions and remedies to take from the current situation (Orodho, 2004)

### **3.2 Environment**

The location of the study was Lari division in Kiambu District of Kenya. The choice for Lari division was made because of the time and finances available to the researcher. It is therefore clear that other divisions were avoided not because of sheer disregard but because of the stated constraints.

### **3.3 Subjects**

The research respondents for this particular study included the selected students, subject teachers, and head teachers from each of the chosen schools.

the instruments was checked by the responses acquired and the content validity index. Consequently, necessary changes were made to ensure that they are relevant, accurate and precise. The validity of the questionnaire was effected by employing the formula:

$$CVI = \frac{\text{Number of Valid Items}}{\text{Total number of items}}$$

Where CVI means: Content Validity Index

### **3.7 Data Collection Procedures**

The researcher delivered a transmittal letter to the concerned authorities before administering the instruments to the anticipated respondents so as to seek official permission and book appointment. Research instruments were then administered personally to the subjects. Teachers and head teachers were interviewed on days different from those on which information was collected the students.

### **3.8 Statistical Treatment of Data.**

The study employed descriptive statistical tools to analyze quantitative data obtained from the study. Tables of frequency distribution were prepared whenever necessary, as well as the percentage occurrence of each of the responses to a particular question. Qualitative data was analyzed by thematic analysis i.e. an analysis of the main themes as required in the study. The results were tabulated for easy interpretation such that one can easily visualize the various results as given by the respondents. A discussion was made at the end

of every theme and this was along the specific objectives of the study. A Statistical Package for Social Scientist (SPSS version13) was used in the analysis of data.

### **3.9 Ethical Considerations**

The study primarily engaged all respondents in selected secondary schools with Lari division who had been viewed necessary for data collection: the students, teachers, and head teachers. Accordingly, extreme confidentiality had to be promised and this was effected only, by promising secrecy to the information provided by the selected respondents

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND ANALYSIS

#### **4.0 Introduction**

This was concerned with presentation of data, analysis and interpretation. While doing this, focus and attention was put on the pre stated objectives of the study and all what was being presented was intended to answer the research questions.

#### **4.1 Specific Objective 1, Revisited: Determine the profile of respondents in terms of Age, Gender and Level of education**

In trying to achieve this objective, the researcher was answering research question one which had been pre stated as; What is the profile of respondents within the selected secondary schools in Lari division as to age, gender and level of education? To assure the respondents of the confidence in this study, the researcher did not give a provision for writing their names and this eased the process of collecting information.

**Table 1: Profile of Respondents**

<b>Variable (s)</b>	<b>Frequency</b>	<b>Percentage</b>
Age		
16 – 20	18	45
21 – 26	17	42.5
27 and above	05	12.5
<b>Total</b>	<b>40</b>	<b>100</b>
Gender		
Male	30	75
Female	10	25
<b>Total</b>	<b>40</b>	<b>100</b>
Level of Education		
Form 3	20	50
Form 4	20	50
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary Data**

Table 1 above shows the profile of the respondents. The findings reveal that the majority of the respondents were lying in the age brackets of 16-20 years (45 percent) and 21-26 years (42.5 percent). Concerning the gender of the respondents, the males constituted the majority (75 percent) but this does not necessarily imply that boys out weigh girls in terms of number in secondary schools within the area of study as these were purposively chosen.



**4.2 Specific Objective 2 revisited: To establish the various ways under which financial resource constraints have affected the academic performance of students in secondary schools within Lari division.**

This was intended to answer research question 2 which had been pre stated as:  
Under which ways does financial resource constraints affect the academic performance of students in secondary schools within Lari division?

In this case, the views of the respondents were rated using the Likert scale which is given as:

- |                           |  |
|---------------------------|--|
| Strongly Agree (S.A)      | - meaning that you agree with no doubt at all    |
| Agree (A)                 | - meaning that you agree but with some doubt     |
| Strongly Disagree (S.D.A) | - meaning that you disagree with no doubt at all |
| Disagree (D.A)            | - meaning that you disagree with some doubt      |
| Neutral (N)               | - meaning that you have no stand.                |

Poor School Structures		
Strongly Agree	4	10
Agree	2	5
Strongly Disagree	18	45
Disagree	10	25
Neutral	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary Data**

Concerning the respondents' views about the availability of teaching aids as a factor influencing the academic performance of students, table 2 above reveals that 45 percent (45%) and 40 percent (40%) strongly agreed and agreed respectively that the inadequate teaching – learning aids in schools was one of the major impediments to the performance of students in schools in the area of study.

Table 2 above further gives the views of the respondents as to whether the low student- teacher ratio was among the obstacles to the academic progress of students in the area of study and from the findings above, it is quite clear that low student- teacher ratio in the area of study was among the problems affecting the academic performance of students in the area that is 60 percent (60%) and 35 percent strongly agreed and agreed respectively.

Concerning the payment of teachers in the area of study a factor affecting the academic performance of students, table 2 above reveals that the majority of the respondents affirmed that the poor and late paid salary payment was a hindrance

to progress of most schools and hence affecting the academic performance of learners in most parts the country. This is evidenced by their views where by 90 percent (90%) and 5 percent (5%) strongly agreed and agreed respectively that the low and late salary payment was an impediment to effectiveness of most schools in the area of study.

Table 2 above also gives the views of the respondents as to whether the poor school structures was a factor affecting the academic performance of learners in the area of study. Control to what literature had on ground, the findings reveal that poor school structure was not a factor affecting the progress of learners in the area of study that is 45 percent (45%) and 25 percent (25%). The reason given in defense of such a view was that irrespective of the school setting, if teachers are committed to their jobs and hence teaching with a purpose, academic performance of learners can hardly be hampered.

**4.3 Specific Objective 3 revisited: To identify whether there are other factors other than financial resources constraints that are influencing the academic performance of students in secondary schools within Lari division.**

Realization of this objective was intended to answer research question three which had been pre stated as: Other than financial resources, which other factors do influence the academic performance of students in secondary schools within Lari division? Views of the respondents are represented in the corresponding table below:

**Table 3: Views of the respondents on factors other than financial resource constraint affecting the performance of students in secondary schools in Lari Division.**

<b>Variable (s)</b>	<b>Frequency (/40)</b>	<b>Percentage</b>
Socio- cultural misconceptions		
Agree	33	83
Disagree	07	17
<b>Total</b>	<b>40</b>	<b>100</b>
Natural Intelligence of learners		
Agree	36	90
Disagree	04	10
<b>Total</b>	<b>40</b>	<b>100</b>
Less interest in studying by learners		
Agree	28	70
Disagree	12	30
<b>Total</b>	<b>40</b>	<b>100</b>
Wide curriculum		
Agree	38	95
Disagree	02	05
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary Data**

Table 3 above shows the views of respondents as to which factors influence academic performance of learners in the area of study other than financial resource constraints. Accordingly, the findings reveal that on average the majority of the respondents accepted that factors like Wide curriculum, lack of interest by learners, socio- cultural misconception and natural intelligence of learners were among such factors influencing the academic performance of students in the area of study.

**4.4 Specific Objective 4 revisited: To suggest possible ways of improving the academic performance of students within the area of study and in Kenya as a whole. This was attempting to answer research question four that had been pre stated as; which measures ought to be undertaken to improve the academic performance of students within secondary in Lari division and in Kenya as a whole?**

Basing on the views of the respondents, the alternative measures suggested to address the problem of poor academic performance of students in Lari division and Kenya as a whole included: Improving the school structures, effecting increments in teachers' salaries thereby motivating them, increase in the number of teachers per school and provision of adequate learning aids to schools. These altogether necessitated more government funding and support to schools.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

#### **5.0 Conclusion**

With regard to the analyzed data in chapter four, it is observed that financial resource constraint is an impeding factor to the progress of schools and this is manifested in the performance of learners. Among the ways under which financial resource constraints have affected the progress of schools as evidenced from the findings in the preceding chapter included: Less teaching-learning materials in schools, poor structures in schools, lower salary rates and late payments and the low student- teacher ratio all these retard the academic performance of learners. However, the fact that the respondents highlighted the above factors as the major impediments to the progress of learners, one can not rule out the fact that there other factors which affect the academic progress of learners in schools. Such factors include natural intelligence of learners, social – cultural misconceptions, wide load of subjects taught in schools and lack of interest by learners among others.

#### **5.1 Recommendations**

Based on the findings of the study, the following recommendations were viewed necessary:

Provision and improvement on the existing learning materials in schools should be fostered as this will help to improve on the ability of learners to grasp concepts that are being taught in classrooms. It is quite clear that without adequate learning materials and or aids in schools, learners can never perform

well since such act as proof or reference to what is being taught in the course of learning.

Government support to schools in form of incentives should be improved such that the structures are well built, teachers' salaries are revised and the number of students per teacher is also reduced to achieve effectiveness in service delivery.

Sensitization programs should be adopted whereby the community is alerted of the usefulness of sending children to school, more guidance and counseling should be offered to learners by mentors in schools such that even those who are weak in academics can strive and yield better results.

## **5.2 Areas for further Research**

It is not plausible to assume that this study has been a broad coverage of the major impediments to the performance of learners in the area of study and Kenya as a whole. More studies should be conducted on the causes of poor performance of students in schools and on how such problems can be addressed.

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## QUESTIONNAIRE FOR STUDENTS

Dear respondent,

The sole purpose of this questionnaire is to assist the researcher, to try and establish the impact financial resources on the academic performance of students in secondary schools within this region. The information that you will provide in this questionnaire will be treated with a high degree of confidentiality. You are therefore required to tick or fill in where you feel it is appropriate for you.

Thank you.

### 1.0 Section A. Profile of Respondent

#### 1.1 Age

16 – 20       21-26

26 and above

#### 1.2.Sex

Male       Female

#### 1.2 Level of education

A. Form 3

B. Form 4

### 2.0 Section B: Ways under which financial resources have affected Performance of students in secondary schools.

2.1. Financial resource constraints have contributed to inadequate teaching materials to foster effective learning in my school.

A. Agree       B. Strongly agree       C. Disagree

D. Strongly disagree

2.2 Financial resource constraints have contributed to low student-teacher ratio thus affecting the performance of students in secondary schools .

A. Agree  B. Strongly agree

C. Disagree  D. Strongly disagree

2.3. Poor motivation of teachers in terms of low and late salary payments brought about by financial resource constraints has affected the performance of students in secondary schools.

A. Agree  B. Strongly agree  E. Neutral

C. Disagree  D. Strongly disagree

2.4. The poor school structures like classroom blocks, poorly equipped laboratories and libraries as a result of financial resource constraints have negatively affected the performance of students in secondary schools

A. Agree  B. Strongly agree

C. Disagree  D. Strongly disagree  E. Neutral

**3.0 Section C. Other factors other than financial resource constraints which affect academic performance of students in secondary schools.**

3.1 I have a natural weakness over some subjects

- A. Agree       B. Strongly agree       C. Disagree   
D. Strongly disagree       E. Neutral

3.2. Socio-cultural misconceptions like negative attitude of parents to sending their children to school has impact o academic performance of students in secondary schools.

- A. Agree       B. Strongly agree       C. Disagree   
D. Strongly disagree       E. Neutral

3.3. The dull curriculum has affected the performance of students in secondary schools.

- Agree       B. strongly agree       C. Disagree   
D. Strongly disagree       E. Neutral


Source : Researcher developed

**WORK PLAN FOR THE RESEARCH STUDY**

Activity	Jan	Feb	March	April
Formulating a topic	XX			
Writing the proposal		XX		
Gathering Data			XX	
Data Analysis				XX
Writing First Draft				XX
Writing Final Draft				XX
Final presentation				XX

Source: Researcher made