EFFECT OF FINANCIAL CONSTRAINTS ON ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS. A CASE STUDY IN KEMBU DIVISION, BIRONGO VILLAGE OF KISII DISTRICT.

BY

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DECLARATION

I NYABOKE RUTH ONYINKWA, declare that this report is my original work and has never been submitted any where for the award of a degree or for any other purpose. In any instances where the work of others has been used, due acknowledgement has been given.

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APPROVAL

This research study on: "The effect of financial resource constraints on the academic performance of students in schools within Kembu Division, Kisii District" has been under my supervision as the university assigned supervisor.

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MR. KIBUUKA MUHAMMAD.T.

Date: 254 08 2010

DEDICATION

This entire study is dedicated to my family most especially my friends, Mogoi N. Evans and Nathan Onyono for the support they accorded to me during the course of my studies at Kampala International University.

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This research study has been as a result of the contribution (s) and effort of several individuals. Indeed, am greatly indebted to my supervisor Kibuuka Muhammad.T. who has for all the guidance and help accorded to me during this research study.

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Utmost appreciation and honor goes to the highest God who has enabled me reach this far in the academic arena. For without the Hand of God, my existence would not have made any dent in the world of academia.

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

IAEEA International Association of Evaluation of Education c

Achievement

MoEST Ministry of Education Science and Technology

NGOS Non Governmental Organizations

NTCS National Teachers' Colleges

PTA Parents Teachers Association

SPGS School of Post Graduate Studies

SPSS Statistical Package for Social Scientist

KNEC Kenya National Examinations Council

KCPE Kenya Certificate of Education

TABLE OF CONTENTS

DECLARATION
APPROVALii
DEDICATION
ACKNOWLEDGEMENT
DEFINITION OF TERMS
ACRONYMSvi
TABLE OF CONTENTSvi
LIST OF TABLESx
ABSTRACTX
CHAPTER ONE 1
INTRODUCTION 1
1.1 .BACKGROUND TO THE STUDY
1.2. STATEMENT OF THE PROBLEM2
1.3. OBJECTIVES OF THE STUDY
1.3.1 GENERAL OBJECTIVE/PURPOSE OF THE STUDY
1.3.2 Specific Objectives
1.5. RESEARCH QUESTIONS
1.6. SIGNIFICANCE OF THE STUDY
1.7 Theory
1.8 CONCEPTUAL FRAME WORK
CHAPTER TWO 6
LITERATURE REVIEW 6
2.0 Introduction
2.1. Ways under which financial resource constraints affect performance of
Learners
2.2. MAINSTREAMING AND PERFORMANCE OF PHYSICALLY DISABLED LEARNERS

2.3. Poor Leadership, Teaching Methods and ways of conduct of Teachers in
SCHOOLS
2.4. Learning Materials
2.5. Low Socio-Economic Status/domestic duties
2.6 Creating a conducive and friendly School Environment
2.7 GENDER GAP
2.8 Poor quality Education
2.9 Many Subjects being taught
2.10 Increasing entrants to Primary education from KCPE Schools
2.11 Natural and individual based challenges
2.12 SUPERVISION AND INSPECTION
2.13 Overview of the literature
CHAPTER THREE 20
RESEARCH METHODOLOGY20
3.0 Introduction
3.1 DESIGN
3.2 Environment
3.3 Subjects
3.4 Sample size determination
3.5 Instruments
3.6 QUALITY CONTROL 21
3.7 Data Collection Procedures
3.8 STATISTICAL TREATMENT OF DATA
3.9 ETHICAL CONSIDERATIONS
CHAPTER FOUR23
DATA PRESENTATION, ANALYSIS AND DISCUSSION 23
OF THE FINDINGS23
4.0 Introduction
4.1 Specific Objective 1 revisited: 23
4.2 REGULAR ASSESSMENT OF LEARNERS

4.2.1 Offer of incentives or rewards (like bursaries) to bright students	31
4.2.2 Offering Guidance and Counseling Services	31
4.2.3 Employing Qualified teachers	31
4.2.4 Salary Increment	31
4.2.5 Provision of scholastic materials	31
4.2.6 Infrastructural Development	32
4.2.7 MOTIVATION OF STUDENTS	32
4.2.8 Improved teaching Methods	32
4.3 OVER VIEW OF THE FINDINGS	33
CHAPTER FIVE	34
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	34
5.0 Introduction.	34
5.1 RECOMMENDATIONS	35
5.2 Areas for further Study	36
REFERENCES	37
APPENDICES	40
APPENDIX I: INTRODUCTION LETTER	40
1.0 SECTION A. PROFILE OF RESPONDENT	41
2.0 Section B: Ways under which financial resource constraints have affected	
Performance of students in Primary schools	41
APPENDIX III	45
APPENDIX IV: DATA PRESENTATION PLAN	46
APPENDIX V: BUDGET FOR CONDUCTING RESEARCH	48
APPENDIX VI: WORK PLAN FOR THE RESEARCH STUDY	49

LIST OF TABLES

Table 1: Policies related to school girl pregnancy in selected Sub-Saharan African	
countries	16
Table 2: Profile of respondents	24
Table 3: Ways under which financial resource constraints affect students' academic	
performance	25
Table 4: Other factors which affect students' academic performance	27

ABSTRACT

This study was intended to determine the impact of financial constraints on the academic performance of students in Public Primary Schools within Kembu Division, Kisii District. A review of the related literature, theories, laws, and concepts of other authors' works in line with the effects of financial resource constraints on the academic performance of students in schools was made an this helped the researcher to have a clear picture of what the whole study was to entail. This study adopted a descriptive survey design together with questionnaires as the main tool for this particular study. Descriptive statistical tools were employed in the analysis of data after which tables of frequency distribution were prepared whenever necessary, as well as the percentage occurrence of each of the responses to a particular question. The findings from the field revealed that the poor academic performance of students in schools is greatly caused by such factors like: inadequate teaching and learning materials, low student-teacher ratio, and low salary rates for teachers which makes them offer poor services to learners in schools, and poor school structures which results into un conducive learning environment all of which are associated with financial resource constraints.

It was recommended that an undertaking of training and recruitment of teachers in schools be affected. Further still, it was called for that government should endeavor to establish more national teachers colleges and also, improve on those that are already in place, particularly with respect to provision of adequate laboratory equipments and incentives for teachers.

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Since the mid 1980's, Kenya has become one of Africa's success stories. Reform measures introduced by the current 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 Education and of recent, education has also been given attention. With this, it was viewed that there was need for Universalisation of 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 education in different countries, what is clear is that lower education would best be substantially developed so as to eventually become part of basic education for all.

The fact that there has been a wide international consensus on the critical role played by good quality education in enabling countries to train the manpower required to benefit from ICT and knowledge revolution, and to compete successfully in the new global 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 education while at the same time responding to the increasing social and economic demand for expansion and having quality education at post levels. (Deininger: 2000).

It has been noted that despite the substantial increase in public resources going to education, reports from the Ministry of Education Science and Technology (MoEST) 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 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 30% share of education in the national sector.

1.2. Statement of the Problem

Following the introduction of Free Primary Education seven years ago through the big-bang approach that aims at overcoming the barriers which had restricted access to 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 schools. This in the end contributed to a greater increment in the number pupils entering primary education. It is from such an incidence that of recent during the presidential campaigns in 2007, the current president (H.E.Mwai.Kibaki.) and the Prime Minister (Raila Amollo Odinga) in their parties' manifestoes promised free education to all Kenyans and this has started commencing with the extension of the programme to secondary schools. 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, et al. 2004). Indeed, there has been an expansion of in the number of school enrollment and parents' monetary burden of sending their children to school has been reduced. However, considering the Ugandan situation, there lies a financial gap and this is indicated by the failure to implement some planned activities and programmes such as the annual recruitment of teachers and a considerable strain being put on the available facilities in Primary schools. Quality has been compromised and can be witnessed through the poor performance of candidates in public schools compared to those in private schools. Repetition and consequently high drop out rates is still a daunting challenge and this has been as a result of poor performance of public schools. The focus of this research study is therefore to determine the influence of financial resource constraint on the academic performance of students in Primary schools with Kembu Division, Kisii District serving as a case study as well as an illustrative example.

1.3. Objectives of the Study

1.3.1 General Objective/Purpose of the Study

This study was meant to investigate the influence of financial constraints on the academic performance of students in Public Primary schools within Kembu Division, Kisii District

1.3.2 Specific Objectives

The specific objectives for this study were to;

- Establish the various ways under which financial resource constraints have affected the academic performance of students in public Primary schools within Kembu Division, Kisii District
- ii) Identify other factors other than financial resources constraints that are influencing the academic performance of students in Public Primary schools within Kembu Division, Kisii District.
- iii) To suggest possible ways of improving the academic performance of students within Kembu Division, Kisii District

1.5. Research Questions

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

- 1. What are the various ways in which financial constraints affect the academic performance of students in Public Primary schools within Kembu Division, Kisii District?
- 2. What are the other factors that do influence the academic performance of students in Public Primary schools within Kembu Division, Kisii District?
- 3. What are the possible ways that can be undertaken to improve the academic performance of Public Primary students within Kembu Division, Kisii District?

1.6. Significance of the Study

This study was 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 Primary 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.

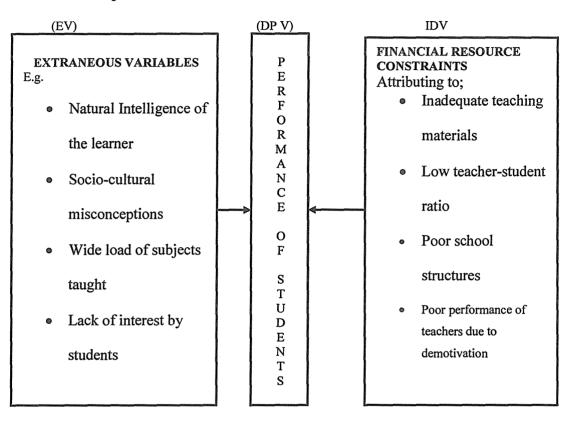
Accomplishment of this study was also viewed to be paramount to the undertaken measures by education agents in as far as the uplifting of academic standards in Primary schools is concerned. Much as education has been at the core of the development objectives of the country, much is still demanding and 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 Primary schools, its causes and remedies is thought to have been provided and the researcher is optimistic that a menu for further studies on such a problem was laid on ground.

1.7 Theory

In regard to the current study, basis was 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 effective learning has also been an outstanding problem. This may be attributed to scarcity of funds to make the two ends meet. A conceptual frame work was thus designed below which tries to inter link the variables under this research study that is, the factors causing poor performance being categorized as independent and extraneous variables and performance of students standing as the dependent variable.

1.8 Conceptual Frame Work



This research study on the influence of financial constraints on academic performance of students was carried out within Kembu Division, Kisii District which is located in the in the Northern Part of the greater Gusiiland. The duration for this particular study was from the late 1990s that is; from 1997 to date although a review 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 January to March and this was the time devoted to the completion of the entire research study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a revisitation of the related literature, theories, laws, and concepts by giving a discussion of other author's work in line with the effects of financial resource constraints on the academic performance of students in Primary schools.

2.1. Ways under which financial resource constraints affect performance of Learners

Kochhar (2000), argues that the population of most developing countries with Kenya and Uganda 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' education. Such children are subjected to growing up in crowded places with less or lack of supply of the basic facilities. In addition, the children may not be in position meet the school requirements and this greatly contributes to poor performance at school.

Chaube (2000), argues 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 teachers, 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 poorly performing schools in sciences within Kenya have been those characterized by inadequate teachers and learning 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 (Primary 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), as cited in Yadav. K, (2001), argues that emphasis on sciences in Primary education has for long been the neglected idea 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 Primary 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 Primary schools due to acute financial problems, which over whelm in such regions.

According to National Poverty Eradication Action Plan (PEAP1999-2015), 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 Primary 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 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 doubtful as to why the performance of the students at Primary 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 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) as cited in Kochhar (2000),

Ngau (1991), 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 Council (KNEC) 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 (NRC: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 affected standards and quality of education provided by most public institutions whereby, several compromises with standards have been witnessed.

Gropella (2006) as cited in World Bank report (2007), 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 Kenyan 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 Primary teachers in the survey were satisfied with their jobs yet most of these teaches 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 Primary Education,

operations in Primary 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 unconducive on the side of students and this has greatly affected their performance. In addition, since a number of schools in Kenya were destroyed during the 2007 disputed general elections, the post election violence left most schools in a dilapidated state, urgent renovation required to make them functional has not been effected due to financial constraints and graft within the MoEST.

Ottavanger et al (2003) as cited in Orodho (2004), argue that in most countries of sub-Saharan Africa, there has been a steady increase in the number of students taking science 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 (Primary schools) – where the costs for practical skills are being met by 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.

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 is a shared responsibility between the government and the family. The government pays teachers salaries, provides the general administration through its bodies 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. This has however in most parts of Sub-Saharan Africa always stood as a daunting challenge to most parents.

2.2. Mainstreaming and performance of physically disabled learners

Jonk (2000), argues that there are also numerous socialization advantages of inclusion. Parents report that when their children are catered for in the community, they are also children who are more aware of community events because of their contact with other

students .Inclusion of students will make them raise their hands when they want to participate in the science classroom. This is an expectation of the science teacher, and it is the behavior that everyone is the classroom is expected to display. These students want attention to be drawn to them, and hence they behave the same way as their peers.

Connections between social lives must be made on a regular basis in order to help disabled students relate to their information. Although such adaptations are made for Disabled students, they benefit all students, and all teachers, regardless of the ability levels in the classroom. Jonk, in this book reforming Science Education, regarding the science, technology, and societal connection, argues further that science material becomes meaningful to students when there is a direct connection to their world. He recommends that science educators should direct attention towards both the individual's personal development and the individual as a citizen. Teaching strategies such as interdisciplinary instruction, team teaching, block scheduling, inquiry-based learning, and performance assessments are useful tools to incorporate in the inclusive science classroom. Time spent planning for these strategies, is the most common objection teachers proclaim. Good teachers will see that the cognitive benefits to using these strategies are directly related to their responsibilities as educators. Providing inquiry-based experience also allows for interaction among regular special education students.

2.3. Poor Leadership, Teaching Methods and ways of conduct of Teachers in schools

Adyeri (1991), argues that there are things within organizations for example in schools which lead to decrement in performance. Such things may include poor leader ship and interpersonal clashes. They add that such factors affect over all performance of teachers and once teachers perform poor, students will have a worse performance

Robson (1993), agues that the attitude through out society is "don't tell me what I don't want but show me and tell me what I want". In relation to the topic it is important that the learners cultivate the positive attitude towards the subjects. The learners should also be involved both practically and orally during the learning sessions for them to develop scientific skills and attitudes.

The provision of quality and relevant science education and training are dependent on among other things "interest" and attitudes of the learner, the supply of adequate equipment and

learning materials all of which have an over all effect on the acquisition of skills and attitudes.

Ojambo (1978) argues that many times teachers and other related instructors do not actually know the needs and interests of children under their development stage hence creating a class between themselves and students. This greatly impedes the academic progress of learners subjecting them to academic failures.

Githiari (2005) as cited in Ojambo (1978), argues that in teaching, there are various methods which a teacher can use. It is therefore upon the teacher to vary the methods to achieve the desired results. He adds that in order to develop practical skills in science subjects, students should be made to keep on practicing what is done in classroom theory by putting it into practical skills

Sutherland (1999) argued that teachers are imposed to certain practices which are global. The researcher accepts the above statement because most teachers deviate from what is professionally required of them hence influencing immorality among pupils.

Medley (1972) as cited in Sutherland (1999) stressed that teacher's traditions influence their behaviors and limit them from performing certain duties that can enable good classroom participation of children in school. In his survey he appointed out that some teachers tend to avoid certain things in the class in fear of their tradition making them introvert which limits learners from identifying the teachers' characters.

Herbert's (1985) as cited in Venkasteswaran (1997) pointed out that children are active by nature, they play and do so many things but these undifferentiated rich and practical experiences do not lead to education unless they are guided and properly directed.

Mugaba (2002), argues that in the world of education, nothing can be said to be effective teaching without an effective teacher. Teacher effectiveness is mainly used to refer to the result a teacher gets or the amount of progress the students make towards specified goals of education as a result of instructions. He adds that the poor performance of students in science subjects can be attributed to the presence of ineffective teachers who cannot offer proper guidance and instruction during the course of teaching.

Maiyo (1999) as cited in Mugaba (2002), says that pupils should be guided and counseled appropriately rather than use authoritarian discipline which is associated with tradition discipline, which emphasis that badness is punished, and goodness be rewarded. This gives two views. That punishment has been known to create fear, resentment and even hostility. The rewards used have produced negative results because a child may behave in a certain manner not because he wants to but because he or she will be rewarded

2.4. Learning Materials

The provision of quality and relevant science education and training are dependent on among other things interest and attitudes of the learner, the supply of adequate equipment and learning materials all of which have an over all affect on the acquisition of skills and attitudes. (Kilonzo 2007). This shows that in addition to interest, adequate and relevant teaching materials if properly used can boost the learning of the student even if when abstract concepts are being taught. Too much theoretical teaching by the teacher at the expense of many; simple coordinated classroom activities makes the subjects appear abstract and thus are disliked by the learners. About the subject, pointed out that teachers with full of content enhance effective classroom control as compared to those of low content. This was supported by Jackson (1968) as cited in Kilonzo (2007) who urged that classroom teaching requires accurate preparations of materials which can stimulate learners' attention.

2.5. Low Socio-Economic Status/domestic duties

Higgins (1968) argues that learners from low socio economic status families tend to value domestic activities more than schooling. Such children are subjected to child labor and they reserve little time for studies. When it comes to the complexities of science subjects, it looks quite challenging for such learners who are ever entitled to domestic duties to grasp concepts and perform well in exams.

Kiragu (1995) argues that childhood maltreatment can influence children's performance of tasks that are necessary for optimal learning and achievement in school. Family background affects the subsequent incidence of emotional and behavioral problems through the effects of parent-child interactions. The influence of family background on development of conventional scholastic skills such as word knowledge, literacy, and quantitative reasoning, is represented separately

2.6 Creating a conducive and friendly School Environment

Skinner (1985), argues that by redesigning the school environment properly, individual learners can be motivated. He adds that instead of considering internal factors like impression, feelings, attitude, and other cognitive behavior, individuals are directed by what happens in the environment external to them. Skinner therefore recommends that the school environment should be made suitable to learners and heavy punishments for poor performers, which lead to frustration and demotivation, should be voided. Teachers may contribute in instilling negative perceptions to learners in various ways such as verbally discouraging, missing classes, and poor classroom practices such as teacher -centered approaches. Teachers expect some learners to fail, others to pass and they express this openly to learners. This practice demoralizes the weaker ones making them even worse as they lose hope.

Birch and Veroff (1999) cites that people who are not good at doing things will inevitably experience failure while those who are more competent will experience success. In relation to the topic teachers should try to improve their teaching and hence improve on the students' learning skills to be more competent and therefore achieve higher. This may be achieved by among others thorough preparations and creation of a positive perception

Achoka (2007) argues that the performance of learners depends on type of school and the environment in which the school is situated. For instance schools in the arid and semi arid areas are more vulnerable compared to schools in high and medium economic potential areas. Equally, schools attracting students from among the urban poor are more susceptible to poverty compared to school children of the well to do in society. Worst affected are girls in some communities where they may be denied education in favor of boys. In other situations the girls may be married off to counter the perennial poverty in their home as the parents hope to be paid some dowry.

Swami Vivekananda (1893) as cited in Kochhar (2000) stressed that for effective learning to take place; teachers should have enough love for their learners. The researcher agrees with this since providing children with love will enable them communicate with ease and reveal their minds on their likes and dislikes.

Plato (1964) as cited in Chaube (2000) that education develops in the body and in soul of the pupils, all the beauty and all the perfection which he is capable of that is why it is the

teacher's duty and role to prepare a conducive learning environment. The researcher agrees with this since most pupils have tried to imitate characters of the people they associate with and the environment they live.

Leinhardt (1980) as cited in Ngau, (1991) argues that to promote slow learners automatically without devoting special attention to them during the school year may make them less able to understand and assimilate the curriculum as they reach higher grades. Low academic achievers have negative self-concept that can result in their leaving school

2.7 Gender gap

Kakinda (2007), argues that at all levels of the Uganda education system, the performance in science subjects is poor. The performance of girls is always poorer than that of boys. He adds that though the Ugandan Ministry of Education and Sports has put in place a number of strategies to address the problem including compulsory science for all students up to the fourth year of Primary education, construction of science laboratories and libraries, skewed recruitment—of science teachers, and in-service training of science teachers, much is still needed to address this problem and this clearly portrays the reason for the poor performance of students in such disciplines.

Swartz (2000) indicates that teachers must consider students' mental and physical development and the effect of their own attitudes and behaviors on girls' participation and performance in math. When girls begin to physically mature, they focus more on their bodies and less on their intellectual abilities or themselves as people. As a result, their self-esteem decreases. Girls' learning style is more cooperatively based and therefore does not mesh with the independent, non-collaborative thinking encouraged in most classrooms. Finally, they state that teachers unconsciously pay more attention to male students than to female students. They suggests that teachers must consider girls' developmental issues as they interact with them, by drawing female students' attention away from their bodies and focusing it on their intellectual abilities, especially in math. Teachers should pose more cooperative tasks during math instruction in order to support girls' learning style. Finally, teachers must constantly evaluate their behavior toward male and female students to insure that the attention they give students is not gender-biased

Weirich and Koontz (1998), argue that individuals' desires are conditioned by physiological needs arising from a person's background. They add that, however, what people are willing to strive for is also affected by the organizational climate in which they operate in. At times, a climate curb motivations, and at some other times it may arouse them. Linking such to the conditions in most of the schools with in the country, it is realized that the environment is not conducive, many of the schools lack good reading environment to foster good learning.

Davidson (1993) argues that times of economic difficulties, parents opt to withdraw their daughters from school due to: the mistaken view that educating boys is more crucial given ultimate role as family heads and breadwinners and the myth that boys are more intelligent than girls.

Hyde (1991) argues that culture views pregnant girls as adults who have no business being involved in activities targeting children like schooling and therefore should be expelled,. In some cases, labeled as failures and stigmatized, pregnant girls internalize negative self image of themselves that may lead to actual poor performance and negative self school even before pregnancy become visible. Girls from rich families who can afford safe abortion successfully conceal their pregnancy and manage to continue with schooling, while daughters of the poor get backdoor abortion from quacks or attempt self-induced abortion and endanger their lives.

Table 1: Policies related to school girl pregnancy in selected Sub-Saharan African countries

COUNTRY	STUDY	POLICY
Botswana	National institute of development	Pregnant school girls are to discontinue
	research, university of Botswana	education for at least one year and not
	(1988)	return to the same school.
Liberia	Nichols et al (1987)	Most Primary schools do not allow
(Monrovia)		pregnant girls to continue their studies.
		They are allowed to transfer to night
		schools.
Nigeria	Nichals et al (1986)	Most schools require pregnant girls to
		drop out-expulsion.

Togo	Agouke et al (1990)	Pregnant girls are required by law to	
		drop out f school.	
Tanzania	Ferguson et al (1988)	Expulsion for both the pregnant girl and	
		the boy who is responsible.	
Zambia	Senderowitz and Paxman (1985)	Expulsion	

Source: National Research council: social dynamics of adolescent fertility in Sub-Sahara Africa. National Academic Pres, Washington (1993.112)

National Research council (1993) investigated the 416 high schools students to establish whether their educational aspiration, could be influenced by their parents social status. The results of the study indicated that for both male and female student, their aspirations were both related to social status of their families. The study showed ninety nine percent (99%) of the respondent from high status of families planned to attend college while 30% of these from low status families planned to do likewise. They thus concluded that: parental encouragement is a powerful intervening variable between social economic class background and intelligence of their child and his educational aspiration.

2.8 Poor quality Education

Koontz (1998) argued that the quality of education a school system offers partly determines the rate of wastage. It would be rightly argued that a state of hopelessness crops in among students on realization that in their education little quality would be achieved. Comparing this to most of the schools in the country side within Uganda where the quality of education provided has always been poor, it is with on doubt that this has been responsible for the poor performance of students.

2.9 Many Subjects being taught

Dewey, as cited in Venkateswaran S. (1997) contends: "We violate the learner's nature and render difficult the best ethical results by introducing the learner too abruptly to a number of special studies, of reading writing and biology". It is that with the current subject centered curriculum, teachers focus their efforts and attention on making students learn the topics in the subject and courses of study according to a fixed syllabus in a rigid, set pattern to enable them to pass a set of examinations. The present needs of the child are hardly kept in mind and

at some other times learners loose interest in what is being taught. This in the end contributes to their poor performance

2.10 Increasing entrants to Primary education from KCPE Schools

The ever increasing number of pupils who join secondary education from primary schools has been an impeding factor towards the progress of learners in Primary schools since most of the available schools have limited facilities. It has been noted that public primary education has ushered in many challenges which in some cases constitute a threat to quality education as they tend to overwhelm the stake holders leading to diminished levels of commitment. Further more, the overwhelming constraints and human decision which characterize the implementation of universal Primary education in Sub Saharan Africa have in many cases thwarted operations in Primary education causing a marked decline in academic standards. Worse still, some reform measures are introduced in ambush - style as they are implemented in a haphazard manner and in rapid succession which creates tension and a dread of being under siege. World Bank Report (2005).

2.11 Natural and individual based challenges.

Ngau (1991) argues that after the government and parents have played their roles effectively and efficiently, the learning outcome is the sole responsibility of the pupil. Success in system is dependent on the ability of the individual to perform well and progress steady on the academic ladder. However, dissatisfaction and lack of enthusiasm among students in many countries is undoubtedly a sign characterizing most schools.

2.12 Supervision and Inspection

Kochhar (2000) argues that a dynamic system of supervision and inspection has been the cornerstone of a sound system of education. He argues further that in a set up where all change tends to be initiated from the top and filter down through the administrative hierarchy to the schools, the inspectorate forms an important link. Supervision and inspection are being considered as the back born of educational improvement but this has been at a minimal level within most of the developing country's education systems.

2.13 Overview of the literature

This chapter gave an introspection of other authors' contentions and or citations with reference to the effect of financial constraints on academic performance of learners. Other factors affecting the academic performance of learners in public Primary schools other than financial constraints were put into consideration. Information gathered highlighted such factors like; inadequate teaching materials, low teacher-student ratio, poor school structures and poor performance of teachers due to demotivation and other factors other than financial constraints included; natural Intelligence of the learners, socio-cultural misconceptions, wide load of subjects taught and lack of interest by students.

However, it is not plausible to assume that the mentioned factors are the same causes of the poor performance of students in public Primary schools within Kembu Division, Kisii District. A task is therefore set before the researcher to undertake a study and establish whether the academic performance learners in Kembu Division, Kisii District is affected by the preceding factors.

CHAPTER THREE RESEARCH METHODOLOGY

3.0 Introduction

This chapter particularly 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

This 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 way forward. In addition, descriptive research results are used in suggesting, recommending or formulating the actions and remedies to take from the current situation. Keith Punch (2003) as cited in Orodho (2004) argues that descriptive research is used in the literal sense of describing events or situations. He adds that it is an accumulation of database that is solely descriptive- it does not necessarily seek to explain relationships, test hypotheses, make predictions or get at meanings and implications. The research therefore involved qualitative data collection.

3.2 Environment

The location of the study was Kembu Division, Kisii District of Kenya. The choice for Kembu Division, Kisii District was made because of limited time and finances available to the researcher. It is therefore clear that other divisions were avoided not because of shear disregard but because of the stated constraints.

3.3 Subjects

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

3.4 Sample size determination

The method for selecting the sample was purposive sampling whereby the researcher drew a total of 150 respondents. In this case, two teachers were got from each school that is, one from Ordinary level and one from Advanced level, the school Head and 2 students from each of the classes. In total, 15 respondents were got from each of the ten chosen schools.

3.5 Instruments

The researcher used self-made questionnaires and focused group discussions to gather

information from students, and interview schedules for teachers and head teachers for data

collection. Kathuri and Pals (1983) observes that interview schedules enable the researcher to

get information without omissions or distortion of facts, while Nkpa (1997) observes that the

use of questionnaires is a very popular method of data collection in education and in

behavioral sciences in general because of the relative ease and cost effectiveness with which

they are constructed and administered to large samples

3.6 Quality Control

The researcher developed the research instruments with the guidance of the research

supervisor and a pretest was administered as a pilot study to respondents who in this case

were not included in the study. Academic colleagues were also consulted to assess the

instruments and ensure that right questions are asked in the least ambiguous way. The

validity of the questions in the instruments was checked by the responses acquired and the

content validity index was judged by the supervisor. 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 = Number of Valid Items

Total number of items

Where CVI means: Content Validity Index

Reliability Test

Reliability of the instrument was judged by calculating the reliability coefficient using the

Spearman Brown split -half reliability formula in the pre-test and this is given as:

 $2 r^{1}_{xx}$

 $r_{yy} = \overline{1 + r_{yy}^1}$

This was found to be 0.83

Where r_{xx}^{1} is the correlation between the two halves and r_{xx} is the stepped-up correlation

21

(Amin: 2005)

3.7 Data Collection Procedures

The researcher delivered a transmittal letter from the School of under Graduate Studies' Director to the concerned authorities before administering the instruments to the anticipated respondents so as to seek official permission and book appointment. The 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 from 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 could 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 version 13) was used in the analysis of data.

3.9 Ethical Considerations

The study primarily engaged all respondents in selected public Primary schools with Kembu Division, Kisii District 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, ANALYSIS AND DISCUSSION

OF THE FINDINGS

4.0 Introduction

This chapter is concerned with data presentation, interpretation and analysis of the findings from the field. The study was meant to establish the effect of financial resource constraint on the academic performance of students in public primary schools in Kembu Division, Kisii District. The study findings were presented as deducted from the questionnaires and interview guides from the key informants.

For purposes of analysis, percentages and frequency distributions tables were applied and in this case, data was presented in line with the objectives of the study and the predetermined research questions. Analysis of data was made possible by resorting to computer use. SPSS version: 13 - a statistical package for social scientists was used for analysis.

A total of 120 questionnaires were given out but only 92 were received back. This was attributed to negligence of the respondents whereby some misplaced them while others got spoiled. The analysis of the data was therefore based on those questionnaires, which the researcher had managed to secure back from the respondents. The response rate was therefore estimated to be 76.6 percent.

4.1 Specific Objective 1 revisited:

- 1. Determine the profile of respondents in terms of social demographic data that is:
 - Age
 - Gender
 - Level of education

Table 2: Profile of respondents

		Frequency	Percentage (%)
Age	Below 15	44	47.8
	16-20 years	32	34.8
	21-23 years	8	8.7
	24-25 years	4	4.3
	25 years+	4	4.3
Total		92	100.0
Gender	Male	32	34.8
	Female	60	65.2
Total		92	100.0
Level of education	Std1-3	23	25.0
	Std 4-5	16	17.4
	Std 6	21	22.8
	Std 7	8	8.7
	Std 8	24	26.1
Total	<u> </u>	92	100.0

Source: Data 2009

Table 2 above portrays the profile of respondents in terms of age, gender and Level of education.

In terms of age of the respondents, those who were below 15 years constituted the highest proportion being 47.8%, those in the age range of 16-20 came next constituting 34.8%, while those in the age range of 21-23,24-25 and those above 25 years of age constituted 8.7%,4.3% and 4.3% respectively. It is clear from the above findings that most of the respondents on average were between the age range of 15 and 20 years.

As regards the gender of the respondents, table 2 above shows that the female constituted the highest proportion (65.2%) while that of the male being 34.8%. However, this can not provide a guarantee that most of students enrolled in Primary schools in Kembu Division, Kisii District and Kenya as a whole a female since- it is widely acknowledged the rate of girl child enrolment in schools is still low as compared to that of a boy child. The reason for such low rates of male respondents could be attributed to bias and the likely hood of boys to dodge revealing their identities whenever asked

Table 2 above further portrays the profile of the respondents in terms of the level of education attainment. The findings from the table show that out the respondents used for this particular study, 25 percent (25%) were in between std 1 and 3, 17.4 percent (17.4%) were in standard 4 and 5, 22.8 percent (22.8%) were in standard six, 8.7 percent (8.7%) were in standard seven while 26.1 percent (26.1%) were at standard eight level. A close look at the level of involvement of the respondents portrays that the majority of the respondents were in lower classes implying that such students are in easier to access unlike those in candidate classes like form four and six.

Specific Objective one revisited: .To establish the various ways under which financial resource constraints have affected the academic performance of students in public Primary schools within Kembu Division, Kisii District. This was intended to answer research question one.

Table 3: Ways under which financial resource constraints affect students' academic performance

		Frequency	Percentage (%)
Financial constraints have			
contributed to inadequate teaching		40	43.5
materials to foster effective learning	Agree		
	Strongly agree	36	39.1
	Disagree	8	8.7
	Strongly disagree	8	8.7
Total		92	100.0
Financial constraints have			
contributed to low student-teacher			
ratio thus affecting the performance			
of students in public Primary			
schools	Agree	40	43.5
	Strongly agree	32	34.8
	Disagree	8	8.7
	Strongly disagree	12	13.0
Total		92	100.0

Poor motivation of teachers in terms			
of low and late salary payments			
brought about by financial resource			
constraints affects performance	Agree	32	34.8
	Strongly agree	32	34.8
	Disagree	8	8.7
	Strongly disagree	4	4.3
	Neutral	16	17.4
Total		92	100.0

Source: Data

Table 3 above shows the views of the respondents on how financial resource constraints affect students' academic performance in Primary schools.

The findings revealed that 43.5 percent (43%) and 39.1% of the respondents agreed and strongly agreed respectively that financial constraints contribute to inadequate teaching and learning materials in schools there resulting into poor academic performance of students in public Primary schools. Those who disagreed and strongly disagreed constituted 8.7 percent (8.7%) respectively.

Table 3 above further shows the views of the respondents as to whether low student teacher ratio affects the academic performance of students in Primary schools within the area of study. Accordingly, 43.5 percent (43.5%) and 34.8 percent (34.8%) agreed and strongly agreed respectively that the low student-teacher ratio affects the academic performance of students in Primary schools.

As regards the motivation of teachers in Primary schools, the views of the respondents indicated that the low levels of motivation of teachers in Primary schools significantly affects the academic performance of students in such schools as most the teachers will not be willing to teach and offer the best services to learners. This is reflected in table 3 above whereby 34.8 (34.8%) percent of the respondents agreed and strongly agreed respectively that poor motivation of teachers in Primary schools was solely responsible for the poor academic performance of students in Primary schools. However, the motivation in terms of financial

rewards is not the only motivation that one can talk of since there are several other ways of motivating teachers.

Specific Objective two revisited: Identify other factors other than financial resources constraints that are influencing the academic performance of students in Primary schools within Kembu Division, Kisii District. This intended to answer research question two.

Table 4: Other factors which affect students' academic performance

		Frequency	Percentage (%)
I have a natural weakness over some subjects	Agree	48	52.2
	Strongly agree	12	13.0
	Disagree	12	13.0
	Strongly	16	17.4
	disagree	16	17.4
	Neutral	4	4.3
Total		92	100.0
Socio-cultural misconceptions like negative			
attitude of parents to sending their children			
to school has an impact on academic			
performance			
	Agree	36	40.9
	Strongly agree	36	40.9
	Disagree	12	13.6
	Strongly	4	4.5
	disagree	4	4.5
Total		88	100.0
The dull curriculum has affected the			
performance of students in Primary schools			
	Agree	40	43.5
	Strongly agree	24	26.1
	Disagree	20	21.7
	Strongly		
	disagree	8	8.7
Total		92	100.0

The motivation from parents, teacher, the			
media, NGOs and community affect			
students' performance	Agree	36	39.1
	Strongly agree	24	26.1
	Disagree	16	17.4
	Strongly disagree	16	17.4
Total		92	100.0

Source: Data

Table 4 above gives the views of the respondents about other factors affecting the academic performance of students in Primary schools in the area of study and inKenya as a whole. Accordingly, 52.2 percent (52.2%) and 13 percent of the respondents agreed and strongly agreed that having a natural weakness over some subjects affects their academic performance in schools while 13 percent (13%) and 17.4 percent (17.4%) disagreed and strongly disagreed that natural weakness of students over some subjects does not affect their academic performance in schools.

Table 4 above still gives the views of the respondents on the aspect of socio-cultural misconception as an impeding factor towards the academic performance of learners in Primary schools. It is evident from the findings that close to 41 percent (41%) of the respondents agreed and strongly agreed that social – cultural misconception of parents was retarding the academic performance of learners in Primary schools. Those who disagreed and strongly disagreed constituted 13.6 percent (13.6%) and 4.5 percent (4.5%) respectively. It is however noticed that one of the respondents never disclosed his perception as to whether socio- cultural misconception was an impeding factor to the academic progress of learners in schools.

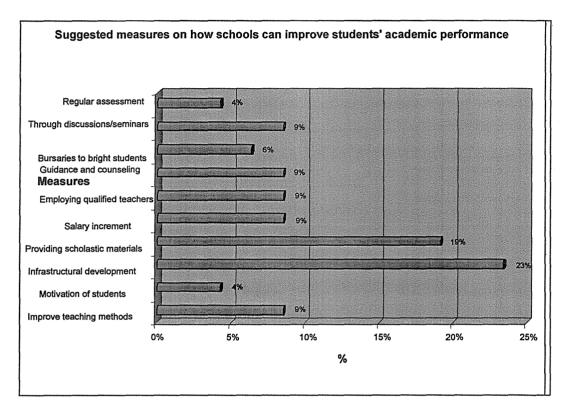
The views of the respondents in table 4 above further reflected that the dull and rigid curriculum in schools was also affecting the academic performance of learners. This is evidenced by their responses whereby 43.5 percent and 26.1 percent agreed and strongly agreed respectively that the dull curriculum in schools was responsible for the poor academic

performance of students in schools. Those who disagreed and strongly disagreed constituted 21.7 percent (21.7%) and 8.7 percent (8.7%) respectively.

Table 4 above still shows the views of the respondents as to whether the level motivation from parents, teachers, the media, Non Governmental Organization (NGOs) and or Community was an impeding factor towards the academic progress of learners in Primary schools. Accordingly, the findings revealed that the low motivation levels had impact on the academic performance of students in Primary schools as this was evidenced by the responses whereby 39.1 percent (39.1%) agreed and 26.1 (26.1%) percent strongly agreed while the those who disagreed and strongly disagreed constituted 17.4 percent (17.4%) respectively.

Specific Objective 3 revisited: To suggest possible ways of improving the academic performance of students within Kembu Division, Kisii District. This intended to answer research question three. This section however called for two alternatives that is, what both the schools and the government could do to improve the academic performance of learners in schools. The views of the respondents about measures suggested are presented in the figures below.

Figure 1: Suggested Measures on how schools can improve students' academic Performance



Source Data

Figure 1 above shows the views of the respondents about measures which schools have to adopt so as to improve on the academic performance of students in schools. Among the remedies suggested included the following:

4.2 Regular Assessment of learners

Figure 1 above reflects that out of the total responses given, 4 percent (4%) called for regular assessment of learners in form of post tests or exercises and by giving them mid term or monthly tests as this would help them improve on their performance in classroom.

Organizing Seminars and Discussions between parents and teachers

Figure 1 above shows that out of the total responses given by the respondents on how schools could improve the academic performance of students in schools, 9 percent (9%) called for parent – teacher discussions or meetings to discuss the issues concerning the wellbeing of students in schools and how to improve their academic performance.

4.2.1 Offer of incentives or rewards (like bursaries) to bright students

The respondents further suggested that there was need for offer of bursaries - represented by 6 percent (6%) to bright or better performing students in schools as this would help to encourage even the weaker students to work hard for such provisions. However, it would also look good if such bursaries are entirely offered to bright students. It would better if a consideration is also given to students stemming humble families such that they can also access education.

4.2.2 Offering Guidance and Counseling Services

It has been known for long that a teacher in a school setting is regarded as a counselor. However, now days things have been changing time and again the most teachers have not been playing this role as expected of them. Figure 1 above shows that out the total responses given, 9 percent (9%) called for proper guidance and counseling of learners in schools as this would help them follow a positive trend hence improving their academic performance in schools.

4.2.3 Employing Qualified teachers

Figure 1 above still shows that out of the total responses given, 9 percent (9%) called for employment of qualified teachers in schools as thi9s would help to improve on the academic performance of learners. It has already been noted that there are many incompetent teachers in schools these days and that this is solely responsible for the poor performance of learners in such schools.

4.2.4 Salary Increment

Much as the teaching profession is for poor people, one can not rule out the fact that work is dissatisfaction. The cost of living has been changing time and again yet the salaries of teachers are still low. Meeting the basics for the survival of teachers has always been an outstanding challenge. Considering the views of the respondents, 9 percent (9%) of the total responses given in line with measures which schools have to undertake so as to improve on the academic performance of students suggested for increment in salaries of teachers.

4.2.5 Provision of scholastic materials

Figure 1 above reflects that out of the total responses given, 19 percent (19%) suggested that there was need for school provision of scholastic materials to learners like text books and this

would help them to back up what is covered in classrooms hence improving on their academic performance.

4.2.6 Infrastructural Development

It is widely accepted that if learning is to take place effectively, the learning environment must be conducive in terms of good classroom structures and sitting arrangements. However, the reverse has always been the case within most schools in the country most especially in the country side. Figure 1 above shows that out the total responses given, 23 percent (23%) called for improvement in school infrastructures as this would create a conducive learning environment.

4.2.7 Motivation of students

Regarding the level motivation of students in schools, figure 1 above shows that out of the total responses given, 4 percent of called for motivation of students of students by the teachers and the parents and this would make them realize the value of education.

4.2.8 Improved teaching Methods

In a school setting, if learning methods employed by teachers are not suiting the interests of the learners, the performance of such learners will greatly be affected. Figure 1 above gives a clear picture of the responses of the respondents with regard to the measure to be undertaken to improve the academic performance of students in schools where by 9 percent of the responses given suggested for an improvement in the teaching methods employed by teachers in schools

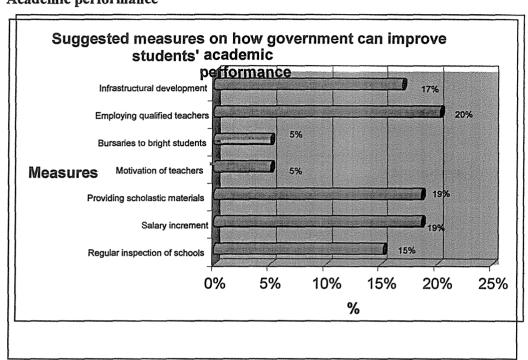


Figure 2: Suggested measures on how government can improve students' Academic performance

Source Data

Figure 2 above shows the views of the respondents about the measure which the government ought to undertake so as to improve on the academic performance of students in public Primary schools. The responses given by the respondents are reflected below:

Out of the total responses given, 17 percent (17%) called for infrastructural development and this requires improvement in school structures, 20 percent (20%) called for employment of more teachers, 5 percent (5%) of the respondents' views suggested that there was need for government provision of bursaries and motivation of teachers respectively, 19 percent of the responses called for provision of scholastic materials and salary increment respectively while 15 percent (15%) called for regular inspection of schools by government officials or inspectors.

4.3 Over view of the findings

It is quite clear from the above findings that the poor academic performance of students in Primary schools is greatly caused by such factors like: inadequate teaching and learning materials, low student-teacher ratio, and low salary rates for teachers which make them offer poor services to learners in schools, and poor school structures which results into unconducive learning environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Basing on the interpretation, and findings of this research study, the researcher was driven to make the following conclusions:

Concerning research question 1: The findings from the field revealed that the poor academic performance of students in Primary schools is greatly caused by such factors like: inadequate teaching and learning materials, low student-teacher ratio, and low salary rates for teachers which makes them offer poor services to learners in schools, and poor school structures which results into un conducive learning environment all of which are associated with financial resource constraints.

Concerning research question 2: The findings from the study revealed that there are other factors other than financial resource constraints which affect the academic performance of students in Primary and these include the following among others; the natural weakness of learners in some subjects, social cultural misconception like the negative attitude of parents towards having their children sent to school, the dull and rigid curriculum which does not suite the interests of learners, and the poor or lower motivation levels form parents, teachers, media and other agents of socialization

Concerning research Question 3: The findings from the study revealed the following as measures which the government and the schools have to under take so as to improve on the academic performance of students in schools. Such measures included among others: regular assessment of learners by the teachers in schools, strengthening parent- teacher associations, provision of bursaries to learners most especially those stemming from humble background families, proper guidance and counseling services to learners by the teachers and other authorities concerned, more recruitment of qualified teachers and effecting an increment in teachers' salaries, provision of scholastic materials like text books to make learners have a wider exposure in learning and improvement in teaching methods so as to suite the interests of learners.

5.1 Recommendations

Considering the findings from the study and the views of the respondents, it would be of great importance if a consideration of the following is undertaken:

Recruitment of More Competent and Well-Trained Science Teachers

It has been noted that the academic performance of students in Primary schools is partly attributed to inadequacy of competent and well trained teachers. It is therefore worth mentioning that the undertaking of training and recruitment of teachers in Primary schools be affected. The government should endeavor to establish more national teachers colleges and also, improve on those that are already in place, particularly with respect to provision of adequate laboratory equipments and incentives for teachers.

Improvement of School Structures and provision of scholastic Materials

For all along, the inadequacy and in some total absence of science equipments has been responsible for the poor performance of students in science subjects. The buildings that is, subject rooms fro sciences have been in a devastating condition which has been an impediment to good performance of students when it comes to national science exams. Little attention in form of government facilitation to schools has been given and this has kept most schools in the countryside to lag behind as regards performance of their students. It is on such a ground that the researcher would suggest and recommend that both the government and Primary schools within the area of study and Uganda as a whole should strive to see to it the equipments for science subjects are available to learners right away from the early years of Primary education such that they can get used to all what is meant to be done in sciences.

Curriculum Review

It has always been argued that the curriculum for Primary education in Uganda has not been considering the interests of the learners and what the market ought to demand. It would be high time for the government to review the curriculum and also, for schools to offer services that suite the interests of learners in schools as this is viewed to help in the uplift of the academic performance of students.

Need for Making Science Subjects Attractive

Basing on the information from Primary and sources, it was argued that science subjects have not been made attractive to students. To make matters worse, even the entry points for

science students into institutions of higher learning have been so high a thing which has been making students become disinterested in science subjects. The researcher is therefore optimistic that if the government reduces the entry points for science students into institutions of higher learning, students will get encouraged and attracted to take up science subjects.

Need for Literacy Programs on the Importance of Having Gender Balance In All Subjects

Given the current world of work, where each human being is assumed to be part of the labor force, there is no doubt that girl child education is equally necessary and in all areas of life. It has however been argued that in most parts of the country, girl child education has not been so effective and when it comes to the subtleties of science subjects, girls have always been rendered as being weak and this has been a moor factor for their low performance in such subjects. If education is for all and for both boys and girls - as it was meant to be, then parents and teachers in schools need to strive hard to see to it that even girls do take up science subjects and even ensure that they equally performance well as the case has been for boys.

Over view of Policy Measures

Indeed, addressing the problem of poor academic performance of students in Primary schools would require a joint effort of the schools, Non Governmental Organizations (NGOs), and the government to see to it that there is a great improvement in the academic performance trends. This calls for the undertaking of measures such as improvement in school facilities and equipments, training and recruitment of more teachers, and government provision of incentives to schools and families with a low economic status.

5.2 Areas for further Study

It is not plausible to assume that the findings and the suggested measures for this particular research study can guarantee a sounding proof and a milestone as well, as far the causes of poor performance of students in science subjects is concerned. There researcher is therefore optimistic that there will been arousal of further studies in as far as the causes of poor performance in science subjects is concerned and possible measures to address such impediments to good performance. Further studies can also been done in areas like: the poor performance of girl child in science subjects.

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APPENDICES APPENDIX I: INTRODUCTION LETTER

NYASIRA S.D.A PRIMARY SCHOOL

P.O BOX 579, 40500

KEMBU

7th/Dec/ 2009

TO:

ALL RESPONDENTS

NYABOKE RUTH ONYINKWA

Dear Sir/Madam,

RE: RESEARCH PAPER.

This is a research paper to investigate the effect of financial constraints on academic performance of pupils in public primary schools. A case study in Kembu Division, Kisii District The results of the research work are geared towards sensitizing the society on the effects of financial constraints on academic performance in Kenyan public primary schools as well as to assist other researchers to carry out further detailed research on the same topic. Please fill the questionnaire by either ticking or as instructed by the questionnaire itself. All the information given will be confidential. Please give accurate information. Thanking you for your Co—operation

Yours faithfully:	

NYABOKE RUTH ONYINKWA

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

1.0 Section A. Profile of Respondent

The sole purpose of this questionnaire is to assist the researcher- Oyancha Josephat, to try and establish the impact financial constraints on the academic performance of students in Primary schools within Kembu Division, Kisii District. 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.

1.1 Age Below 15 16-20 21-23 24-25 25 and above 1.2.Sex Female Male [1.2 Level of education A. Form 1 C. Form 3 E. Advanced Level _ B. Form 2 D. Form 4 2.0 Section B: Ways under which financial resource constraints have affected Performance of students in Primary 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 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 an impact on 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	
3.4. The motivation from parents, teacher, the media, Non Governmental Organizations (NGOS) and or community affect the performance of students in secondary schools.	
Agree B. Strongly agree C. Disagree	
D. Strongly disagree E. Neutral	
Give a reason for your answer above	
4.0 Section D: Alternative measures to Improve Performance of students in Secondary schools	
4.1. Suggest possible ways which schools need to undertake so as to improve the	
performance of Students in secondary schools.	
i)	
ii)	

2 What should the government do to improve the performance of students in secondar	У
schools?	
	• • • • • •
	• • • • •
)	••••
i)	•••••

Thank you for your time Source: Researcher Developed

44

APPENDIX III

APPENDIX (E): SAMPLE SIZE (s) REQUIRED FOR THE GIVEN POPULATION SIZES (N)

Martin E. Amia

Appendix A

Sample size (s) required for the given population sizes (N)

N	S	N	S	N	S	N .	S	N .	[S]
10	10	100	80	280	162	800	260	2800	.338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50.	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R. V. Krejcie and D. W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

APPENDIX IV: DATA PRESENTATION PLAN

Table1: Profile of the respondent

Category	Frequency	Percentage
Age: 25 and above		
24-25		
21-23		
16-20		
Below 15		
Gender: Male		
Female		
Marital status:		
Single		
Married		

Table 2: Financial Resource constraints and its effects academic performance of Students in public primary schools

Item	Variables	Frequency	Percentage

APPENDIX V: BUDGET FOR CONDUCTING RESEARCH

Item	Particulars	Quantity	Rate	Total cost
1	Reams of paper	6	7500	45,000/=
2	File folders	3	1,000	3,000/=
3	Note book	1	2000	2,000/=
4	Pens	4	1500	6,000/=
5	Pencils	2	150	300/=
6	Typing expenses	8 reprints	200-1000	200,000/=
7.	Printing Expenses	8 reprints	200	100,000/=
8	Transport Costs		15,000	90,000/=
9	Miscellaneous (Tapes and radio cassettes for interview			20,000/=
	Total			465,300/=

APPENDIX VI: WORK PLAN FOR THE RESEARCH STUDY

Activity	Feb	March	April	May	June	July	August
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