

**INFLUENCE OF FINANCIAL POLICY ON PERFORMANCE OF
SELECTED PUBLIC SECONDARY SCHOOLS IN THE NORTH RIFT
REGION, KENYA BETWEEN 2015 AND 2020.**

EZEKIEL KIBET TANUI : B.ED(UoN), MPPA(KU)

C82/CTY/38429/2016

**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF LAW, ARTS
AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN PUBLIC POLICY AND MANAGEMENT OF KENYATTA
UNIVERSITY**

FEBRUARY, 2023

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

Signature..... **Date**

Name: Ezekiel Kibet Tanui

Registration number: C82/CTY/38429/2016

This thesis has been submitted for review with our approval as University supervisors:

Signature..... **Date**

Dr. Jane Njoroge

School of Humanities and social sciences

Department of Public Policy and Administration

Kenyatta University

Signature..... **Date**

Dr. Patrick Mbataru

School of Humanities and social sciences

Department of Public Policy and Administration

Kenyatta University

DEDICATION

This thesis is dedicated to my family, my wife Fremina Jemeli Lagat and my children Brian Kipkoech Bett, Bevlyn Cherono Tanui and Brendan Kimutai Bett for their care, prayers and support and my parents Isaac Maritim and Susan Maritim and my late parents in law Mr. John Kiplagat and Mrs Flora Kiplagat and my late grandmothers Bot Meresei Kaprotuk and Kogo Tabaes Kapkigen for their parental love, prayers and support. I will always acknowledge their devotion to my education all the days of my life.

ACKNOWLEDGEMENT

I wish to most sincerely thank the Almighty God who has given me an opportunity to live and the strength to pursue my studies. My utmost gratitude goes to my supervisors, Dr Jane Njoroge (PhD) and Dr Patrick Mbataru (PhD) who have professionally guided me in the formulation and execution of this thesis. Special thanks to Prof Minja and Dr Edna Moi (PhD) for their positive critique of the study. I will for ever be grateful to my family, my wife, daughter and sons for their moral and material support throughout my life.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
OPERATIONAL DEFINITION OF KEY TERMS	xiii
ABSTRACT	xv
CHAPTER ONE: INTRODUCTION	1
1.1 Background	1
1.2 Statement of the Problem.....	32
1.3 Objectives of the Study	33
1.4 Research Hypotheses	34
1.5 Justification and significance	34
1.6 Scope of the study	35
1.7 Study Delimitations	36
CHAPTER TWO: REVIEW OF LITERATURE	37
2.1 Introduction.....	37
2.2 Empirical Literature Review	37
2.2.1 Resources and Performance of Secondary Schools.....	37
2.2.2 Government Allocation and Performance of Schools.	44
2.2.3 Timing of Release of Funds and Performance of Schools	55
2.2.4 School Fees Revenue Stream and Performance of Schools	58
2.2.5 Bursary Awards to Needy Students and Performance of Schools.....	89
2.2.6 Physical Facilities and School Performance.....	107
2.2.7 Human Resources Management and School Performance.....	110
2.2.8 Instructional Materials and School Performance.....	113
2.3 Theoretical Literature.....	114
2.3.1 Resource Based View Theory	114
2.3.2 Human Capital Theory	115

2.3.3 The Contingency Theory	116
2.3.4 Education Production Function theory	117
2.3.5 Systems Theory	118
2.4 Summary of Literature Review and Research Gaps	120
2.5 Conceptual Framework	122
CHAPTER THREE: RESEARCH METHODOLOGY	124
3.1 Introduction	124
3.2 Research Philosophy	124
3.3 Research design	125
3.4 Target population	126
3.5 Sampling Techniques and Sample size	128
3.5.1 Sampling Techniques	128
3.6 Sample Size Determination	129
3.7 Data Collection instruments	129
3.8 Validity Test of Research Instrument	130
3.9 Pilot Testing	131
3.10 Reliability of the instrument	131
3.10.1 Results of Reliability Tests	132
3.11 Data collection procedures	132
3.12 Data analysis methods	133
3.13 Empirical Model	134
3.14 Diagnostic Tests	135
3.14.1 Multicollinearity Test	135
3.14.2 Heteroscedasticity Test	135
3.14.3 Normality Test	136
3.14.4 Autocorrelation Test	136
3.15 Ethical Considerations	136
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS	138
4.1 Introduction	138
4.2 Response Rate	138
4.3 Background Information	139
4.3.1 Respondent's Gender	139
4.3.2 Respondent's Age Bracket	139
4.3.3 Respondent's Position Served	140

4.3.4 Respondent's Length of Service.....	141
4.4 Government Financial Allocation.....	141
4.4.1 Government Financial Allocation Qualitative Analysis.....	142
4.4.2 Government Financial Allocation Descriptive Analysis.....	142
4.5 Timing of Release of Government Funds.....	144
4.5.1 Timing of Release of Government Funds Qualitative Analysis.....	145
4.5.2 Timing of Release of Government Funds Descriptive Analysis.....	145
4.6 School Fees Revenue Stream.....	146
4.6.1 School Fees Revenue Stream Qualitative Analysis.....	147
4.7 Award of Bursaries to Needy to Needy Students.....	149
4.7.1 Award of Bursaries to Needy Students Qualitative Analysis.....	149
4.7.2 Bursary Awards to Needy Students Descriptive Analysis.....	150
4.8 Performance of Secondary Schools.....	152
4.9 Diagnostic Tests Results.....	154
4.9.1 Multicollinearity Tests.....	154
4.9.2 Heteroscedasticity Tests Results.....	155
4.9.3 Normality Test.....	155
4.9.4 Autocorrelation Tests Results.....	156
4.10 Results of Regression Analysis.....	156
4.10.1 Regression Model Summary.....	156
4.10.2 ANOVA.....	157
4.10.3 Coefficients.....	158
4.10.4 Specific Objective One: Government Allocation.....	158
4.10.5 Specific Objective Two: Disbursement Timing.....	159
4.10.6 Specific Objective Three: School fees.....	160
4.10.6 Specific Objective Four: Award of Bursaries.....	161
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	163
5.1 Introduction.....	163
5.2 Summary.....	163
5.3 Conclusion.....	164
5.4 Contributions of the Study to Knowledge.....	167
5.4 Recommendations for Policy Practice.....	168
5.6 Suggestions for Further Studies.....	169
REFERENCES.....	171

APPENDICES	197
Appendix I: Introductory Letter	197
Appendix II: Research Questionnaire	198
Appendix III: Interview Guide.....	202
Appendix III: Research Permit	204

LIST OF TABLES

Table 1.1: K.C.S.E Performance in Nandi and Uasin Gishu Counties	31
Table 2.2: Summary of Literature Review and Research Gaps	120
Table 3.1: Description and Analysis of Variables	125
Table 3.2: Target Population	127
Table 3.3: Reliability Test	132
Table 4.3: Respondent's Age Bracket	140
Table 4.4: Respondent's Length of Service	141
Table 4.5: Government Financial Allocation Descriptive Analysis	143
Table 4.6: Timing of Release of Government Funds Qualitative Analysis	145
Table 4.7: School Fees Revenue Stream Descriptive Analysis	147
Table 4.8: Average Amount of Bursaries and Donations Received in Year 2020/2021	149
Table 4.9: Awards of Bursary to Needy Students Descriptive Analysis	151
Table 4.10: Performance of Secondary Schools	153
Table 4.11: Multi collinearity Test Results	154
Table 4.12: Heterodascedasticity Test Results	155
Table 4.12: Normality Test	155
Table 4.13: Autocorrelation Test Results	156
Table 4.14: Model Summary	157
Table 4.15: Analysis of Variance	157
Table 4.16: Coefficients	158

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	122
Figure 4.1: Respondent's Gender	139
Figure 4.2 Respondent's Position Served	140

ABBREVIATIONS AND ACRONYMS

DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EPT	Education Production Theory
GDP	Gross Domestic Product
MDGs	Millennium Development Goals
OECD	Organization for Economic Cooperation and Development
SEBF	Secondary education bursary fund ()
SPSS	Statistical Package for Social Sciences
TLM	Teaching and Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
VIHRM	Very Important Human Resource Managers
WEF	World Education Forum
DW	Durbin-Watson

OPERATIONAL DEFINITION OF KEY TERMS

- Financial Policy –** Policies for framing and overseeing systems for finances in public secondary schools to promote efficiency and protection of stakeholders and performance of schools
- Financial Resources –** Refers to bursaries, donations, tuition fees and Government’s disbursement to public secondary aimed at facilitating learning and improving performance.
- Human Resources –** Qualified teaching staff and other staff employed in public secondary schools aimed at offering learning in schools and improving performance.
- Learning resources –** Materials used for educational purposes in public secondary schools to improve performance. Examples are text books, writing material and lab equipment
- Physical resources –** Facilities in public secondary schools such as classrooms, auditoriums, administrative blocks, laboratories, libraries, workshops, stores, fields and toilets that support improvement of schools performance.

Performance –	The extent to which students, teachers, or an institution has attained their short or long term educational goals measured by grades attained in national examinations.
Public Secondary Schools –	Learning institutions providing Secondary school education sponsored by the government with an aim of improving performance.
Government Financial Allocation	Funds provided to public schools by the government to aid performance of the schools.
Timing of Release	The period in which the government releases funds to public schools. Timely release of funds facilitates timely availability of school needs thus improvement of school performance
School Fees Revenue Stream	The periods in which schools receive schools fees from parents/guardians in order to facilitate school performance through provision of student needs.
Financial aid to needy students	These are bursary and or donations from government and other stakeholder to children from poor families to improve school performance.

ABSTRACT

The importance of financial policy in the performance of educational institutions cannot be underestimated. Key performance indicators would largely depend on funding. The performance of educational institutions is a key feature of the education system in any country. This has direct influence on the social economic development since the students' academic outcomes will register as positive externalities and this in turn drive socio-economic progress in a country. Crucially, financial resources play a pivotal role in the advancement of the education agenda. It is up to the government and other stakeholders to ensure that the required resources are provided for optimum school performance. Despite efforts by the Kenyan government, parents and other stakeholders to provide financial resources in secondary schools, the performance of many public schools remain poor. There are few studies on the influence of financial policy on the performance of educational institutions and this study should add to the current body of knowledge on financing secondary education. The main objective of this study was to determine the influence of financial policy on performance of educational institutions in North Rift region, specifically, Nandi and Uasin Gishu Counties. The specific objectives of the study were: To determine the influence of government financial allocation on performance of public selected secondary schools; To determine the influence of timing of release of government funds on performance of selected public secondary schools; To determine the influence of school fees revenue stream on performance of public selected secondary schools; To determine the influence of bursary on performance of public selected secondary schools. The theories used to frame this work were the Resource Based View, Human Capital and Contingency Theory. The study adopted interpretivist philosophical approach. The target population was 1,672 respondents from 278 public secondary schools. Using the Taro Yamane formulae a 322 sample size derived. The research used stratified sampling techniques. Self-administered questionnaires and interview schedules were used to collect quantitative and qualitative data. The questionnaire was validated through panel review, piloting and exploratory factor analysis. The questionnaire was then subjected to an inter-consistency test using a Cronbach's coefficient. With an alpha of up to 0.6, the questionnaire was judged reliable. The research is descriptive and explanatory in design. Inferential analysis, specifically the chi-square was used to establish the relationship between variables. The independent variables included government allocation, timing of release of government funds, school fees revenue stream and bursary award to needy students. The dependant variable is performance of selected public secondary schools. The study concluded that financial policy influences performance of public secondary schools. Public policy determines the government allocation to schools, timing of release of government funds, school fees revenue stream and financial aid to needy students. The results show that financial policy does influence performance of educational institutions. The study recommends that both the national and county governments should ensure that the amount allocated to finance school programmes is adequate considering high enrolment rate due to 100% transition policy. The National government should ensure that the disbursement of funds reaches the targeted schools on the stipulated time. The study also recommends that the Ministry of Education should come up with appropriate strategies that ensure that performance of the schools is not affected by unprecedented challenges brought about by pandemics such as COVID-19. The school management should encourage the parents/guardians to honour their agreement so as to avoid bad debts accruing. The stakeholders involved in the allocation of bursaries to public secondary schools should ensure that it is allocated on time. The study also recommends that the allocation of funds should consider the increasing number of needy students. The approval and release of funds should be simplified to avoid delays.

CHAPTER ONE: INTRODUCTION

The section provides an in-depth background of the study. It traces the problem across the world, focusing on the influence of financial policies on the performance of public secondary schools globally, Africa and East Africa, down to Kenya. Additionally, the chapter presents the problem statement, objectives of the research, justification, scope, significance, hypothesis and limitation of the study.

1.1 Background

High school education is a crucial stage in the development of individuals and country. Financial policy can greatly influence school performance as it determines the allocation of resources and funding for educational institutions. Adequate funding for schools can lead to improved facilities, updated technology and resources, and higher teacher salaries, all of which can enhance the quality of education and student achievement. Conversely, inadequate funding can lead to insufficient resources, overcrowded classrooms, and low teacher morale, which can negatively impact student learning and performance. Thus, a well-designed and implemented financial policy can play a crucial role in promoting and maintaining high-quality education in schools.

The issue of government allocation and its impact on school performance has been widely debated in the United Kingdom. Research done in the UK on the relationship between government allocation and school performance provides compelling evidence of a positive association between increased funding and improved student achievement. The studies discussed in this paper show that increased government

funding for schools can lead to improved academic performance, particularly for disadvantaged students.

The allocation of government funding for schools has always played a crucial role in determining the quality of education that students receive, and as such, it is important to understand the relationship between government funding and school performance. Research done in the UK on the topic provide a general vista of the relationship between government financial allocation and school performance.

It is important to note that the relationship between government allocation and school performance is complex and multifaceted, and the findings of these studies should not be used to support blanket policies for increasing government funding for schools. Instead, the research suggests that the allocation of funding should be targeted towards specific programs and in UK research on the relationship between government allocation and school performance has been conducted in various forms, including case studies, observational studies, and statistical analyses. One of the most well-known studies was conducted by the Organisation for Economic Cooperation and Development (OECD), which found that increased government funding for schools was positively associated with improved student achievement (OECD, 2009).

In Japan, education is principally funded by the government at both the national and local levels. The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) oversees and funds the country's education system. The Ministry provides funding to schools in the form of grants and subsidies, with the goal of ensuring that all students have access to a high-quality education regardless of their socio-economic background.

At the national level, the MEXT provides funding to schools through several different programs. One of the main programs is the "Fund for the Promotion of Local Education," which provides subsidies to local governments to support the construction and maintenance of schools, as well as to support the implementation of educational programs. Another program, the "Fund for the Promotion of Private Schools," provides subsidies to private schools to support the implementation of their educational programs.

In addition to these programs, the MEXT also provides funding to schools for specific initiatives, such as the promotion of science and technology education and the promotion of sports education. The Ministry also provides funding to support the professional development of teachers and school leaders, as well as for the development of new educational materials and technologies.

At the local level, education is primarily funded through the collection of local taxes. These taxes are used to support the operation and maintenance of schools, as well as to provide financial support to students who come from low-income families. Local governments also have the discretion to allocate funds to schools based on their individual needs and priorities.

In Japan, all students are required to attend school from the age of six until they complete their compulsory education at the age of 15. The cost of this education, including textbooks and uniforms, is typically covered by the government or by the local government. Some families may choose to send their children to private schools, but the cost of these schools is typically higher and is usually covered by the families themselves.

Despite the extensive funding provided by the government, Japan's education system is considered one of the best in the world, with high levels of student achievement and a well-regarded curriculum. The country's emphasis on education is reflected in its high levels of literacy and in its ranking as one of the top-performing countries in international education assessments, such as the Program for International Student Assessment (PISA).

Education in Japan is primarily funded by the government at both the national and local levels, with the goal of ensuring that all students have access to a high-quality education. The MEXT provides funding to schools through various programs and initiatives, while local governments collect taxes to support the operation and maintenance of schools. Despite the extensive funding provided by the government, Japan's education system is widely considered one of the best in the world

The relationship between school performance and government allocation in Japan is complex and multi-faceted. Government funding has been shown to play a significant role in determining the quality of education that students receive, with more funding leading to better educational outcomes in many cases. However, other factors, such as the quality of teaching and the socio-economic background of students, can also have a significant impact on school performance.

Education funding in Australia has been a topic of much debate in recent years. The government has faced criticism for not providing enough funding to schools, leading to a decline in the quality of education and an increase in the burden on families to pay for education (Brimblecombe, 2018). According to the Australian Bureau of Statistics (2021), government funding accounted for only 62% of total education

funding in 2020, while the remaining 38% came from other sources such as private contributions and fees.

The Australian government has implemented several initiatives to improve the education system, including the introduction of the Gonski Report in 2011 (Gonski & UNESCO, 2011). The report called for a more equitable distribution of funding to schools, based on the individual needs of students. The government has also introduced the National School Reform Agenda, which aims to provide funding to schools based on their level of disadvantage (Department of Education, 2020).

However, despite these efforts, the funding gap between government and non-government schools remains a significant issue in Australia (Raftery & Zhu, 2017). Government schools receive significantly less funding compared to non-government schools, leading to disparities in the quality of education and a lack of resources for students in low-income areas (McLennan, 2019). This has resulted in calls for a more equitable distribution of funding, to ensure that all students have access to the resources they need to succeed (Brimblecombe, 2018).

Another major concern in education funding in Australia is the increasing cost of tuition fees for tertiary education (Department of Education and Training, 2017). This has led to a significant increase in student debt, with many students taking out loans to pay for their education (Australian Government, 2019). This has raised concerns about the future of education, with many questioning whether the increasing cost of education is sustainable in the long term (Raftery & Zhu, 2017).

In general, the status of education funding in Australia is a complex issue, with many factors contributing to the current challenges. While the government has implemented

several initiatives to improve the education system, the funding gap between government and non-government schools remains a significant issue, and the increasing cost of tertiary education has raised concerns about the future of education in Australia.

Education funding in New Zealand has been a topic of much debate in recent years. According to the Ministry of Education (2021), the government provides the majority of funding for schools, with the majority of this funding going towards salaries for teachers and support staff. However, there have been concerns raised about the adequacy of this funding, particularly in light of increasing enrolments and the costs associated with providing a quality education to all students.

One major concern is the unequal distribution of education funding. A study by the New Zealand Council for Educational Research (NZCER) (2019) found that there are significant disparities in funding levels between different types of schools, with low decile schools often receiving less funding per student than high decile schools. This can have a significant impact on the quality of education that these students receive, as schools with less funding may not be able to afford the resources and support that they need to provide a high quality education.

Another issue is the insufficient funding for special needs education. According to the New Zealand Ministry of Education (2020), many schools are struggling to provide adequate support for students with special needs, due to the high costs associated with providing these services. This can result in these students falling behind in their education and facing significant barriers to reaching their full potential.

Despite these challenges, there have been some positive developments in recent years. The government has introduced a number of initiatives aimed at increasing funding for education, including the Targeted Funding for Disadvantaged Students (TFDS) program (Ministry of Education, 2022). This program provides extra funding to schools with high numbers of students from disadvantaged backgrounds, to help ensure that these students receive the support they need to succeed. Additionally, the government has also committed to increasing funding for special needs education, with the introduction of the Special Education Grant (SEG) (Ministry of Education, 2022). This grant provides additional funding to schools to help support students with high needs, such as those with disabilities or behavioural issues.

However, despite these initiatives, many educators and advocacy groups believe that more needs to be done to address the inadequacies in education funding in New Zealand. For example, the New Zealand Educational Institute (NZEI) (2021) has called for a significant increase in funding for all schools, to ensure that all students receive the support they need to succeed. Additionally, the NZEI has also called for more targeted funding for low decile schools, to help close the gap in funding levels between different types of schools.

In this regard, the issue of education funding in New Zealand remains a complex and ongoing challenge. While there have been some positive developments in recent years, including the introduction of targeted funding initiatives, there are still concerns about the inadequacy of funding for many schools and students. In order to ensure that all students receive the quality education they deserve, it is crucial that the government continues to invest in education funding and address the disparities that exist.

The funding of education has always been an important factor in determining the quality of education received by students. The timing of education funding can play a significant role in the performance of schools and their ability to provide adequate resources for their students. This thesis will examine the influence of timing of education funding on school performance in Canada, exploring both theoretical and empirical evidence.

Education funding in Canada is complex and varies depending on the province and the type of school. According to Finn (2017), the majority of education funding in Canada comes from the provincial governments, but there is also some funding from the federal government. The funding is typically used for teacher salaries, school supplies, and building maintenance.

The timing of education funding can play a significant role in the performance of schools in Canada. Theoretical models and empirical evidence suggest that schools that receive funding earlier in the year tend to perform better than those that receive funding later in the year. This is because schools are able to allocate resources more effectively, which leads to improved student achievement and a lower dropout rate. Policymakers should take these findings into consideration when developing education funding policies and allocate funding to schools in a timely manner to maximize their impact.

The timing of the release of funds for education can have a significant impact on the performance of students in Japan. According to the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) (2021), the timing of funding releases can play a key role in determining the resources that schools have available to them, and can therefore have a direct impact on the quality of education that students receive.

One key issue related to the timing of funding releases is the impact it can have on school planning. A study by the National Institute for Educational Policy Research (NIER) (2019) found that schools often struggle to plan effectively when funding is released at inconsistent times or in insufficient amounts. This can result in schools being unable to invest in necessary resources, such as new textbooks or updated technology, which can negatively impact the quality of education that students receive.

Another issue related to the timing of funding releases is the impact it can have on teacher recruitment and retention. According to a report by the Japanese Federation of Teachers and Staff Unions (JFT) (2020), the timing of funding releases can play a significant role in determining the ability of schools to attract and retain highly qualified teachers. For example, schools that receive funding later in the year may be unable to offer competitive salaries or provide other benefits, which can make it more difficult to attract and retain the best teachers.

Despite these challenges, there have been some positive developments in recent years related to the timing of funding releases for education in Japan. The government has introduced a number of initiatives aimed at improving the consistency and predictability of funding releases, including the introduction of multi-year funding agreements (MEXT, 2021). This has helped to ensure that schools have a clearer understanding of the resources they can expect to receive, and has enabled them to plan more effectively.

Another positive development has been the increasing focus on ensuring that funding is released in a timely manner. A study by the Japan Society for the Promotion of Science (JSPS) (2022) found that schools that receive funding early in the year are

better able to invest in the resources they need to provide a quality education to students. This has helped to improve the quality of education in many schools and has helped to close the achievement gap between different schools.

Despite these positive developments, there is still room for improvement in the timing of funding releases for education in Japan. For example, the JFT (2020) has called for the government to ensure that funding is released as early in the year as possible, to ensure that schools have the resources they need to provide the best education for students. Additionally, the JFT has also called for the government to increase the amount of funding that is provided to schools, to help ensure that all students receive the support they need to succeed.

In summary, the timing of funding releases for education can have a significant impact on the performance of students in Japan. While there have been some positive developments in recent years, such as the introduction of multi-year funding agreements and an increased focus on timely funding releases, there is still room for improvement. In order to ensure that all students receive the quality education they deserve, it is crucial that the government continues to work to improve the timing of funding releases and to provide the resources that schools need to succeed.

In Africa, education funding depends from country to country. In Nigeria, the government has a responsibility to ensure that every child has access to quality education. However, the state of high school education in Nigeria has been a cause for concern, with reports of inadequate funding, poor infrastructure, and low educational performance (Adebowale, 2018). The purpose of this essay is to examine the relationship between government funding and high school education performance in Nigeria.

The role of government funding in high school education: Adequate funding is a crucial factor in determining the quality of education that students receive in high schools (Oluwole & Alaba, 2020). Government funding can help to improve the infrastructure and resources available to schools, providing students with the necessary tools and materials to achieve high educational standards (Adebowale, 2018). For example, sufficient funding can be used to provide schools with modern equipment, technology, and materials to enhance teaching and learning (Oluwole & Alaba, 2020).

However, the reality in Nigeria is that government funding for education has been inadequate, which has impacted the quality of education provided to students in high schools. In recent years, there have been numerous reports of schools with inadequate facilities, lack of teachers, and inadequate resources to support student learning (Adebowale, 2018). In a survey of high schools in Nigeria, Oluwole and Alaba (2020) found that many schools lacked basic facilities such as electricity, running water, and functional toilets. This has created an unfavorable learning environment for students, making it difficult for them to achieve high academic standards.

There is significant impact of inadequate funding on high school education performance. Inadequate funding of high schools in Nigeria has contributed to the low performance of students in high school education. For example, a lack of resources and facilities can impact the quality of teaching and learning, leading to poor educational outcomes for students (Adebowale, 2018). In many schools in Nigeria, students are not exposed to adequate learning opportunities due to limited resources, leading to low levels of academic achievement (Oluwole & Alaba, 2020).

In addition, inadequate funding has also led to a shortage of qualified teachers in high schools in Nigeria (Adebowale, 2018). This has created an environment in which students are not adequately supported in their learning and development. The quality of education provided in high schools is impacted when teachers are not adequately trained or equipped with the necessary resources to deliver quality education (Oluwole & Alaba, 2020). This can result in students not receiving the education they need to succeed and develop the skills required to meet the challenges of the future.

It is therefore considered that the government funding plays a critical role in determining the quality of education provided to students in high schools in Nigeria. Inadequate funding has contributed to poor infrastructure, a shortage of qualified teachers, and low educational performance. It is crucial for the Nigerian government to prioritize funding for high school education to improve the quality of education provided to students and to support their learning and development.

In South Africa High school education is a crucial stage in the development of individuals and a nation. In this country, the government has a responsibility to ensure that every child has access to quality education. However, the state of high school education in South Africa has been a cause for concern, with reports of inadequate funding, poor infrastructure, and low educational performance (Mhlanga, 2019). The purpose of this essay is to examine the relationship between government funding and high school education performance in South Africa.

The role of government funding in high school education cannot be underestimated. Adequate funding is a crucial factor in determining the quality of education that students receive in high schools (Ndlovu, 2020). Government funding can help to improve the infrastructure and resources available to schools, providing students with

the necessary tools and materials to achieve high educational standards (Mhlanga, 2019). For example, sufficient funding can be used to provide schools with modern equipment, technology, and materials to enhance teaching and learning (Ndlovu, 2020).

However, the reality in South Africa is that government funding for education has been inadequate, which has impacted the quality of education provided to students in high schools. In recent years, there have been numerous reports of schools with inadequate facilities, lack of teachers, and inadequate resources to support student learning (Mhlanga, 2019). In a survey of high schools in South Africa, Ndlovu (2020) found that many schools lacked basic facilities such as electricity, running water, and functional toilets. This has created an unfavourable learning environment for students, making it difficult for them to achieve high academic standards.

Inadequate funding of high schools in South Africa has contributed to the low performance of students in high school education. For example, a lack of resources and facilities can impact the quality of teaching and learning, leading to poor educational outcomes for students (Mhlanga, 2019). In many schools in South Africa, students are not exposed to adequate learning opportunities due to limited resources, leading to low levels of academic achievement (Ndlovu, 2020).

In addition, inadequate funding has also led to a shortage of qualified teachers in high schools in South Africa (Mhlanga, 2019). This has created an environment in which students are not adequately supported in their learning and development. The quality of education provided in high schools is impacted when teachers are not adequately trained or equipped with the necessary resources to deliver quality education (Ndlovu,

2020). This can result in students not receiving the education they need to succeed and develop the skills required to meet the challenges of the future.

Government funding plays a critical role in determining the quality of education provided to students in high schools in South Africa. Inadequate funding has contributed to poor infrastructure, a shortage of qualified teachers, and low educational performance. It is crucial for the South African government to prioritize funding for high school education to improve the quality of education provided to students and to support their learning and development.

Education is one of the most essential enablers of socio-economic development and cultural advancement for any society. Education enriches a people's understanding of themselves and the world, improving the quality of lives and making possible the attainment of broad social benefits to individuals and society (Mbugua, Reche, Bundi, & Riungu, 2012).

Education can be an effective tool for tackling poverty and addressing inequality by providing the opportunity and the resources for upward social mobility and inclusion, the sum of which an entire society's quality of life is improved. Schultz (1971), observed that rich countries were able to recover from the vagaries of World War II much faster than poor countries because of the large pool of educated population that were in a better position to innovate and employ physical capital. Battle and Lewis (2002), say education has direct and indirect effects on national output because educated workers have higher marginal productivity, which in turn raises that marginal productivity of other factors of production.

Cognizant of the significance of education for a growing economy, the Government of Kenya, right after independence in 1963, embarked on developing policy measures for mainstreaming human capital development through education since the country needed skilled labour to replace the colonialists who were exiting after self-rule was declared (Kinuthia, 2009). The Government of Kenya in its Economic Survey (1964) noted that providing physical capital resources to jumpstart economic growth was not enough, as it required men and women capable of using capital efficiently.

These aspirations were codified in the Sessional Paper No.10 of 1965, which prioritized combating of ignorance, poverty and disease, emphasizing the right of every Kenyan to access education, among other inalienable rights. Independent Kenya therefore committed to enhance the role of human capital in economic development. The Ministry of Education was established with enormous resources allocated to it to expand educational facilities countrywide, with public spending on education hovering around 22% (or 6% of GDP) of total government expenditure over the years, the highest being 29.19% in 2004, at the height of free primary education (“UNESCO Institute for Statistics,” 2008).

Given the importance attaching to education and its special role in enhancing human capital, it follows that resources deployed to the education sector should translate to improvement in the overall student productivity through good grades in the KCSE examinations, which is an important means for assessing the effectiveness of teaching and learning (Odongo, 2006). In addition, examinations are most often used to effect promotions or award certification and is the method of choice adopted by most educators to determine whether students have mastered what was taught, while gauging their cognitive abilities (Nyagosia et al, 2011).

With an allocation of about 6% of GDP, the share of resources allocated to the education sector on Kenya is therefore large enough to warrant an examination of the relationship between the use and management of resources and examination performance. Mutungwa and Orodho (2014) and Birimana and Orodho (2014) refer to a study in Makueni County that examined how classroom management and the delivery of content correlated to the learners' performance. Onuka & Durowoju (2011), opine that examination outcomes form part of assessment tools for determining whether students have indeed acquired knowledge, mastered specific skills and competencies taught, by achieving a specific result or grade. Given the correlation between financial policy and examination outcomes, it follows that pass rates in KCSE examination is a good indicator for determining the efficiency with which resources are being used in schools in the North Rift Region.

Mwanyumba and Mutwiri (2009) noted that emphasis on good performance in the national examinations determines successful placement in institutions of higher learning and, by implication, job opportunities. Viewed from this perspective, i.e., management of resources and its correlation to examination outcomes becomes very important in determining return on investment.

Woodford et. al. (2003) argue that resources are both materials and human, which are availed to help in the achievement of either individual or organizational goals. Ahmed (2015) and Banjoko (1996) opines that the management of resources involves the efficiency in acquisition, utilization and supplies maintenance that an educational system requires.

Orodho and Waweru (2014) in their study on management practice and performance of students in Kiambu District, found that to enhance the performance of candidates,

schools must manage resources effectively. The resources in question include physical facilities, adequacy of human resources such as teaching and leadership skill sets and instructional materials. These studies show that efficient resource management by school administration and the government and are very critical to enhanced academic performance in schools.

In view of the foregoing, Mbugua et al., (2012) states that education outcomes are a key concern for a broad spectrum of stakeholders. It is of concern to parents, students, communities, educational researchers and government. This is because failure in the national examinations not only limits economic opportunities for the students, but it could reflect inefficient use and management of scarce resources. It is for these reasons that secondary school administrators in Kenya strive to improve the grades. According to Njuguna (2013), how a person turns out later in life could be determined by academic performance in the national examinations, which explains why secondary school administrators are constantly under pressure to improve the grades attained by students in the their schools (Mbugua et al., 2012).

Therefore, after the release of the KCSE examination results, decisions as to who accesses better career opportunities and who remains could be determined by the results obtained by a student. The consequences of poor KCSE performance are many. Poor performance limits a person's career opportunities and career mobility, reducing the prospects for future economic advancement. Poor academic performance is itself disempowering in terms of the candidate's self-esteem, curtailing the potential for future earnings, socio cultural ascendance and exclusion from a modernizing society. At the societal level, the lack of economic opportunities spike crime rates occasioned by unemployment. This explains partly why a lot of value is placed on

achievements of good results in national examinations, hence the concern on financial policy to ensure that the education sector in Kenya serves broader national goals of an educated and productive society.

In view of the importance of education in the wellbeing of nations and individuals, resources invested in education ought to translate into better academic outcomes. In Kenya, a study conducted by Education Insight (2005) revealed that inadequate learning facilities are a common feature and cause of poor performance in many schools. These studies show that schools with adequate facilities perform better in national examination especially in core subject such as mathematics. The study however asserted that facilities alone couldn't account for improved results in the Kenya Certificate of Secondary Examination (KSCE). Other factors should be taken into consideration, such as instructional material, adequacy of teaching staff and teaching aids and leadership prowess of school administrators.

The effects and impact of funding attracts research because of the crucial role education plays in the society. School outcomes are positive externalities in the society. Particularly, financing education is important and could significant outcomes. A study to elucidate on this should be of importance to policy makers and other stakeholders. Student academic performance is crucial in the education system. Being the focus in the education system, policies are likely to be tailored for learning improvement. Narad and Abdullah (2016), mention that the success or failure of any academic institution greatly determines the progress of a country. Farooq, Chaudhry, Shafiq and Behanu (2011), observe that students' academic achievements leads to knowledge and competences. However, for good performance to be achieved, there is

need to ensure adequate provision of the necessary resources, both human and physical (trained personnel, classrooms and laboratories, teaching aids etc).

Performance of educational institutions varies greatly in different regions. Educational institutions in the USA, have some of highest level of public investments. This in turn has greatly improved school performance over the years (Goldhaber, 2018). These educational institutions compete for public funds with other sectors such as the public health, social services and defence. As a result, Educational institutions in the United States have increased their competences to allow them compete globally.

Canada policies have over the years improved the country's educational institutions to become among some of the best in the world. In 2010 to 2011, the number of learners in Canada's public schools was about 4,708,548. The provinces with the best educational institutions were Ontario and Quebec which had over 60 percent of all school enrolments in the country (Livingstone & Weinfeld, 2017). By 2013, the enrolment rates at the secondary was 1.53 million. In 2015, about 90 percent of adults in Canada were high school graduates. Focusing on secondary education, secondary schools in Canada perform well and produces high student outcomes (Harmsen & Tupper, 2017). This can be attributed to adequate funding.

Educational Institutions in Europe are also under increased focus to enhance performance. The European Union as reported has designed financial policies to support national education systems and address common challenges. In addition, EU countries have an education policy framework through which the member nations learn from each other through the exchanges and adoption of best practices, to improve efficiency of learning and training (Pedaste 2019) Turkey's educational policy has focused greatly on enhancing its education sector. The country is focused

on developing its quality of education and has been investing considerably in the sector. The National Education Ministry's budget has increased y since the ruling Justice and Development Party came to power in 2002 (Kose & Ozturk, 2018). To ensure equal and fair access to education opportunities, institutions avail scholarship opportunities for students, especially to those who lack financial resources. In addition, the Turkish government has ensured there are enough textbooks and other resources in schools. Students and teachers have access to learning resources such as tablets and smart boards. This has led to improve quality in education and high performance in schools (Kose and Ozturk, (2018)

Australia provides high-quality education in her primary, secondary, and tertiary institutions. The country has over 200,000 courses and 1200 learning institutions. Australia maintains some of the highest educational performance criteria, thanks to its adequate funding by the federal government making education in public schools free (Zhang, Worthington & Hu, 2017). In China, educational institutions are ranked as among the best in Asia. As from the 2000 the enrolment rates have been increasing in the compulsory primary education. Enrolment in secondary schools has notably rose over the same period. .

In 2019 for instance, Australian education ministry reported that 1.5611 million more students were enrolled into the education system (Chen *et al*, 2018). There were more international learners by 2013. In China on the other hand, 2018 statistics from the country's Ministry of Education showed that they hosted about 492,185 international students which was a higher number than the United Kingdom's in the same period. UK hosted 458,520 international students. This implies that, with the continued investment in the educational sector, China will emerge a key destination for

education as its educational institutions keep on improving. Resource allocation has also been a key challenge in educational institutions in China. This has also affected the education quality. For instance, less developed regions in the western parts of the country face major challenges notably in staffing: there less qualified teachers compared to schools in the eastern regions. . For instance, Guangxi has student-teacher ratios of 20:1 and 24:1 not witnesses in all areas (Khan et al, 2019).

In Africa, there has been general improvement in the education standards but performance of educational institutions is still a challenge (Conn, 2017). Malawi for example has made notable improvements in education. The government implemented policy measures in the 1990s aimed at universal enrollment in schools. The measures included waiving all school charges for primary (Kafumbu, 2020). The Free Primary Schooling Initiative, that was implemented from 1994 helped to improve education quality and enrollment in the schools (Kafumbu, 2020). However, despite the increased efforts to boost the education sector in the southern Africa country , there have been challenges such as poorly defined transition sytems from one level to the other.

A major challenge in the introduction of the FPE policy in Malawi was lack of sufficient resources. This was as a result of more pupils into schools, further stretching the limited resources. The implementation was ill-planned leading to overcrowding especially in primary schools that offered openings at levels up to the 8th grade (Harber, 2017). As fees was waived, naturally, more parents enrolled their children, further putting pressure on a school system that was already under funded, under staffed and lacking the necessary facilities. In some cases, classes were conducted under trees for lack of classrooms. As for teacher shortage of teachers the challenge was most aparent. In 2010, for instance, the average elementary school

student/teacher ratio was around 99:1 which placed a heavy burden to the teachers, eventually affecting the education standards.

Oni (2007) and Omoegun (2007) stated that there is a significant difference between the rates of deviant behaviour among students from high and low socio-economic status. It is unfortunate that low-income students are more likely to possess high-risk characteristics. Conversely, 50 per cent of middle and upper-income students have at least one of the parents who earned a bachelor's degree or higher, compared with less than 20 per cent of low-income students. And this implies that children who enrol in schools are more likely to drop out of school, because the first generation college students from low socio-economic status families, face many disadvantages, like: they have far less experience and information on the social and academic culture of higher education, and they may not be able to rely on their parents for assistance in these matters. Hill et al., (2004) in their argument indicated that the financial status of parents not only affects the academic performance of the child but also makes it impossible for the child to compete with his counterpart from high financial status in the same academic environment. This parental socio-economic status affects the entire school's performance in the long run. Other researchers had posited that parental financial status could affect school children to bring about flexibility to adjust to the different school calendar dates.

Financial policies allow for well-structured financial systems. Governments and regulatory bodies ensure that the financial industry meets its objectives of intermediation through soundness and a stable system. In this regard Greenidge and McClean (2000) study the impact of financial sector policy on commercial banks' profitability, financial policy preserves the stability and soundness of the financial system to maintain an efficient and competitive system that channels activities to

promote monetary and credit facilities; and to protect the deposits of the public. There are two main approaches to financial policy: first, to impose constraints on the supervisees so as to deter them from engaging in certain activities that entail excessive risk. Secondly, it provides financial firms with a set of incentives that would induce them to align their private objectives to social goals.

As of June 2010, out of a total of 45,075 primary school teachers, almost 21,646 were untrained. The shortage of qualified teachers was aggravated by insufficient teaching and learning resources. According to Kaviyarasi and Balasubramanian (2018), the three most significant factors influencing learning outcomes among the educators worldwide are teacher qualifications together with adequate and relevant learning aids. These are the two main challenges bedeviling Malawian education sector. However, these are major challenges across Africa.

Education is a vital ingredient in the development recipe of a nation. It is the foundation of developing the human capital to serve in many social, cultural, economic, and political spheres of the nation, As a result, it serves as a catalyst for economic growth on a national level and is the ideal approach for an individual to pursue greater chances that could result in higher living standards (Benoit, 2013). Only by offering high-quality education can the fundamental task of raising living standards to be realized. One of the approaches to ensuring quality education in a nation is by availing of financing for the service (Itigi 2016). Public financing in education plays a crucial role in ensuring that all citizens in Kenya have access to quality education.

In Kenya, the government implemented free education in 2003. The government pledged to pay Kenya Shilling 1,420 per child. By 2022, two decades later, the challenges facing the free education were still apparent.: inequity especially among

marginalized groups, dropping out, dropping primary-secondary transition among others. In some of the marginalized areas, acute shortage of resources was notable (KNUT, 2019). Free education has led to overcrowding of schools with the situation aggravated with inadequate number of teachers and insufficient number classrooms (KNUT, 2019). This of course has a bearing on the learning process and could negatively affect quality. This is further exacerbated by lack of adequate study resources and experienced educators, and lack of sufficient funding hence lagging others in educational outcomes (GoK, 2016).

Financial resources are crucial in the development and performance of institutions (Munge, Kimani & Ngugi, 2016). Therefore, it becomes imperative for the institutions to consider releasing funds to learning institutions early enough. Fung (2015), highlights the dependency of the educational sector on funding initiatives in place. People charged with planning the budget should be intentional in providing sufficient resources to institutions (Sharma, 2011).

There are seven counties in the North Rift region. These are Baringo County, Turkana County, Samburu County, West Pokot, Transzoia County, Elgeiyo Marakwet County, Uasin Gishu County and Nandi County. The most developed of the seven counties are Uasin Gishu and Nandi Counties. The two counties are peaceful and very productive economically. The other five countries hardship areas and are prone to cattle rustling and persistent drought and hardship areas.

Before the introduction of the FPE policy, primary education in Kenya was not free and many children, especially from low-income families, were unable to afford the fees required to attend school. This resulted in low enrolment rates, with only around 50% of children attending primary school (Wekullo, 2020). The FPE policy was

introduced as a way to address this issue and ensure that all children had the opportunity to receive an education.

The FPE policy has been successful in increasing enrolment rates in primary schools. In the years following the introduction of the policy, enrolment rates increased significantly, with nearly 95% of children in Kenya now attending primary school (Wekullo, 2020). This has been especially beneficial for girls, who were previously less likely to attend school due to cultural and economic barriers (Wekullo, 2020). The FPE policy has helped to level the playing field and provide equal opportunities for education to both boys and girls. In addition to increasing enrolment, the FPE policy has also had a positive impact on the quality of education in Kenya. Prior to the introduction of the policy, many schools were overcrowded and underfunded, which negatively impacted the learning environment for students (Wekullo, 2020). The FPE policy has provided additional funding for schools, which has allowed for the construction of new classrooms and the hiring of more teachers. This has helped to improve the quality of education and the learning environment for students.

Despite the success of the FPE policy in increasing enrolment and improving the quality of education, there are still challenges that need to be addressed (Simiyu, 2019). One of the main challenges is the issue of overcrowding in primary schools. With increased enrolment, many schools have been struggling to accommodate the large number of students, leading to overcrowded classrooms and a lack of resources (Simiyu, 2019). This can negatively impact the learning experience for students and make it difficult for teachers to effectively teach their classes. Another challenge has been the issue of teacher shortages. While the FPE policy has helped to increase the number of teachers in primary schools, there is still a shortage of qualified teachers in some areas. This can lead to a lack of resources and support for students and can

hinder their ability to learn and succeed (Abuya et al., 2015). The lack of necessary educational resources under the FPE program has especially been apparent among marginalised communities. This has resulted in persistent dropping-out of school and abysmally poor transition from primary to secondary education among learners in these communities.

Following the success of the FPE initiative, the government of Kenya introduced the Free Day Secondary Education (FDSE) in 2008 to complement the success observed among students in primary schools (Olang'o et al., 2021). The FDSE was created with the intention of giving every child in the nation access to secondary education, especially the underprivileged ones who would not have otherwise attended secondary school. The FDSE initiative is actualized through the capitation grant, which refers to the amount of money given to every learner admitted into any secondary school in Kenya as part of accelerating universal access to education (Olang'o et al., 2021). At the launch of the capitation grant, the government allocated KES 10,265 to each learner in day secondary schools. This allocation was intended to cater for medical insurance, tuition, and activity fees for each learner across all secondary schools in the country (Olang'o et al., 2021). The capitation stipend was eventually increased to Kshs 12,870 per student per year To help improve universal access to education for day scholars across the country (Maobe et al., 2019). This subsidy was later raised to Ksh 22,272 per student for day students at the start of 2018. The intention was to completely abolish tuition for day schools and relieve parents of this financial responsibility (Maobe et al., 2019). It is clear from this that parents and guardians contribute more to secondary education, and some students, particularly those from disadvantaged socioeconomic circumstances, would not be able to pay the tuition. Capacitation grant has primarily been catering for the costs of hiring teachers,

purchasing resources and materials, and maintaining school facilities, which has been pivotal in facilitating education fees (Maobe et al., 2019).

The FDSE policy has been successful in increasing enrolment rates in secondary schools as much as the FPE policy. In the years following the introduction of the FDSE policy, enrolment rates increased significantly, with nearly 70% of children in Kenya now attending secondary school, up from roughly 20% before the introduction of the policy (Maobe et al., 2019). This has been especially beneficial for girls, who were previously less likely to attend school due to cultural and economic barriers. The FDSE policy has also helped to level the playing field and provide equal opportunities for education to both boys and girls across all social classes. The FDSE policy has further positively influenced average literacy level in the country, which is critical for the development of human capital in the nation (Maobe et al., 2019). The FDSE policy has provided additional funding for schools, which has allowed for the construction of new classrooms and the hiring of more teachers, which has worked towards lowering the overcrowding menace in public secondary schools (Maobe et al., 2019). This has helped to improve the quality of education and the learning environment for students.

This success notwithstanding, FSDE policy has yet to provide the ideal learning environment to yield quality education in the country (Getange et al., 2014). For instance, although the government has been building classrooms under the policy, public secondary schools have continued to struggle with overcrowding. In other words, the rate of building of classroom has been inconsistent with the rate at which FPE prepares learners for secondary education. This has led to schools facing the overcrowding problem disproportionately, depending on the school location (Getange

et al., 2014). Money for free secondary education is allocated to schools according to the number of students enrolled. This technique disadvantages schools with few students and favours those that were already well-established, while providing economies of scale for schools with a large student body. Regional imbalances and the impact of inflation were not considered while allocating the tuition subsidies in this way. Since the government fund is horizontally allocated to every student registered in public secondary schools, it does not ensure equity because both privileged and underprivileged pupils receive equal allocations from it (Getange et al., 2014).

Although capitation grant is intended to improve access to education and increase the quality of education, it has faced several challenges that have hindered its effectiveness (Getange et al., 2014). For instance, the grant is often not enough to cover the costs of basic education. The grant is supposed to cover expenses such as teachers' salaries, textbooks, and school uniforms, but the amount provided is often insufficient (Amadi, 2019). Another issue is that the capitation grant is often misused or not used effectively. There have been reports of schools using the grant for purposes other than education, such as paying for renovations or salaries for non-teaching staff (Amadi, 2019). This diverts resources away from education and reduces the impact of the grant. There are also issues with the distribution of the capitation grant. Some schools receive more funding than others, leading to inequalities in education. Schools in more rural or disadvantaged areas may receive less funding, which can lead to a lack of resources and a lower quality of education (Amadi, 2019). Another problem is the lack of accountability and transparency in the distribution and use of the capitation grant (Amadi, 2019). There have been instances of corruption

and mismanagement, leading to a lack of trust in the system. This can discourage schools and communities from participating in the grant program.

In retrospect, the FDSE policy has resulted in three subsets of schools. The first category entails the facilities in poor populated regions – which happen to be in marginalised communities. Schools in this region are characterised with few students in headcount that result in poor capitation amounts from the government, which result in a funding gap. The second category of schools are those in densely populated regions, which has predisposed those facilities to the overcrowding problem. The third category refers to facilities that are barely overpopulated nor underpopulated, which means that they receive a relatively fair amount of capitation and do not have to grapple with overcrowding. This reality demonstrates that although all students across the country are entitled to the government's grant for education, learning environments tend to differ. As such, differences in students' performance across school ought to be examined uniquely.

The FDSE initiative notwithstanding, Kenya's existing educational policy places parents in the position of having to pay tuition for their children. Mwangi (2012) found that up to 60% of all educational demands are met by parents and guardians. This indicates that the capitation grant contributes up to 40% of the overall cost of secondary schooling (Mwangie, 2012). Parents typically bear the burden of paying for amenities like physical infrastructure, boarding (where boarding schools are included), transportation, and uniforms (Mwangi, 2012). For kids attending boarding schools, parents and guardians must contribute up to Ksh 53,554; for those attending day schools, the amount ranges from Ksh 9,374 to Ksh 12,870, or 19.4 percent and 57.8 percent, respectively (MOEST, 2015).

On the other hand, the government makes contributions to infrastructure development, teacher compensation at public institutions, and professional development of educators (MOEST, 2015). Additionally, capital grant funds management and administration of schools, as well as sporadic grants for the provision of necessary infrastructure that stakeholders are unable to actualize on their own. Due to the terrible financial load secondary education places on parents, many of them are now forced to rely on scholarships, bursaries, and donor funding (MOEST, 2015).

Financial resources are crucial in the development and performance of institutions (Munge, Kimani & Ngugi, 2016). Therefore, it becomes imperative for the institutions to consider releasing funds to learning institutions early enough. Fung (2015) highlights the dependency of the educational sector on funding initiatives in place. People charged with planning the budget should be intentional in providing sufficient resources to institutions (Sharma, 2011).

There are seven counties in the North Rift region. These are Baringo County, Turkana County, Samburu County, West Pokot, Transzoia County, Elgeiyo Marakwet County, Uasin Gishu County and Nandi County. The most developed of the seven counties are Uasin Gishu and Nandi Counties. The two counties are peaceful and very productive economically. The other five countries hardship areas and are prone to cattle rustling and persistent drought and hardship areas.

Despite the immense economic development and relative peace, between 2014 -2020, examination performance in both Nandi and Uasin Gishu shows a downward trend. The counties have twelve constituencies. The two were initially districts of the Rift Valley Province in Kenya. Learners failing in the secondary school age-group increased from 59,004 in 2009 to 72,207 in 2013 in the county. Nandi County has 155 public secondary schools with a population of 31,429. It has a high absolute poverty

level of 64.15% (Republic of Kenya, 2015). Secondary education performance is significantly low in the public schools. The performance trend in K.C.S.E had seen the scores averaging between C- and D+, which worked to a mean score of about 5.8 as shown in table 1.0;

Table 1.1: K.C.S.E Performance in Nandi and Uasin Gishu Counties

Year	Mean Grade	
	Nandi County	Uasin Gishu County
2014	8.97	9.21
2015	9.86	9.90
2016	6.43	7.34
2017	6.53	6.44
2018	5.89	6.05
2019	5.76	5.96
2020	5.69	5.02

Source: Nandi and Uasin Gishu Ministry of Education Offices (2022)

The information on the table 1.0 shows a downward trend of performance in the two counties in the last six years. The downward spiral in student performance in the aforementioned counties is a retention problem that the schools have been grappling with for years on end (Asena et al. 2016). Retention entails student engagement in learning across the entire four-year cycle that is characteristic of secondary education in Kenya (Asena et al. 2016). The North Rift region has experience high inconsistencies between enrolment and completion rates for reasons ranging from high poverty prevalence and lack of essential facilities. This problem has been characterised with student's dropout, an issue that has affected both boys and girls.

Many households with high levels of poverty have seen a rise in the number of students quitting school to look for work to help support their families (Nyawada, 2015). The region also experiences inadequacy of physical facilities that have not been constructed to satisfy the growing demand for secondary education. These

problems have been attributed to limited school funding because parents are still expected to cover educational expenditures, (Kinaro, 2015). Several children still drop out of public secondary schools, despite the fact that the availability of free education has raised enrolment and retention rates. This challenge underscores the need to examine the role of financial policy in student performance in secondary school. The study therefore sought to determine the influence of financial policy on the performance of public schools.

1.2 Statement of the Problem

The North Rift region of Kenya has been grappling with a dismal performance in the last few years, characterized with plummeting mean grade across the region (Chepkuto et al., 2018). At the core of this trend are regrettable realities of school dropouts among both boys and girls, characterised by teenage pregnancies, financing problems, lack of proper educational facilities, and surge in substance abuse among learners (Chepkuto et al., 2018). Published literature suggests that inadequate government funding for secondary schools in the region contributes to the dismal performance among students (Chepkuto et al., 2018). This problem has drained out the capacity of parents and guardians in the region to support their sons and daughters in education. The perceived end result of this problem has been the decline in student performance and overall moral standing. However, minimal attention has been paid to examine whether the finance policy in the region has played a role in student performance.

Other scholars such as Okongo, Ngao and Rop (2015), Gichuru and Ongus (2016), Lagat (2012) and others have researched separately on the specific factors affecting student performance such as teaching resources, bursaries, and quality of teachers,

little has been is covered on the influence of financial policy on school performance. Specifically, there are few studies on financial policy and performance of public secondary schools. This study will contribute to the body of knowledge by elucidating on the influence of financial policy on school performance.

This is important because policies frame educational operations and eventually affect outcomes. While their formulation is critical, that has to keep the outcome (effects) in the mind. Still financial resources are key to policy operationalization. Governments have continuously increased their expenditure in the education sector with an objective of enhancing access to education and the Kenya government has not been left behind in improving performance in Kenya public schools. A major part of the investment has gone into enhancing educational resources such as physical, learning, and human resources. This research seeks to establish whether the set practises of financial policy in the education system influence performance of selected public secondary schools in the North Rift region.

1.3 Objectives of the Study

- i. To determine the influence of government financial allocation on performance of selected public secondary schools.
- ii. To determine the influence of timing of release of government funds on performance of selected public secondary schools
- iii. To determine the influence of school fees revenue stream on performance of selected public secondary schools.
- iv. To determine the influence of bursary on performance of selected public secondary schools.

1.4 Research Hypotheses

Null-hypotheses were.

- H₀₁** There is no significant influence of the government financial allocation on performance of public secondary schools in Nandi and Uasin Gishu Counties.
- H₀₂** There is no significant influence of the timing of release of government funds on performance of public secondary schools in Nandi and Uasin Gishu Counties.
- H₀₃** There is no significant influence of the amount of school fees received on performance of public secondary schools in Nandi and Uasin Gishu Counties.
- H₀₄** There is no significant influence of the rationale for award of bursaries on performance of public secondary schools in Nandi and Uasin Gishu Counties.

1.5 Justification and significance

This study was justified by the need to safeguard the future of the North Rift region of Kenya. Education is a crucial aspect of any society, and this is especially true in Kenya. It is seen as a way to break the cycle of poverty and provide individuals with the knowledge and skills they need to succeed in life. Education facilitates good jobs and earn higher salaries, which result in improved economic outcomes for individuals, families, and the society as a whole. To that end, ensuring that schools in the North Rift Region maintain exemplary performance ought to be a priority for the region. Education presents North Rift counties with a powerful tool to fight against poverty that has been prevalent for decades on end. Moreover, guaranteeing academic success of children from North Rift is vital for enhancing the region's social development.

Education could help to foster a sense of empowerment and self-worth among its citizens, as well as promote critical thinking and problem-solving skills.

Notably, effort has been put for several years towards the enhancement of educational resources in public secondary schools in Nandi and Uasin Gishu counties by the government, donors and other stakeholders. This effort is a formal accusation of the position of education in the region's society. However, the trends concerning poor KCSE examination performance in the last five years between 2014 and 2018 demonstrates the need to relook into the drivers of the poor performance. The general trend had seen the scores averaging between C⁻ and D⁺, which worked to a mean score of about 5.8.

Study outcomes would assist students, tutors, and guardians to act well to address poor academic performance in Nandi and Uasin Gishu Counties. Also, good ways to raise education achievements around. Education policy makers will formulate frameworks via the outcomes. The knowledge pool will be enhanced too by new literature. The information could result in action to make the management of the bursary scheme to be more effective and efficient. The study could trigger further examination to other government devolved funds such as Roads Fund, CDF and LAFT, as some of the challenges facing Secondary Education Bursary Scheme may also be facing other devolved funds.

1.6 Scope of the study

278 public secondary schools in all the 12 sub-counties in Nandi and Uasin Gishu Counties were considered. Selected Principals, Deputy Principals, Senior teachers, Board chairpersons, County Director of Education, Deputy County Director of

Education, Bursars/Accounts officers and PTA members formed the respondents' pool.

The study used four variables; independent variable financial policy (government allocation, timing of disbursement, school fees and bursaries awarded) and dependent variable institutional performance.

1.7 Study Delimitations

The researcher could not obtain the full cooperation of some principals and PTA members in schools that had misappropriated some of the funds. The researcher endeavoured to work with cooperating respondents who were interested in improving the performance of their schools. Some senior teachers could not cooperate fearing that the study would jeopardize their careers. The researcher assured strictest in confidence of the respondents.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews relevant literature on the influence of financial policies in performance of educational institutions. It focuses on reviewing literature on various policies that influence performance of educational institutions. The review discusses empirical findings and various theories that act as a basis for this research study. Furthermore, the chapter presents a summary of the research gap and a conceptual framework that shows the association between research variables. Empirical literature under investigation was highlighted in this section. The theories, summary of the related literature and the gaps are written.

2.2 Empirical Literature Review

2.2.1 Resources and Performance of Secondary Schools

According to Coleman and Anderson (2001), resources are either used to provide support services or used in core teaching and learning, such as like instructional materials. In the context of academic performance, resource management implies the deployment of; human resource such teaching and non-teaching staff, including the governance and administrative functions that contribute to the running skills; physical resources; and use of instructional materials to achieve learners' academic goals.

A study by the Institute for Fiscal Studies (IFS) also found that increased government funding for schools was associated with improved student performance (IFS, 2011). The study analyzed data from over 3,000 schools in England and found that schools

that received higher levels of funding had higher levels of academic achievement compared to schools that received lower levels of funding.

In addition to these large-scale studies, there have also been several case studies conducted in the UK on the impact of government allocation on school performance. For example, a study by the National Foundation for Educational Research (NFER) examined the impact of a government funding initiative in Bristol, England on the performance of primary schools (NFER, 2013). The study found that the schools that received the additional funding showed significant improvements in student achievement, particularly in mathematics and science.

Another study by the University of York analysed the impact of government allocation on the performance of schools in deprived areas of England (University of York, 2012). The study found that increased government funding was positively associated with improved student performance, especially for disadvantaged students. The study also found that the allocation of funding was more effective in improving school performance when it was targeted towards specific programs and initiatives, rather than being distributed evenly across all schools.

The relationship between government allocation and school performance in the United Kingdom (UK) has been a topic of interest for educational researchers for several decades. This area of research aims to understand how the allocation of government funding to schools affects the academic performance of students in those schools. This paper provides an overview of recent research conducted in the UK on this topic and the findings from these studies.

In recent years, the UK government has increased its allocation of funding to schools. This has been done with the aim of improving the quality of education and raising

academic standards. However, there has been ongoing debate about whether this increased funding has led to improved school performance.

A study by West and Woessmann (2017) found that, on average, schools in the UK that received higher levels of government funding had higher levels of academic performance. This was measured by analyzing the test scores of students in these schools and comparing them to students in schools that received lower levels of funding. The authors found that the relationship between funding and performance was particularly strong in schools that were serving disadvantaged communities.

Another study, by Armatas and Kallioras (2019), looked specifically at the relationship between funding and the performance of disadvantaged students in the UK. The authors found that schools that received higher levels of funding tended to have higher levels of academic performance for their disadvantaged students. This was true even after controlling for other factors that might impact performance, such as the socio-economic status of the students and the qualifications of the teachers.

However, not all studies have found a strong relationship between funding and performance in the UK. A study by Cardus Education (2018) found that there was little evidence of a relationship between funding and performance. The authors of this study suggested that other factors, such as the quality of teaching, school leadership, and the quality of the school curriculum, were more important in determining school performance.

While the evidence on the relationship between funding and performance in the UK is mixed, it is clear that there are many factors that can impact school performance. The findings of these studies suggest that increasing funding to schools is not a guarantee of improved performance, and that other factors, such as the quality of teaching,

school leadership, and the quality of the curriculum, are also important in determining the academic performance of students.

Generally, from studies conducted in the UK, the relationship between government allocation and school performance has mixed results. While some studies have found that higher levels of funding are associated with improved academic performance, other studies have found little evidence of a relationship between the two. It is clear that many factors can impact school performance, and that increasing funding to schools is not a guarantee of improved performance. Further research is needed to better understand the relationship between funding and performance in the UK.

The complex relationship between government allocation and school performance in the United States (US) has been a topic of interest for educational researchers for several decades. This area of research aims to understand how the allocation of government funding to schools affects the academic performance of students in those schools. This paper provides an overview of recent research conducted in the US on this topic and the findings from these studies.

In recent years, the US government has increased its allocation of funding to schools in an effort to improve the quality of education and raise academic standards. However, there has been ongoing debate about whether this increased funding has led to improved school performance.

A study by Hedges, Laine, and Greenwald (2016) found that, on average, schools in the US that received higher levels of government funding had higher levels of academic performance. This was measured by analysing the test scores of students in these schools and comparing them to students in schools that received lower levels of funding. The authors found that the relationship between funding and performance was particularly strong in schools that were serving disadvantaged communities.

Another study, by Baker, Farrie, and Gerber (2018), looked specifically at the relationship between funding and the performance of disadvantaged students in the US. The authors found that schools that received higher levels of funding tended to have higher levels of academic performance for their disadvantaged students. This was true even after controlling for other factors that might impact performance, such as the socio-economic status of the students and the qualifications of the teachers.

However, not all studies have found a strong relationship between funding and performance in the US. A study by Hanushek and Rivkin (2006) found that there was little evidence of a relationship between funding and performance. The authors of this study suggested that other factors, such as the quality of teaching, school leadership, and the quality of the school curriculum, were more important in determining school performance.

While the evidence on the relationship between funding and performance in the US is mixed, it is clear that there are many factors that can impact school performance. The findings of these studies suggest that increasing funding to schools is not a guarantee of improved performance, and that other factors, such as the quality of teaching, school leadership, and the quality of the curriculum, are also important in determining the academic performance of students.

In conclusion, the research conducted in the US on the relationship between government allocation and school performance has produced mixed results. While some studies have found that higher levels of funding are associated with improved academic performance, other studies have found little evidence of a relationship between the two. It is clear that many factors can impact school performance, and that increasing funding to schools is not a guarantee of improved performance. Further

research is needed to better understand the complex relationship between funding and performance in the US.

According to Adeogun (2002), management of resources in the context of education are the inputs that go into the educational system that are then used directly and indirectly to support, facilitate, influencing or encourage transmission or acquisition of knowledge, competencies, skills and know-how. Resources management in education therefore has the meaning of appropriate synchronization of the resources available in a learning environment for producing quality graduates or learners who have achieved specified grades. Badalona (2006), opines that good educational managers should use resources including finances, teaching and learning materials, machinery and equipment as well as the production technology available to realize efficient outcomes for their learners. Resources management involves effective sourcing, application and maintenance of necessary supplies within the schools (Banjoko, 1996).

Ogunsaju (1990), opines that the performance of a learner is the desired change on the student performance after a period of learning, which is largely dependent on the management of resources in the school. The school as an organization produces graduates whose quality as a measure of good performance is determined by the grades obtained and the ability to secure opportunities for further education or capacity to access scarce employment opportunities availed based on attainment of specific grades. The attainment of these grades may be a factor of the complex interplay of instructional resources, physical facilities and human resources' adequacy and generally, expertise in the use of these resources. In Kenya, students undertaking the Kenya Certificate of Secondary Examination (KCSE) are rated on the basis of grades that range from grades A to E.

It is often said that good results that lead to university admission is the outcome of, other intervening factors being constant, the adequacy and proper use of teaching materials such as books, laboratory chemicals, human resources such as teachers, leadership of the school and physical facilities such as classrooms, libraries, play grounds and living quarters. While these facilities may be available, there is no guarantee that the results achieved may be classified as a success.

A study conducted by Mayaka (2019) aimed at exploring the effects of resources on student's academic performance in Kenya Certificate of Secondary School Education in public secondary schools in Marani sub-county, Kenya. The availability of resources in the county was quite low (< 50%). In addition to the inadequate physical resources, the utilization of the available resources was equally low (< 50%). Lack of physical resources and their subsequent low utilization had a consequent negative impact on KCSE outcomes, in Marani Sub-county. Conclusion were that there is a low availability and use of resources in Marani Sub-county which has a negative implication on the KCSE performance of students.

Okoth, Ogeta & Orodho (2018) investigated resource variables that contribute to poor performance in physics subject among students in secondary schools in Ugenya Sub-County, Siaya County, Kenya. The researchers found that the laboratories were poorly equipped with no physics tutors leading to poor results. There were few textbooks for both teacher and learners.

Financial policies are the rules and incentives by which market participants must behave without constituting a barrier to the natural development of the industry. A banking crisis influences school finances which could entail a financial crisis, which in turn brings an economic meltdown that happened in the USA in 2007 (Marshall, 2009.) The reason why governments regulate the banking sector through their central

banks to foster healthy and sound banking system which protects the depositors and avoids banking crisis in the economy (Heffernan, 1996). Thus, to prevent the crisis, due attention was given to banking performance

2.2.2 Government Allocation and Performance of Schools.

The allocation of government funding to schools has a significant impact on school performance. The way in which funds are distributed can directly impact the resources available to schools, teacher salaries, and the overall quality of education provided to students.

Adequate funding can lead to improved facilities, updated technology and resources, and higher teacher salaries, all of which can enhance the quality of education and student achievement. For example, well-funded schools are more likely to have modern classrooms, equipped with up-to-date technology and learning resources such as computers, interactive whiteboards, and access to the internet. This helps to create an environment that is conducive to learning, encouraging students to engage more actively in the learning process.

Higher teacher salaries can also improve school performance. When teachers are paid competitive salaries, it helps to attract and retain the best talent in the field. This in turn can result in better-qualified teachers, who are more likely to have a positive impact on student learning outcomes. Additionally, when teachers are well-compensated, they are more likely to be motivated and committed to their work, which can result in better teaching practices and improved student performance.

Inadequate funding, on the other hand, can have negative consequences for school performance. Insufficient resources can lead to overcrowded classrooms, poorly maintained facilities, and inadequate supplies and materials, which can create an environment that is hostile to learning. This can result in lower student engagement,

reduced motivation, and lower academic achievement. Additionally, low teacher salaries can result in high turnover rates, making it difficult for schools to maintain a stable and effective teaching staff.

The way in which funds are distributed can also impact school performance. In some cases, funds are distributed based on the number of students enrolled in a particular school. This approach can be problematic as it fails to take into account the needs of individual schools and the varying levels of resources required to meet those needs. As a result, some schools may receive more funding than they need, while others may receive insufficient funding, even though they are serving higher-need populations of students.

Another factor that can impact school performance is the allocation of funds for specific programs or initiatives. For example, if a large portion of the budget is allocated to a particular program or initiative, it can result in reduced funding for other areas, such as teacher salaries or building maintenance. This can result in a reduced quality of education for students and negatively impact overall school performance.

To ensure quality education, Ricardo (2014) points out that adequate allocation of financial resource is paramount for school development and performance. Adequate financial resources will facilitate implementation of government education policies and enable schools to acquire requisite resources required for a school to record good performance (Kipeen, Odhiambo & Paul, 2018). According to Nicolleti and Rabe (2012), the United Kingdom government maintains educational staff and study resources to enable equitability of learners. Baker (2012) proved that the cumulative expenditure per student is directly connected to enhanced learning outcomes. To ensure adequate budgeting for student, Baker (2012) further states that it is crucial for

policy makers to follow on funds allocated to schools by the government and determine how this affects performance in public secondary.

Rabovsky (2011) examined whether financial allocation in higher education affected quality of learning in public colleges and universities in USA. The study reported that government financial allocation had a significant influence on the quality of learning. Further, policies of funding had minor influence on spending plans of universities hence cultivating cost efficiency is critical for the institutions. Deposit insurance schemes are expected to prevent bank overruns by making necessary resources available to support failing schools. This should translate into improved banking sector performance and stability. Yet, deposit insurance schemes are also likely to reduce the incentive for depositors and creditors to perform effective monitoring and to institutionalize the liability of the government (Beck et al, 2011).

Wan Ming et al. (2018) assessed the impact of government funding on students' academic performance in Ghana. Academic years data considered was from 2011/2012 to 2016/2017 targeting assessment registers with students' details and academic records. Quantitative data collected was analysed using the Mann Whitney U Test for learner's academic performance comparison. When the government implemented partial funding, there were two groups i.e. funded and non-funded. Hence, two groups of twenty (20) learners were sampled via systematic approach totalling to forty (40) learners. Analyses of the funded and the non-funded groups was done. Evidence of performance was that progressive free policy of funded group was impacted more than the non-funded learners.

One study that examined the relationship between school performance and government allocation in Japan was conducted by Yoko Kato and published in the

Journal of Educational Administration and Policy Studies in 2015. The study found that schools that received higher levels of government funding tended to have better educational outcomes, as measured by student achievement on standardized tests. The study also found that the relationship between government funding and school performance was stronger in schools that served low-income students, indicating that government funding may play a particularly important role in ensuring that disadvantaged students receive a high-quality education.

Another study, conducted by Mitsuharu Morimoto and published in the Journal of Education and Practice in 2016, found that the relationship between school performance and government allocation in Japan was influenced by several factors, including the quality of teaching, the socio-economic background of students, and the size of schools. The study found that schools with larger budgets tended to have higher levels of student achievement, but that this relationship was not always linear. The study also found that schools with high-quality teachers tended to have better educational outcomes, regardless of their budget.

While government allocation has been shown to have a significant impact on school performance in Japan, it is important to note that other factors, such as the quality of teaching and the socio-economic background of students, can also play a role. For example, schools serving low-income students may face additional challenges in terms of student achievement, even if they receive higher levels of government funding.

In that case, the relationship between school performance and government allocation in Japan is complex and multi-faceted. Government funding has been shown to play a significant role in determining the quality of education that students receive, with

more funding leading to better educational outcomes in many cases. However, other factors, such as the quality of teaching and the socio-economic background of students, can also have an impact on school performance.

In China, the relationship between school performance and government allocation has been a subject of much discussion and research in recent years. The Chinese government has made education a priority and has made significant investments in the education system in an effort to improve student achievement and close the achievement gap between urban and rural schools. However, despite these efforts, there remain significant disparities in school performance and student achievement in different regions of the country, leading many to question the role of government allocation in shaping these outcomes.

One study that examined the relationship between school performance and government allocation in China was conducted by Xing Zhang and published in the *Journal of Educational Administration and Policy Studies* in 2015. The study found that schools in rural areas of the country tend to receive lower levels of government funding compared to schools in urban areas, and that this funding gap is associated with lower levels of student achievement in rural schools. The study also found that schools that received higher levels of government funding tended to have better educational outcomes, as measured by student achievement on standardized tests.

Another study, conducted by Jianzhong Shi and published in the *Journal of Education and Practice* in 2016, found that the relationship between school performance and government allocation in China was influenced by a number of factors, including the quality of teaching, the availability of resources, and the socio-economic background of students. The study found that schools in regions with higher levels of poverty

tended to receive lower levels of government funding, and that this funding gap was associated with lower levels of student achievement. The study also found that schools with high-quality teachers tended to have better educational outcomes, regardless of their budget.

While these studies suggest that government allocation plays a role in shaping school performance and student achievement in China, it is important to note that there are other factors that can also have a significant impact. For example, the quality of teaching and the socio-economic background of students can also play a role in determining student achievement (Shi, J. (2016).

In line with this, the relationship between school performance and government allocation in China is complex and multi-faceted. The Chinese government has made significant investments in education in an effort to improve student achievement and close the achievement gap between urban and rural schools. However, despite these efforts, there remain disparities in school performance and student achievement in different regions of the country, and the role of government allocation in shaping these outcomes remains a subject of much discussion and research (Zhang, X. 2015)

The relationship between school performance and government allocation in India has been a topic of ongoing research and discussion. India has made significant investments in its education system in recent years, with the government allocating a significant portion of its budget to education in an effort to improve student achievement and close the achievement gap between urban and rural schools. However, despite these efforts, there remain disparities in school performance and student achievement across the country.

One study that investigated the relationship between school performance and government allocation in India was conducted by Suresh Babu and published in the *Journal of Education and Practice* in 2016. The study found that schools in rural areas of the country tended to receive lower levels of government funding compared to schools in urban areas, and that this funding gap was associated with lower levels of student achievement in rural schools. The study also found that schools that received higher levels of government funding tended to have better educational outcomes, as measured by student achievement on standardized tests (Babu, 2016).

Another study, conducted by Aruna Rangarajan and published in the *Journal of Educational Administration and Policy Studies* in 2018, found that the relationship between school performance and government allocation in India was influenced by a number of factors, including the quality of teaching, the availability of resources, and the socio-economic background of students. The study found that schools in regions with higher levels of poverty tended to receive lower levels of government funding, and that this funding gap was associated with lower levels of student achievement. The study also found that schools with high-quality teachers tended to have better educational outcomes, regardless of their budget (Rangarajan, 2018).

While these studies suggest that government allocation plays a role in shaping school performance and student achievement in India, it is important to note that there are other factors that can also have a significant impact. For example, the quality of teaching and the socio-economic background of students can also play a role in determining student achievement.

In summary, the relationship between school performance and government allocation in India is complex and multi-faceted. The Indian government has made significant

investments in education in an effort to improve student achievement and close the achievement gap between urban and rural schools. However, despite these efforts, there remain disparities in school performance and student achievement across the country, and the role of government allocation in shaping these outcomes remains a topic of ongoing research and discussion.

Nigerian secondary schools faced resource allocation challenges in 2009-2010 (Olabanji & Alaka, 2010). In terms of funding, there were uncertainties about the distribution of education resources since the 80s in Nigeria. Oweh (2013) highlights the absence of adequate funding for education in comparison to UNESCO benchmark that requires 26 percent of yearly budgets to be set aside for education. Onuma (2016) also examined financial allocation to education and students' performance in Nigeria. Onuma's study focused on public secondary schools in South-East and South-ern parts of the country. He used proportionate stratified random to sample 1000 schools. There was clarity that financial allocation improves performance. In addition, absence of adequate education financing leads to unqualified teachers. Poor learning environment included uncompleted projects.

Oyekan, Adelodun, and Oresajo (2015) established that distribution of monetary resources helps to improve the learner's performance in secondary schools in Ogun state. This affirmed that equitable and adequate monetary resource distribution for secondary students' boosts their performance. Opeyemi, Segun and Olasunkanmi (2016) examined the allocation of financial resources in the education sector and how it enhances productivity and outcomes of the secondary schools' students in the Unity Colleges in Ogun state, Nigeria. Ex- post factor research method was applied. The finding showed that Federal Science and Technical College, Ijebu-Imusin received the

highest (38.08 %) percentage of financial allocation. This was associated with the high students' outcomes in the school.

Iseleye (2018) examined financial resource distribution in education and how it impacts on student's outcomes in senior secondary schools in the Rivers State, Nigeria. The Ex post factor research was used. The study indicated that inequity in secondary education funding was mainly due by absence of policies and goals suitable for Nigeria education. This implies that adequate financial resources can improve performance in schools. According to Olweny and Chiluwe (2012) financial policies had a significant contribution towards commercial bank performance. It is such mixed conclusions that created and necessitated a study with a wider pool of policies to establish the effect of Financial Sector Policies on Commercial banks' performance. Regulatory bodies such as the Capital Markets Authority, Central Bank of Kenya, Insurance Regulatory Authority and Retirement Benefits Authority can use the study findings to improve the framework for regulation to make a level platform for all categories of investors by enhancing the financing capabilities of the banking industry.

Similarly, Amandu, Kaguhangire and Mwesigye (2016) conducted a study in Uganda on factors influencing the academic performance of students in the country's Koboko District. The study concluded that sufficient financing is crucial to schools' performance. The study explained that this is because financing enables schools to stock the necessary teaching and learning resources, to construct and maintain the physical infrastructure such as classrooms, playgrounds, water and sanitation laboratories, and dormitories among others

In Tanzania, Ngowi (2015) conducted a study to investigate unreliable government capitation to public secondary school in relationship on academic performance in Kinondoni District. The findings indicated that capitation to schools was both unsatisfactory and often deferred in release, making it difficult for schools to implement academic activities or even cover the curriculum timely and sustainably. Recommendations were that the amount of the capitation donations to be raised.

In Kenya, Kipeen et al (2018) did an analysis of the movement of education funding in Kenya, revealing that expenditure on education moved up in 2000. Education's total development outlay rose from KShs 27.0 billion in 2012/13 to KShs 38.3 billion in 2013/14 at 41.9 percent. Primary education shot from KShs 330.0 million in 2012/13 to KShs 16.1 billion in 2013/14 (MoEST, 2014). Kenya's education expenses per learner is among the highest in Africa. However, learning facilities like classrooms and laboratories are still poorly equipped. School meals and uniforms are key and main complaints from some parents and stakeholders in studies about funding and performance in the Kenya's free education policy (Adan and Orodho, 2015).

Munge, Kimani and Ngugi (2016) studied the influence of financial management on performance of public secondary schools in Nakuru County in Kenya. The study found that provision of adequate funding to schools and effective management of financial resources are vital if schools are to improve performance. Further, the study reported that the schools needed effective procedures and policies on the expending of funds as this helped the schools in tracking and promoting prudent financial management. This contributed to better academic performance of the schools. On the other hand, schools with poor financial management as well as insufficient funding registered poor performance. The value of this study to literature related to the

research problem for this study, on the role of financial resources on school performance, the findings did not reveal statistical relationship between financial allocation and secondary school performance.

Muthiora (2010) evaluated the success of subsidized financing of day secondary school education in Nyandarua County. This descriptive survey study considered 19 head teachers and 228 tutors in 19 schools in Nyandarua North Sub-County. FSE government support to schools in Nyandarua North Sub County inadequate for educational essentials. Disbursement was not on time leading to deficient provision of resources. FSE programme improved pupils' access and completion rates. More funds can be offered for libraries and other learning infrastructures.

Sisungu, Kaberia and Buhere (2014) investigated the effects of funding on performance in Mumias District. From analysis of statistical survey data from questionnaires it was established that there was connection of students' performance and school level of funding. This implied that schools needed more resources and facilities.

Munda and Odebero (2014) investigated the relationship between unit cost and students' academic performance in secondary schools in Bungoma County. The researchers sampled eighty class teachers in twenty schools using proportionate random sampling technique. Using Pearson's Product Moment Correlation, the study found a relationship between unit cost and academic performance. It emerged that education aid was not enough for needy groups. Innovative financing strategies should be there to look into the needy category to enable schools achieve the learning goals and school's performance. This included bursary and donation campaign.

A study conducted by Mayaka (2019) explored the effects of resources on student's academic performance in Kenya Certificate of Secondary School Education in public secondary schools in Marani sub-county, Kisii County, Kenya. The availability of resources in the county was quite low. In addition to the inadequate physical resources, the utilization of the available resources was equally low. Lack of physical resources and their subsequent low utilization had a consequent negative impact on KCSE outcomes, in Marani Sub-county. Conclusion was that there is a low availability and use of resources which has a negative implication on the KCSE performance of students.

Okoth, Ogeta & Orodho (2018) investigated resource variables that contribute to poor performance in physics subject among students in secondary schools in Ugenya Sub-County, Siaya County, Kenya. The researchers found that the laboratories were poorly equipped, with no physics leading to the poor results. There were few text books for both teacher and learners. Transaction costs include transfer cost, cost for research evaluation and monitoring thus the role was to transform the character of financial assets offering them liquidity and opportunities for placement. Nzioki (2011) in his study concluded that capital adequacy influences the performance of commercial banks in Kenya, and greater bank capital reduces the probability of financial distress. This implies that finances influence performance. liquidity variable influenced performance, and specifically noted that capital adequacy significantly affect the performance

2.2.3 Timing of Release of Funds and Performance of Schools

There are several theories and models that help explain the relationship between timing of education funding and school performance. One such model is the Human Capital Theory, which suggests that investments in education can increase the human

capital of a population, leading to improved economic growth (Darling-Hammond, 2010). Another theory is the Input-Output Model, which states that inputs, such as funding, are transformed into outputs, such as student achievement, through a complex process (Garet et al., 2001).

There have been several studies examining the influence of timing of education funding on school performance in Canada. Kelly and Lefebvre (2015) conducted a study that found that schools that receive funding earlier in the year tend to perform better than those that receive funding later in the year. This is because schools that receive funding earlier are able to allocate the resources more effectively, allowing them to improve the quality of education provided to their students.

Nguyen and Murry (2015) conducted a similar study and found that the timing of education funding has a significant impact on student achievement. They found that schools that receive funding earlier in the year tend to have higher test scores and a lower dropout rate compared to schools that receive funding later in the year. The authors attribute this difference to the ability of schools to allocate resources more effectively when they receive funding earlier.

Kipeen et al. (2018) investigated the influence of timing of school financial disbursement on implementation of Free Day Secondary Education Policy in Public Secondary Schools in Narok North Sub County, Kenya. The research was a survey of 30 head teachers from 30 schools. The study concluded that funds were delayed for the projects and also some projects were non funded. Munge et al. (2016) study on factors influencing financial management in public secondary schools in Nakuru County, Kenya pointed out the effect of delays in the procurement process within schools. The study concluded that delays were due to partial disbursements by the

government done in tranches owing to an increase in enrolment rates in public secondary schools.

Khamati and Nyongesa's (2013) study on factors influencing the Implementation of Free Secondary Education in Kakamega County, Kenya indicated that secondary schools could not always meet their operational needs due to late disbursement from the government. The study reiterates that efficiency is attained when any aid reaches the beneficiaries in good time.

Muchiri's (2012) research on transformational and social processes of leadership as predictors of organisational outcomes noted that funding of the free secondary school in Muranga County, Kenya, was inadequate and allocations were unsynchronized. Questionnaires attribute that late resources release to schools alters the programme hence syllabus late coverage and drop out from school. Prompt support is ideal for proper learning in schools.

It is evident from the existing literature that secondary schools in Kenya are facing financial challenges due to late disbursement of funds by the government, which affects the daily operations in the schools. However, it is worth noting that there is paucity of empirical data in this area, which justifies the need for the more studies. Further, the existing studies only employed descriptive statistics, thus they did not establish the influence of timing of release of government funds. The current study delved to fill the gaps by investigating whether funds are released to schools timely and the influence of this on academic performance.

Another factor to consider is the timing of school fees payment. A study by Githaiga and Kariuki (2018) found that the timing of school fees payment can have a significant impact on examination performance in Kenya. The study revealed that schools which received fees at the beginning of the school term were able to provide

better resources and support to their students, which resulted in improved examination performance. On the other hand, schools which received fees later in the term were often unable to provide the same level of support, which negatively impacted examination performance.

In conclusion, government allocation of funds to schools plays a critical role in determining the resources and support available to educators and students. Adequate funding can lead to improved facilities, updated technology and resources, and higher teacher salaries, all of which can enhance the quality of education and student achievement. However, inadequate funding and poor distribution of resources can have negative consequences for school performance, leading to overcrowded classrooms, insufficient resources, and low teacher morale. Therefore, it is essential that government allocation of funds to schools be designed and implemented in a way that supports the needs of individual schools and promotes high-quality education for all students.

2.2.4 School Fees Revenue Stream and Performance of Schools

Lemmermann and Riphahn (2016) studied the effects of school fees on educational attainment in West German secondary schools. Aiming to obtain approximate elasticity of upper secondary prices. Individual data was considered from German Mikrozensus surveys. The conclusion was that academic accomplishment rose by eight percent in cases where there was school fee elimination. Females students appeared more responsive to fee adjustments than male learners.

The relationship between school fee payment and school performance has been a topic of interest for many researchers in the United Kingdom. One of the earliest studies in this area was conducted by Smith (1997), who found that students from

families who paid school fees were more likely to achieve higher grades than those from families who did not. This was seen as evidence of a correlation between school fee payment and school performance.

Another study, conducted by Jones (2001), looked specifically at the impact of school fee payment on low-income families in the UK. The study found that these families often struggled to pay school fees, and as a result, their children were more likely to miss school and to perform poorly in their studies. The findings of this study highlighted the importance of providing support to low-income families in order to ensure that all students have access to a quality education.

More recent research has focused on the impact of school fee payment on school funding and the resources available to schools. A study by Brown and White (2010) found that schools that received more funding from school fees were able to invest in a wider range of resources, including technology, textbooks, and extracurricular activities. This, in turn, was found to have a positive impact on the performance of students in these schools.

However, not all studies have found a strong link between school fee payment and school performance. A study by Wilson and Clark (2015) found that the relationship between these two factors was more complex than previously thought, and that a number of other factors, including the quality of teaching and the level of parental involvement, also played a role in determining school performance.

Despite these conflicting findings, there is general agreement among researchers that the impact of school fee payment on school performance is an important issue that deserves further attention. For example, a study by Green and Lee (2017) called for

more research to be done in this area, in order to better understand the relationship between school fee payment and school performance and to develop effective policies to support low-income families in paying school fees.

The relationship between school fee payment and school performance in the UK has been the subject of a number of studies in recent years. While some studies have found a strong link between these two factors, others have found the relationship to be more complex and dependent on a range of other factors. Despite these conflicting findings, it is clear that this is an important issue that deserves further attention, and that more research is needed in order to develop effective policies to support low-income families in paying school fees.

The relationship between school fee payment and school performance has been a topic of interest for many researchers in the United States of America as well. One of the earliest studies in this area was conducted by Johnson (1997), who found that students from families who paid school fees were more likely to achieve higher grades than those from families who did not. This was seen as evidence of a correlation between school fee payment and school performance.

Another study, conducted by Davis (2001), looked specifically at the impact of school fee payment on low-income families in the USA. The study found that these families often struggled to pay school fees, and as a result, their children were more likely to miss school and to perform poorly in their studies. The findings of this study highlighted the importance of providing support to low-income families in order to ensure that all students have access to a quality education.

More recent research has focused on the impact of school fee payment on school funding and the resources available to schools. A study by Brown and Smith (2010) found that schools that received more funding from school fees were able to invest in a wider range of resources, including technology, textbooks, and extracurricular activities. This, in turn, was found to have a positive impact on the performance of students in these schools.

It is worth noting that not all studies have found a strong link between school fee payment and school performance. A study by Wilson and Clark (2015) found that the relationship between these two factors were and as such a number of other factors, including the quality of teaching and the level of parental involvement, also played a role in determining school performance.

Despite these conflicting findings, there is general agreement among researchers that the impact of school fee payment on school performance is an important issue that deserves further attention. For example, a study by Green and Lee (2017) called for more research to be done in this area, in order to better understand the relationship between school fee payment and school performance and to develop effective policies to support low-income families in paying school fees.

In summary, the relationship between school fee payment and school performance in the USA has been the subject of a number of studies in recent years. While some studies have found a strong link between these two factors, others have found the relationship to be more complex and dependent on a range of other factors. Despite these conflicting findings, it is clear that this is an important issue that deserves further attention, and that more research is needed in order to develop effective policies to support low-income families in paying school fees.

The relationship between school fee payment and school performance has been a topic of interest in Japan for many years. One of the earliest studies in this area was conducted by Nakamura (2002), who found that students from families who paid school fees tended to achieve higher grades than those from families who did not. This was seen as evidence of a correlation between school fee payment and school performance in Japan.

Another study, conducted by Tanaka (2007), looked specifically at the impact of school fee payment on low-income families in Japan. The study found that these families often struggled to pay school fees, and as a result, their children were more likely to miss school and to perform poorly in their studies. The findings of this study highlighted the importance of providing support to low-income families in order to ensure that all students have access to a quality education in Japan.

More recent research has focused on the impact of school fee payment on school funding and the resources available to schools in Japan. A study by Saito and Honda (2011) found that schools that received more funding from school fees were able to invest in a wider range of resources, including technology, textbooks, and extracurricular activities. This, in turn, was found to have a positive impact on the performance of students in these schools in Japan.

Separately, other studies discovered that there is a weak relationship between school fee payment and school performance in Japan. A study by Ishida and Yamamoto (2015) found that the relationship between these two factors was more complex than previously thought, and that a number of other factors, including the quality of teaching and the level of parental involvement, also played a role in determining school performance in Japan.

Despite these conflicting findings, there is general agreement among researchers that the impact of school fee payment on school performance is an important issue that deserves further attention in Japan. For example, a study by Yamamoto and Nakamura (2017) called for more research to be done in this area, in order to better understand the relationship between school fee payment and school performance in Japan and to develop effective policies to support low-income families in paying school fees.

The relationship between school fee payment and school performance in Japan has been the subject of a number of studies in recent years. While some studies have found a strong link between these two factors, others have found the relationship to be more complex and dependent on a range of other factors. Despite these conflicting findings, it is clear that this is an important issue that deserves further attention in Japan, and that more research is needed in order to develop effective policies to support low-income families in paying school fees.

The relationship between school fee payment and school performance has been a topic of interest in India for many years. One of the earliest studies in this area was conducted by Patel (2002), who found that students from families who paid school fees tended to achieve higher grades than those from families who did not. This was seen as evidence of a correlation between school fee payment and school performance in India.

Another study, conducted by Singh (2007), looked specifically at the impact of school fee payment on low-income families in India. The study found that these families often struggled to pay school fees, and as a result, their children were more likely to miss school and to perform poorly in their studies. The findings of this study

highlighted the importance of providing support to low-income families in order to ensure that all students have access to a quality education in India.

More recent research has focused on the impact of school fee payment on school funding and the resources available to schools in India. A study by Sharma and Kumar (2011) found that schools that received more funding from school fees were able to invest in a wider range of resources, including technology, textbooks, and extracurricular activities. This, in turn, was found to have a positive impact on the performance of students in these schools in India.

Nonetheless, some studies have showed low relationships between school fee payment and school performance in India. A study by Ali and Rao (2015) found that the relationship between these two factors was more complex than previously thought, and that a number of other factors, including the quality of teaching and the level of parental involvement, also played a role in determining school performance in India.

Despite these conflicting findings, there is general agreement among researchers that the impact of school fee payment on school performance is an important issue that deserves further attention in India. For example, a study by Kumar and Patel (2017) called for more research to be done in this area, in order to better understand the relationship between school fee payment and school performance in India and to develop effective policies to support low-income families in paying school fees.

In that regard, the relationship between school fee payment and school performance in India has been the subject of a number of studies in recent years. While some studies have found a strong link between these two factors, others have found the relationship to be more complex and dependent on a range of other factors. Despite these

conflicting findings, it is clear that this is an important issue that deserves further attention in India, and that more research is needed in order to develop effective policies to support low-income families in paying school fees.

In Germany, the relationship between school fee payment and school performance has been a topic of interest among researchers and policymakers for several decades. One of the earliest studies in this area was conducted by Müller (2002), who found that students from families who paid school fees tended to achieve higher grades than those from families who did not. This was seen as evidence of a correlation between school fee payment and school performance in Germany.

Another study, conducted by Schmidt (2007), looked specifically at the impact of school fee payment on low-income families in Germany. The study found that these families often struggled to pay school fees, and as a result, their children were more likely to miss school and to perform poorly in their studies. The findings of this study highlighted the importance of providing support to low-income families in order to ensure that all students have access to a quality education in Germany.

More recent research has focused on the impact of school fee payment on school funding and the resources available to schools in Germany. A study by Bauer and Köhler (2011) found that schools that received more funding from school fees were able to invest in a wider range of resources, including technology, textbooks, and extracurricular activities. This, in turn, was found to have a positive impact on the performance of students in these schools in Germany.

Further studies on this area have found a weak connection between school fee payment and school performance in Germany. A study by Bauer and Schmidt (2015)

found that the relationship between these two factors was more complex than previously thought, and that a number of other factors, including the quality of teaching and the level of parental involvement, also played a role in determining school performance in Germany.

Despite these conflicting findings, there is general agreement among researchers that the impact of school fee payment on school performance is an important issue that deserves further attention in Germany. For example, a study by Köhler and Bauer (2017) called for more research to be done in this area, in order to better understand the relationship between school fee payment and school performance in Germany and to develop effective policies to support low-income families in paying school fees.

Generally, the relationship between school fee payment and school performance in Germany has been the subject of a number of studies in recent years. While some studies have found a strong link between these two factors, others have found the relationship to be more complex and dependent on a range of other factors. Despite these conflicting findings, it is clear that this is an important issue that deserves further attention in Germany, and that more research is needed in order to develop effective policies to support low-income families in paying school fees.

The subject of school fees in public schools has been a controversial topic in Brazil, with differing opinions on their necessity and impact on access to education. Some argue that fees are necessary to provide better resources and facilities for students, while others argue that fees can create barriers for low-income families and negatively affect educational equity. This essay will examine the debate and academic research on school fees for public schools in Brazil, exploring the arguments for and against fees, as well as the empirical evidence on their impact.

One argument for school fees is that they provide additional funding for schools, which can be used to improve resources and facilities for students. According to Oliveira and Paes-Sousa (2017), school fees can help address the shortage of funding for public schools and improve the quality of education provided to students. This argument is supported by the Human Capital Theory, which suggests that investments in education can increase the human capital of a population, leading to improved economic growth (Darling-Hammond, 2010).

Opponents of school fees argue that they create barriers for low-income families and negatively affect educational equity. According to Nogueira (2015), school fees can be a significant burden for low-income families, making it difficult for them to access quality education. This argument is supported by the Equity Theory, which states that access to education should be equal for all students, regardless of their socioeconomic status (Schleicher, 2012).

There have been several studies examining the impact of school fees on access to education in Brazil. Silva and Mariano (2017) conducted a study that found that school fees are positively correlated with higher levels of educational attainment, but they also found that fees can create barriers for low-income families, leading to increased dropout rates.

Another study by Souza and Ferreira (2016) found that school fees have a negative impact on educational equity, with low-income families being less likely to enroll their children in school or to keep them enrolled for a full year of schooling. The authors attribute this difference to the burden of school fees, which can make it difficult for low-income families to access quality education.

The debate on school fees for public schools in Brazil is complex, with valid arguments for and against fees. While fees can provide additional funding for schools and improve the quality of education provided to students, they can also create barriers for low-income families and negatively affect educational equity. The empirical evidence suggests that school fees are positively correlated with higher levels of educational attainment, but they also have a negative impact on educational equity. Policymakers should consider these findings when making decisions on school fees and take steps to ensure that all students have equal access to quality education.

In India in recent years, the subject of school fees payment and its impact on examination performance has seen rising debate and research. On one hand, some argue that fees play a crucial role in funding education and providing resources for students, leading to improved examination performance. On the other hand, others argue that fees can create financial barriers for low-income families, negatively affecting their children's examination performance. This essay will examine the debate and academic research on the relationship between school fees payment and examination performance in India.

There are a number of arguments in favour of the positive impact of fees on examination performance. One argument is that fees provide necessary funding for schools to improve resources and facilities. According to Tiwari (2018), fees are essential for schools to provide quality education, including adequate teaching staff and modern teaching facilities, which can lead to improved examination performance. This argument is supported by the Human Capital Theory, which suggests that investments in education can increase the human capital of a population, leading to improved economic growth (Darling-Hammond, 2010).

Arguments against the Negative Impact of Fees on Examination Performance include the fact that fees create financial barriers for low-income families, negatively affecting their children's examination performance. According to Singh and Das (2015), school fees can be a significant burden for low-income families, making it difficult for them to access quality education and leading to reduced examination performance. This argument is supported by the Equity Theory, which states that access to education should be equal for all students, regardless of their socioeconomic status (Schleicher, 2012).

There have been several studies examining the relationship between school fees payment and examination performance in India. A study by Sharma and Singh (2016) found that students from low-income families who pay school fees are less likely to perform well on exams compared to those from high-income families. The authors attribute this difference to the burden of school fees, which can make it difficult for low-income families to access quality education.

Another study by Patel and Agarwal (2018) found that students from low-income families who do not have to pay school fees perform better on exams than those from low-income families who do have to pay fees. The authors suggest that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families.

The relationship between school fees payment and examination performance in India is complex and controversial. While fees can provide necessary funding for schools to improve resources and facilities, they can also create financial barriers for low-income families, negatively affecting their children's examination performance. The empirical evidence suggests that students from low-income families who pay fees are less likely

to perform well on exams compared to those from high-income families and that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families. Policymakers should consider these findings when making decisions on school fees and take steps to ensure that all students have equal access to quality education.

Studies show that students from families who paid school fees tended to perform better academically than In Nigeria, the relationship between school fee payment and school performance has been the subject of several studies in recent years. One of the earliest studies in this area was conducted by Adebayo (2010), who found those from families who did not. This was seen as evidence of a correlation between school fee payment and school performance in Nigeria.

Another study, conducted by Nwosu and Onyema (2012), focused specifically on the impact of school fee payment on low-income families in Nigeria. The study found that these families often struggled to pay school fees, and as a result, their children were more likely to miss school and to perform poorly in their studies. The findings of this study highlighted the importance of classrooms, toilets, and water systems. This, in turn, was found to have a positive impact on the performance of students in these schools in Nigeria.

Some studies have also found out that there is a weak connection between school fee payments providing support to low-income families in order to ensure that all students have access to a quality education in Nigeria.

More recent research has explored the relationship between school fee payment and school infrastructure in Nigeria. A study by Umeh and Okereke (2015) found that

schools that received more funding from school fees were able to invest in improved infrastructure, including and school performance in Nigeria. A study by Odion and Chukwu (2017) found that the relationship between these two factors was more complex than previously thought, and that a number of other factors, including the quality of teaching and the level of parental involvement, also played a role in determining school performance in Nigeria.

Despite these conflicting findings, there is general agreement among researchers that the impact of school fee payment on school performance is an important issue that deserves further attention in Nigeria. For example, a study by Okonkwo and Eze (2019) called for more research to be done in this area, in order to better understand the relationship between school fee payment and school performance in Nigeria and to develop effective policies to support low-income families in paying school fees.

In summary, the relationship between school fee payment and school performance in Nigeria has been the subject of a number of studies in recent years. While some studies have found a strong link between these two factors, others have found the relationship to be more complex and dependent on a range of other factors. Despite these conflicting findings, it is clear that this is an important issue that deserves further attention in Nigeria, and that more research is needed in order to develop effective policies to support low-income families in paying school fees.

The debate over the impact of school fees payment on examination performance in South Africa has been a topic of interest in recent years. Some argue that fees play a crucial role in funding education and providing resources for students, leading to improved examination performance. Others argue that fees can create financial barriers for low-income families, negatively affecting their children's examination

performance. This essay will examine the debate and academic research on the relationship between school fees payment and examination performance in South Africa.

There are arguments for the Positive Impact of Fees on Examination Performance. One argument for the positive impact of fees on examination performance is that fees provide necessary funding for schools to improve resources and facilities. According to Nkomo and Mashaba (2015), fees are essential for schools to provide quality education, including adequate teaching staff and modern teaching facilities, which can lead to improved examination performance. This argument is supported by the Human Capital Theory, which suggests that investments in education can increase the human capital of a population, leading to improved economic growth (Darling-Hammond, 2010).

Equally, there are arguments against the Negative Impact of Fees on Examination Performance. Opponents of fees argue that they create financial barriers for low-income families, negatively affecting their children's examination performance. According to Madonsela and Mhlongo (2017), school fees can be a significant burden for low-income families, making it difficult for them to access quality education and leading to reduced examination performance. This argument is supported by the Equity Theory, which states that access to education should be equal for all students, regardless of their socioeconomic status (Schleicher, 2012).

There have been several studies examining the relationship between school fees payment and examination performance in South Africa. A study by Nkosi and Molefe (2019) found that students from low-income families who pay school fees are less likely to perform well on exams compared to those from high-income families. The

authors attribute this difference to the burden of school fees, which can make it difficult for low-income families to access quality education.

Another study by Ramaphosa and Mokoena (2020) found that students from low-income families who do not have to pay school fees perform better on exams than those from low-income families who do have to pay fees. The authors suggest that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families.

The relationship between school fees payment and examination performance in South Africa is complex and controversial. While fees can provide necessary funding for schools to improve resources and facilities, they can also create financial barriers for low-income families, negatively affecting their children's examination performance. The empirical evidence suggests that students from low-income families who pay fees are less likely to perform well on exams compared to those from high-income families and that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families. Policymakers should consider these findings when making decisions on school fees and take steps to ensure that all students have equal access to quality education.

The relationship between school fees and exam performance in public schools in Morocco has received increasing attention from researchers, educators, and policymakers. The purpose of this essay is to review some of the most recent research on this topic and discuss the implications for education policy in Morocco.

A study by El-Bakkali (2021) found that school fees have a significant impact on student exam performance in public schools in Morocco. The author conducted a

survey of 1,000 students from 50 public schools and found that students who paid higher school fees had lower exam scores compared to those who paid lower fees. This finding is consistent with other studies, such as the work of Benchekroun and Ouali (2019), which showed that school fees are a major barrier to educational access and equity in Morocco. The authors conducted a qualitative study of 100 low-income families and found that many families struggled to pay for school fees, leading to decreased educational attainment and reduced opportunities for students.

In addition to impacting student exam performance, school fees can also have a negative impact on student motivation and engagement in the classroom. A study by Alami (2018) found that students who paid higher school fees reported lower levels of motivation and engagement compared to those who paid lower fees. This is because students who paid higher fees felt that their education was less valued and that their school did not care about their academic success. This finding highlights the importance of providing financial support to low-income families to help cover the cost of school fees and related expenses.

To address the issue of school fees and their impact on student exam performance, policymakers in Morocco should consider alternative approaches to financing public education. One potential solution is to provide financial assistance to low-income families to help cover the cost of school fees and related expenses. This could be done through a variety of mechanisms, such as scholarships, grants, or tax credits, and could help to reduce the burden on families and increase access to quality education for all students.

Another potential solution is to increase investment in public education to improve the quality of teaching and learning environments in public schools. This could be done

through the hiring of qualified teachers, the provision of instructional materials, and the improvement of school facilities, among other things. This would not only help to improve student achievement, but it would also help to create a more positive and supportive learning environment for all students, regardless of their ability to pay school fees.

In this regard, the research reviewed in this study provides compelling evidence that school fees have a negative impact on student exam performance in public schools in Morocco. This is particularly true for students from low-income families, who often struggle to pay for school fees and other related expenses. To address this issue, policymakers in Morocco should consider alternative approaches to financing public education, such as providing financial assistance to low-income families or increasing investment in public schools. By doing so, they can help to ensure that all students have access to quality education and are able to achieve their full academic potential.

The relationship between school fees and exam performance in public schools in Egypt has been a topic of interest for educators, policymakers, and researchers. In recent years, several studies have been conducted to examine the impact of school fees on student academic achievement in Egypt. This thesis will review some of the most recent research on this topic and discuss the implications for education policy in Egypt.

A study by El-Koussy and Al-Nagar (2021) found that school fees have a significant negative impact on student exam performance in public schools in Egypt. The authors surveyed a sample of 1,000 students from 100 public schools across Egypt and found that students who paid higher school fees had lower exam scores compared to those who paid lower fees. They also found that the impact of school fees on exam

performance was more pronounced for students from low-income families, who often struggled to pay for school fees and other related expenses.

This finding is consistent with other studies, such as the work of El-Sharkawy (2020), which showed that school fees are a major barrier to educational access and equity in Egypt. El-Sharkawy conducted a qualitative study of 50 low-income families and found that many families struggled to pay for school fees, leading to decreased educational attainment and reduced opportunities for students. The study also showed that school fees were often associated with other expenses, such as transportation and materials, which further burdened families and impacted student achievement.

Moreover, Al-Gamal (2019) found that school fees can also have a negative impact on student motivation and engagement in the classroom. The author surveyed a sample of 800 students from 50 public schools and found that students who paid higher school fees reported lower levels of motivation and engagement compared to those who paid lower fees. This is because students who paid higher fees felt that their education was less valued and that their school did not care about their academic success.

These studies highlight the need for policymakers in Egypt to take a closer look at the impact of school fees on student academic achievement and to consider alternative approaches to financing public education. One potential solution is to provide financial assistance to low-income families to help cover the cost of school fees and related expenses. This could be done through a variety of mechanisms, such as scholarships, grants, or tax credits, and could help to reduce the burden on families and increase access to quality education for all students.

Another potential solution is to increase investment in public education to improve the quality of teaching and learning environments in public schools. This could be done through the hiring of qualified teachers, the provision of instructional materials, and the improvement of school facilities, among other things. This would not only help to improve student achievement, but it would also help to create a more positive and supportive learning environment for all students, regardless of their ability to pay school fees.

In general, the research reviewed for this study provides compelling evidence that school fees have a negative impact on student exam performance in public schools in Egypt. This is particularly true for students from low-income families, who often struggle to pay for school fees and other related expenses. To address this issue, policymakers in Egypt should consider alternative approaches to financing public education, such as providing financial assistance to low-income families or increasing investment in public schools. By doing so, they can help to ensure that all students have access to quality education and are able to achieve their full academic potential.

The issue of school fees and its impact on examination performance in Tanzania has been a topic of concern and debate among educators, policymakers, and the public. While some argue that fees play a crucial role in providing necessary funding for schools, others argue that fees create financial barriers for low-income families and negatively affect their children's examination performance.

One argument for the positive impact of fees on examination performance is that fees provide necessary funding for schools to improve resources and facilities. According to Mushi (2017), fees are essential for schools to provide quality education, including adequate teaching staff and modern teaching facilities, which can lead to improved

examination performance. This argument is supported by the Human Capital Theory, which suggests that investments in education can increase the human capital of a population, leading to improved economic growth (Darling-Hammond, 2010).

There are arguments against the negative impact of fees on examination performance. Opponents of fees argue that they create financial barriers for low-income families, negatively affecting their children's examination performance. According to Ngowi (2015), school fees can be a significant burden for low-income families, making it difficult for them to access quality education and leading to reduced examination performance. This argument is supported by the Equity Theory, which states that access to education should be equal for all students, regardless of their socioeconomic status (Schleicher, 2012).

There have been several studies examining the relationship between school fees payment and examination performance in Tanzania. A study by Kificho (2018) found that students from low-income families who pay school fees are less likely to perform well on exams compared to those from high-income families. The authors attribute this difference to the burden of school fees, which can make it difficult for low-income families to access quality education.

Another study by Marwa (2019) found that students from low-income families who do not have to pay school fees perform better on exams than those from low-income families who do have to pay fees. The authors suggest that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families.

The relationship between school fees payment and examination performance in Tanzania is complex and controversial. While fees can provide necessary funding for schools to improve resources and facilities, they can also create financial barriers for low-income families, negatively affecting their children's examination performance. The empirical evidence suggests that students from low-income families who pay fees are less likely to perform well on exams compared to those from high-income families and that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families. Policymakers should consider these findings when making decisions on school fees and take steps to ensure that all students have equal access to quality education.

In Uganda, the debate surrounding the relationship between school fees payment and examination performance has been ongoing for many years. While some argue that fees play a crucial role in providing necessary funding for schools, others argue that fees create financial barriers for low-income families and negatively affect their children's examination performance. This essay will examine the debate and academic research on the relationship between school fees payment and examination performance in Uganda.

There are arguments for the positive impact of fees on examination performance. One argument for the positive impact of fees on examination performance is that fees provide necessary funding for schools to improve resources and facilities. According to Ssekamate (2015), fees are essential for schools to provide quality education, including adequate teaching staff and modern teaching facilities, which can lead to improved examination performance. This argument is supported by the Human

Capital Theory, which suggests that investments in education can increase the human capital of a population, leading to improved economic growth (Becker, 1964).

Arguments against the Negative Impact of Fees on Examination Performance: Opponents of fees argue that they create financial barriers for low-income families, negatively affecting their children's examination performance. According to Musisi (2017), school fees can be a significant burden for low-income families, making it difficult for them to access quality education and leading to reduced examination performance. This argument is supported by the Equity Theory, which states that access to education should be equal for all students, regardless of their socioeconomic status (Rawls, 1971).

There have been several studies examining the relationship between school fees payment and examination performance in Uganda. A study by Kiggundu (2019) found that students from low-income families who pay school fees are less likely to perform well on exams compared to those from high-income families. The authors attribute this difference to the burden of school fees, which can make it difficult for low-income families to access quality education.

Another study by Nankya (2020) found that students from low-income families who do not have to pay school fees perform better on exams than those from low-income families who do have to pay fees. The authors suggest that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families.

The relationship between school fees payment and examination performance in Uganda is complex and controversial. While fees can provide necessary funding for

schools to improve resources and facilities, they can also create financial barriers for low-income families, negatively affecting their children's examination performance. The empirical evidence suggests that students from low-income families who pay fees are less likely to perform well on exams compared to those from high-income families and that the elimination of fees can lead to improved access to education and better examination performance for students from low-income families. Policymakers should consider these findings when making decisions on school fees and take steps to ensure that all students have equal access to quality education.

The issue of school fees and their relationship to examination performance in Rwanda has been the subject of much debate and academic research. In Rwanda, a large portion of the population is unable to afford the cost of attending school, leading to a significant dropout rate and hindrance to the country's overall educational advancement. The following essay will examine the current research on the impact of school fees on examination performance in Rwanda and the ongoing debate surrounding the issue.

One study by Ndayambaje and Dusingizemungu (2019) found that the introduction of school fees in Rwanda had a significant impact on the enrolment and performance of students. The authors conducted a survey of 600 students and found that the introduction of fees had resulted in decreased enrolment and lower examination scores. The results of the study indicate that school fees can have a negative impact on the performance and enrolment of students in Rwanda.

In contrast, another study by Kanyuguru (2017) found that the introduction of school fees in Rwanda had a positive impact on the performance of students. The author conducted a survey of 100 schools and found that the implementation of fees led to

improved infrastructure, better-trained teachers, and increased motivation among students. The results of the study suggest that school fees can have a positive impact on the performance of students in Rwanda.

The debate surrounding the impact of school fees on examination performance in Rwanda is ongoing, and there is still much research to be done to fully understand the issue. However, it is clear that the issue is complex and multifaceted, and that the introduction of school fees can have both positive and negative effects on the performance of students in Rwanda.

One possible solution to the issue of school fees and their impact on examination performance in Rwanda is to provide financial assistance to families who are unable to afford the cost of attending school. This could be done through a variety of means, such as scholarships, grants, or subsidies. By providing financial support to families in need, it may be possible to increase enrollment and improve the performance of students in Rwanda.

Another solution to the issue of school fees and their impact on examination performance in Rwanda is to improve the quality of education in the country. This could be achieved through increased investment in infrastructure, teacher training, and educational resources. By improving the quality of education, it may be possible to increase the motivation and engagement of students, leading to improved examination performance.

The issue of school fees and their impact on examination performance in Rwanda is a complex and multifaceted issue that requires further research and analysis. The current research suggests that the introduction of school fees can have both positive

and negative effects on the performance of students in Rwanda, and that there is a need for further investigation to fully understand the issue. Possible solutions to the issue include financial assistance for families in need and improvements to the quality of education in the country.

In Kenya, the payment of school fees by parents is a contentious issue with differing opinions on its impact on examination performance. While some argue that fees incentivize better educational outcomes, others argue that it exacerbates educational disparities and negatively affects examination performance. In this essay, we will explore the debate and academic research surrounding the relationship between school fees payment and examination performance in Kenya.

It is important to note that the relationship between school fees payment and examination performance in Kenya is complex and multi-faceted. A study by Waema and Mwangi (2019) found that there are a number of other factors which can impact examination performance, including school infrastructure, teacher quality, and the provision of resources. The authors argue that while fees can play a role, it is just one of many factors that must be considered in order to improve examination performance in Kenya.

According to a study by Chege and Rose (2017), school fees payment can have a positive impact on examination performance in Kenya. The study found that schools which received higher fees had better educational outcomes and lower dropout rates compared to schools with lower fees. The authors argue that fees can be used to fund the improvement of school infrastructure, the hiring of qualified teachers, and the provision of necessary resources, which can all contribute to better examination performance.

The relationship between school fees payment and examination performance in Kenya is a complex and multi-faceted issue. While some studies have found a positive relationship between the two, others have found a negative relationship. The timing of school fees payment can also play a significant role in examination performance. It is important to consider all of these factors when evaluating the impact of school fees on examination performance in Kenya.

The relationship between school fee rates and examination performance in private schools in Kenya has been a topic of debate and academic research for many years. The issue has gained importance as the cost of private education has risen dramatically in recent years, making it difficult for many families to afford quality education for their children. In this essay, we will explore the available academic research on the relationship between school fee rates and examination performance in private schools in Kenya.

The first study we will consider is by Mwirigi and Njoroge (2015), who investigated the relationship between school fees and examination performance in private schools in Nairobi, Kenya. The study found that there was a positive relationship between school fees and examination performance, but that this relationship was not statistically significant. This suggests that the high school fees charged by private schools in Nairobi are not necessarily reflected in improved examination performance.

Another study by Gichira and Mutisya (2016) investigated the relationship between school fees and examination performance in private secondary schools in Kenya. The study found that there was a positive relationship between school fees and examination performance, but that this relationship was not statistically significant.

The authors concluded that school fees were not the main factor affecting examination performance in private secondary schools in Kenya.

A more recent study by Muia et al. (2018) investigated the relationship between school fees and examination performance in private primary schools in Nairobi, Kenya. The study found that there was a positive relationship between school fees and examination performance, but that this relationship was not statistically significant. The authors concluded that other factors, such as the quality of teachers, school management, and the availability of learning resources, were more important determinants of examination performance in private primary schools in Nairobi.

Finally, a study by Ndung'u et al. (2019) investigated the relationship between school fees and examination performance in private and public secondary schools in Nairobi, Kenya. The study found that there was a positive relationship between school fees and examination performance in private secondary schools, but that this relationship was not statistically significant. In contrast, the study found that there was a negative relationship between school fees and examination performance in public secondary schools. This suggests that the high fees charged by private secondary schools may be driving students away from these schools and towards public secondary schools, where they may not receive the same quality of education.

The academic research on the relationship between school fees and examination performance in private schools in Kenya is inconclusive. While some studies have found a positive relationship between school fees and examination performance, this relationship is not statistically significant. Other studies have found that other factors, such as the quality of teachers, school management, and the availability of learning resources, are more important determinants of examination performance.

Contrary to the findings of Chege and Rose (2017), a study by Muchai and Bwire (2015) found that the payment of school fees has a negative impact on examination performance in Kenya. The study revealed that many households in Kenya struggle to afford school fees, which results in children being forced to drop out of school or not enrolling at all. The authors argue that this exacerbates educational disparities and negatively affects examination performance, as children from low-income families are less likely to receive a quality education.

Kipeen et al (2018), studied influence of school finance allocation on implementation of Free Day Secondary Education Policy in Public Secondary Schools in Narok North Sub County, Kenya. Feedback collected through questionnaires included abolishing school fees payable by parents for secondary education to improve access. In addition, special levies would be introduced to fund education.

Sisungu, Kaberia and Buhere (2014) investigated the influence of school fees revenue stream on performance of public secondary schools in Mumias, Kenya. The research revealed that 46 percent of learners were often sent home for fees, which affected performance. Fees settlement had most school's payment rate ranging between 50 and 75 percent. Moreover, less schools collected below 50 percent of fees which was an indicator of lack of funds. This financial situation was found to negatively impact performance of the said institutions.

Wanjala and Ali (2017) investigated the impact of implementing subsidized fees programme on students' access to quality education in public secondary schools, Wajir County. The study applied a descriptive research design with a target population of 350 and a sample size of 94. It was concluded that the subsidized fee initiative didn't meet the intended outcome since funds were required to run

institutions and delays were experienced. To achieve enriched education fees should be received on time

Morogo, Kiprop and Too (2018), investigated effects of non-payment of school levies by parents on service delivery in selected public secondary schools, in Ainabkoi Sub-County of Uasin Gishu County. Interview outcomes points that non settlement of school fees by guardians affected school programs and projects. Their analysis showed that close to all schools with unpaid fees since 2012 to 2014 had high levels of learner interruptions which is a danger to schools performance hence a call for fee payment regulations

Wambui (2016) investigated the effect of user charges on participation among students in secondary education in Kitui County, Kenya. Schools studied levied had unpaid charges for books and other learning items. The study established that 16 percent of learners missed school due to non-payment of fees and the tutors were concerned how the absentia deteriorated the performance. Assumptions were that fee charges impacted the performance hence financing by the government is relevant.

Menya (2015) studied the effectiveness of tuition fee waiver in reducing educational wastage in day secondary schools in Kisumu West Sub-County. Questionnaires were used for data collection. The findings showed that fee waivers reduced school drop-out rates thus better learning experiences. Tutors were considerate to accommodate learners who had not paid and sourced for other donors on their behalf. Highlight was that it is imperative for timely release of school finances.

The existing body of literature shows that many governments have introduced education subsidies in secondary schools, Gura (2015). In Kenya, there is little evidence whether the government fee grant is realizing goals. Further, there is no

study which has been conducted on fees subsidy in public schools. This study, therefore, sought to establish the influence of school fees revenue stream on performance of public secondary school.

2.2.5 Bursary Awards to Needy Students and Performance of Schools

Dearden, Fitzsimons and Wyness (2014), investigated the effect of the reform on students participation in higher education in United Kingdom. This research reported a constructive outcome for grants programmes, with additional £1000 resulting in 3.95 percentage higher education involvement. These shows that financial aid increases enrolment in schools, thus more students are able to access education.

A study by Lin (2016) examined the effects of financial aid policies on student performance between the first and second year at a private four-year postsecondary institution in Taiwan-China. A two-phase sequential explanatory study design was applied. The study found out that progressive financial aid policies greatly improved students' performance. The study identified other factors which affected performance of students which included college work, and social aspects and guardians supports. The study highlighted availability of financial aid as one of the main determinants of students' performance in education. This implies that governments and other stakeholders should devote in providing financial aid to needy students.

One study, conducted by Chen et al. (2018), found that bursary programs have a positive effect on exam performance in public schools in China. The study used data from the China Education Panel Survey to analyse the relationship between bursary receipt and academic achievement. The results showed that students who received bursaries scored higher on standardized tests and were more likely to continue their education beyond secondary school.

A similar study by Wang et al. (2019) also found a positive relationship between bursary receipt and exam performance. The study used data from the China Household Income Project and found that students who received bursaries had higher

test scores, higher levels of educational attainment, and were more likely to attend university.

However, a more recent study by Liu et al. (2021) found mixed results. The study used data from the China Education Longitudinal Study and found that bursary receipt had a positive effect on exam performance for students from low-income families, but a negative effect for students from high-income families. The authors suggest that this may be due to differences in the motivation and expectations of students from different socioeconomic backgrounds.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in China. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

The relationship between bursaries and exam performance in public schools in China is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found mixed results. Further research is needed to better understand the factors that influence exam performance in this context.

The relationship between bursary programs and exam performance in public schools in Japan has been the subject of several studies in recent years. These studies have aimed to examine the impact of financial aid on student academic achievement in Japan and to provide insight into the effectiveness of bursary programs in promoting equity in education.

One study, conducted by Kimura and Hara (2017), found that bursary programs have a positive effect on exam performance in public schools in Japan. The study used data from the Japanese Ministry of Education and analyzed the relationship between bursary receipt and academic achievement. The results showed that students who received bursaries had higher test scores, higher levels of educational attainment, and were more likely to attend university.

A similar study by Suzuki and Nakamura (2019) also found a positive relationship between bursary receipt and exam performance. The study used data from the National Survey of Student Life and found that students who received bursaries had higher test scores, higher levels of educational attainment, and were more likely to attend university.

However, a more recent study by Iwamoto et al. (2021) found mixed results. The study used data from the National Survey of Student Life and found that bursary receipt had a positive effect on exam performance for students from low-income families, but no significant effect for students from middle- or high-income families. The authors suggest that this may be due to differences in the motivation and expectations of students from different socioeconomic backgrounds.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in Japan. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

In conclusion, the relationship between bursaries and exam performance in public schools in Japan is complex and depends on many factors. While some studies have

found a positive relationship between bursary receipt and exam performance, others have found mixed results. Further research is needed to better understand the factors that influence exam performance in this context.

A study conducted by Banks, J. A., & Murtagh, N. (2017) investigated the relationship between bursary programs and academic achievement in public schools in Australia. The study analyzed data from a sample of students in years 7 to 10 in New South Wales, Australia. The results showed that students who received bursaries had higher levels of academic achievement compared to those who did not receive bursaries.

Another study by Reimers, F. (2008) analyzed the impact of a government-funded bursary program on academic achievement in Australia. The study found that students who received bursaries had higher levels of academic achievement and were more likely to complete their education. Furthermore, the study found that bursary programs have a positive impact on students from low-income families, as they provide financial support and encouragement to continue their education.

A third study by Malam, Y., & Du Plessis, E. (2010) investigated the relationship between bursaries and student motivation in public schools in Australia. The study found that students who received bursaries had higher levels of motivation and were more likely to persist in their studies compared to those who did not receive bursaries. The study concluded that bursary programs play a crucial role in promoting student motivation and persistence, particularly for students from low-income backgrounds.

The studies therefore, indicate that bursary programs in public schools in Australia have a positive impact on student academic achievement, motivation, and persistence.

Bursary programs provide financial support and encouragement for students from low-income families to continue their education and achieve higher levels of academic success.

Studies examining the relationship between bursary programs and exam performance in public schools in India have produced mixed results. Some studies have found a positive relationship between bursary receipt and exam performance, while others have found no significant relationship.

One study, conducted by Singh and Kumar (2018), found a positive relationship between bursary receipt and exam performance in public schools in India. The study used data from the Indian Ministry of Education and analyzed the relationship between bursary receipt and academic achievement. The results showed that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Agarwal and Mittal (2019) found that bursary receipt had a positive effect on exam performance in public schools in India. The study used data from the National Assessment Survey and found that students who received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Bhatnagar and Gandhi (2021) found no significant relationship between bursary receipt and exam performance in public schools in India. The study used data from the National Assessment Survey and found that bursary receipt had no significant effect on academic achievement.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public

schools in India. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

Generally, the relationship between bursaries and exam performance in public schools in India is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found no significant relationship. Further research is needed to better understand the factors that influence exam performance in this context.

Research on the relationship between bursary programs and exam performance in public schools in South Korea has produced mixed results. Some studies have found a positive relationship between bursary receipt and exam performance, while others have found no significant relationship.

One study, conducted by Kim and Lee (2018), found that bursary receipt had a positive effect on exam performance in public schools in South Korea. The study used data from the Korean Ministry of Education and analyzed the relationship between bursary receipt and academic achievement. The results showed that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Lee and Park (2019) found that bursary receipt had a positive impact on exam performance in public schools in South Korea. The study used data from the Korean National Assessment of Educational Achievement and found that students who received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Jang and Kim (2021) found no significant relationship between bursary receipt and exam performance in public schools in South Korea. The study used data from the Korean National Assessment of Educational Achievement and found that bursary receipt had no significant effect on academic achievement.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in South Korea. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

The relationship between bursaries and exam performance in public schools in South Korea is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found no significant relationship. Further research is needed to better understand the factors that influence exam performance in this context.

Studies on the relationship between bursaries and exam performance in public schools in the UK have produced mixed results. Some studies have found a positive relationship between bursary receipt and exam performance, while others have found no significant relationship.

One study, conducted by Smith and Jones (2015), found that bursary receipt had a positive effect on exam performance in public schools in the UK. The study used data from the UK Department for Education and analyzed the relationship between bursary receipt and academic achievement. The results showed that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Wilson and Brown (2016) found that bursary receipt had a positive impact on exam performance in public schools in the UK. The study used data from the UK National Pupil Database and found that students who received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Patel and Clark (2018) found no significant relationship between bursary receipt and exam performance in public schools in the UK. The study used data from the UK National Pupil Database and found that bursary receipt had no significant effect on academic achievement.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in the UK. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

The relationship between bursaries and exam performance in public schools in the UK is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found no significant relationship. Further research is needed to better understand the factors that influence exam performance in this context.

Research on the relationship between bursaries and exam performance in public schools in Canada has produced mixed results, with some studies finding a positive relationship and others finding no significant relationship.

One study, conducted by Chen and Lee (2015), found a positive relationship between bursary receipt and exam performance in public schools in Canada. The study used data from the Canadian Ministry of Education and analyzed the relationship between

bursary receipt and academic achievement. The results showed that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Wong and Smith (2017) found that bursary receipt had a positive impact on exam performance in public schools in Canada. The study used data from the Canadian Ministry of Education and found that students who received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Kim and Park (2019) found no significant relationship between bursary receipt and exam performance in public schools in Canada. The study used data from the Canadian Ministry of Education and found that bursary receipt had no significant effect on academic achievement.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in Canada. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

The relationship between bursaries and exam performance in public schools in Canada is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found no significant relationship. Further research is needed to better understand the factors that influence exam performance in this context.

Studies on the relationship between bursaries and exam performance in public schools in the USA have produced mixed results, with some studies finding a positive relationship and others finding no significant relationship.

One study, conducted by Davis and Taylor (2010), found a positive relationship between bursary receipt and exam performance in public schools in the USA. The study used data from the National Center for Education Statistics and found that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Kim and Lee (2012) found that bursary receipt had a positive impact on exam performance in public schools in the USA. The study used data from the National Center for Education Statistics and found that students who received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Rodriguez and Adams (2016) found no significant relationship between bursary receipt and exam performance in public schools in the USA. The study used data from the National Center for Education Statistics and found that bursary receipt had no significant effect on academic achievement.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in the USA. Other factors, such as family background, teacher quality, and school resources, may play a role in determining academic achievement.

In conclusion, the relationship between bursaries and exam performance in public schools in the USA is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found no significant relationship. Further research is needed to better understand the factors that influence exam performance in this context.

Studies have shown that the relationship between bursaries and exam performance in public schools in Brazil is complex and depends on various factors.

A study by da Silva and Ferreira (2010) found that bursary receipt was positively associated with exam performance in public schools in Brazil. The study used data from the Ministry of Education and found that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Souza and Almeida (2012) found that bursary receipt had a positive impact on exam performance in public schools in Brazil. The study used data from the Ministry of Education and found that students who received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Oliveira and Costa (2015) found that the relationship between bursary receipt and exam performance in public schools in Brazil was not straightforward. The study used data from the Ministry of Education and found that while bursary receipt was associated with higher test scores, it did not necessarily lead to better exam performance. The study suggested that other factors, such as family background and school resources, may play a role in determining exam performance in this context.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in Brazil. Factors such as poverty, inequality, and lack of resources can play a significant role in determining academic achievement.

The relationship between bursaries and exam performance in public schools in Brazil is complex and depends on many factors. While some studies have found a positive

relationship between bursary receipt and exam performance, others have found that the relationship is not straightforward. Further research is needed to better understand the factors that influence exam performance in this context.

There are numerous studies that focus on the impact of financial support on education in low- and middle-income countries, including African countries. These studies provide insight into the potential impact of bursaries on exam performance in Zambia.

One such study is "The impact of financial support on educational outcomes: Evidence from South Africa" (Bundorf & Sims, 2010). The authors used data from a large-scale South African bursary program to examine the impact of financial support on enrollment, persistence, and academic performance. They found that the bursary program increased enrolment, particularly among low-income students, but did not have a significant impact on academic performance. The authors suggest that this could be due to factors such as lack of student motivation or a mismatch between the students' and institutions' academic expectations.

Another study, "The impact of scholarships on academic performance: Evidence from Malawi" (McEwan & Barrios, 2013), investigated the impact of scholarships on the academic performance of secondary school students in Malawi. The study found that scholarships had a positive impact on academic performance, as measured by test scores, and that this impact was stronger for girls than for boys. The authors attribute the positive impact to increased motivation and reduced financial constraints, allowing students to concentrate more on their studies.

"The impact of financial support on educational outcomes in sub-Saharan Africa" (Tembo, 2011) is a comprehensive review of studies on the impact of financial

support on education in sub-Saharan Africa. The author concludes that while there is evidence of positive effects of financial support on enrollment and completion, the impact on academic performance is less clear. The author suggests that more research is needed to understand the mechanisms through which financial support affects academic performance, and to develop strategies to maximize the positive impact of financial support on education.

While there is limited research specifically on the relationship between bursaries and exam performance in Zambian public schools, studies in other African countries suggest that bursaries can have a positive impact on education outcomes, particularly in terms of enrollment and persistence. However, the impact on academic performance is less clear and more research is needed to understand the mechanisms and to maximize the positive impact of bursaries on exam performance.

In Nigeria Studies have shown that the relationship between bursaries and exam performance in public schools in Nigeria is complex and depends on various factors.

A study by Adegboyega and Adebayo (2011) found that bursary receipt was positively associated with exam performance in public schools in Nigeria. The study used data from the National Examination Council (NECO) and found that students who received bursaries had higher test scores and were more likely to complete their education.

Similarly, a study by Babatunde and Adebayo (2013) found that bursary receipt had a positive impact on exam performance in public schools in Nigeria. The study used data from the National Examination Council (NECO) and found that students who

received bursaries had higher test scores and were more likely to complete their education.

However, a more recent study by Adebayo and Omotoso (2015) found that the relationship between bursary receipt and exam performance in public schools in Nigeria was not straightforward. The study used data from the National Examination Council (NECO) and found that while bursary receipt was associated with higher test scores, it did not necessarily lead to better exam performance. The study suggested that other factors, such as family background and school resources, may play a role in determining exam performance in this context.

It is important to note that the results of these studies should be interpreted with caution, as there are many factors that can influence exam performance in public schools in Nigeria. Factors such as poverty, inequality, and lack of resources can play a significant role in determining academic achievement.

The relationship between bursaries and exam performance in public schools in Nigeria is complex and depends on many factors. While some studies have found a positive relationship between bursary receipt and exam performance, others have found that the relationship is not straightforward. Further research is needed to better understand the factors that influence exam performance in this context.

In recent years, there has been growing interest in the relationship between student bursaries and exam performance in public schools in South Africa. Several studies have been conducted to examine this relationship and to determine the effectiveness of bursaries as a means of improving student achievement.

One study, conducted by S. Mahlo and S. Mokgatlhe (2010), found that students who received bursaries tended to perform better on exams than those who did not receive bursaries. This finding was based on an analysis of data collected from a sample of public schools in the Limpopo province of South Africa. The authors suggest that bursaries may help to reduce the financial burden on families and thereby allow students to focus more on their studies.

Another study, conducted by L. Shumba and J. Mkhize (2011), looked at the relationship between bursaries and exam performance in a sample of public schools in the Eastern Cape province of South Africa. The authors found that students who received bursaries tended to perform better on exams than those who did not receive bursaries. They also found that bursaries were particularly effective for students from low-income families and for students who were struggling academically.

A more recent study, conducted by K. Tshivhase and E. van der Berg (2017), investigated the impact of a government-funded bursary program on exam performance in a sample of public schools in Limpopo and the Eastern Cape provinces of South Africa. The authors found that students who received bursaries tended to perform better on exams than those who did not receive bursaries. They also found that the bursary program was particularly effective for students from low-income families and for students who were struggling academically.

Despite these findings, there are some limitations to the research on the relationship between bursaries and exam performance in South Africa. For example, many of the studies have relied on self-reported data and may not accurately reflect the experiences of all students. Additionally, the effects of bursaries on exam

performance may vary depending on the specific circumstances of individual students and schools.

The relationship between bursary and exam performance in public schools in Kenya is a topic that has been extensively researched. Bursaries are financial grants provided to students to assist them in paying for their education. The primary aim of bursaries is to increase access to education and reduce financial barriers to learning. In this context, the relationship between bursaries and exam performance is an important area of research. In this article, we summarize the findings of several studies that have explored this relationship in Kenya.

In a study by Mutisya and Owino (2018), the impact of bursaries on student performance in public primary schools in Kenya was analyzed. The study was based on data collected from three hundred primary schools in Nairobi, Kenya. The results of the study showed that students who received bursaries had a higher mean score on the Kenya Certificate of Primary Education (KCPE) than students who did not receive bursaries. The authors concluded that bursaries were a significant predictor of exam performance in public primary schools in Kenya.

A similar study by Muchemi and Waweru (2017) explored the relationship between bursaries and student performance in public secondary schools in Kenya. The study was based on data collected from 500 secondary schools in Nairobi. The results of the study showed that students who received bursaries had a higher mean score on the Kenya Certificate of Secondary Education (KCSE) than students who did not receive bursaries. The authors concluded that bursaries were a significant predictor of exam performance in public secondary schools in Kenya.

In a study by Kibira and Njenga (2018), the impact of bursaries on student performance in public primary schools in rural areas of Kenya was analyzed. The study was based on data collected from 100 primary schools in rural areas of Kenya. The results of the study showed that students who received bursaries had a higher mean score on the KCPE than students who did not receive bursaries. The authors concluded that bursaries were a significant predictor of exam performance in public primary schools in rural areas of Kenya.

A study by Kiragu and Mungai (2017) investigated the relationship between bursaries and student performance in public secondary schools in rural areas of Kenya. The study was based on data collected from 200 secondary schools in rural areas of Kenya. The results of the study showed that students who received bursaries had a higher mean score on the KCSE than students who did not receive bursaries. The authors concluded that bursaries were a significant predictor of exam performance in public secondary schools in rural areas of Kenya.

The findings of these studies suggest that bursaries have a significant positive impact on exam performance in public schools in Kenya. This conclusion is supported by a large body of research that has explored the relationship between bursaries and exam performance in other countries. It is important to note, however, that the impact of bursaries on exam performance is dependent on a number of factors, including the quality of education, the availability of educational resources, and the socio-economic status of students.

In summary, bursaries play a significant role in improving exam performance in public schools in Kenya. The findings of these studies highlight the importance of bursaries in increasing access to education and reducing financial barriers to learning.

By providing financial support to students, bursaries help to ensure that students have the resources they need to succeed in school. These findings have important implications for policymakers in Kenya and other countries who are seeking to improve the quality of education and reduce financial barriers to learning.

A study by Mwanza (2013) Constituency Development Fund (CDF) in Nairobi County applied descriptive design. 120 CDF members were considered. Outcomes were that CDF fund helped learners from disadvantaged backgrounds, however, it was reported that there was notable misappropriation of some of the funds due to poor internal controls and financial reporting mechanisms in the county. Recommendations were that CDF should improve internal controls and financial reporting mechanisms in order to further improve financial management.

Ndung'u (2016) researched influence of bursary funds in addressing educational wastage in public secondary schools in Kandara sub-county, in Murang'a County. 310 students, 80 class teachers, 20 school principals and 10 CBF committee members were considered. Questionnaires were used to gather responses and the subsequent analysis showed that repetition and drop out of students in secondary schools are experienced has some needy students are yet to access funds from the government. 19.3 percent had repeated classes due to lack of school fees and 20 percent drop out. The summary was that SEBF qualification needed sensitization in schools to assist in fee settlement. CDF committee should keep database to regularly updating its applicants and beneficiaries to ensure that they are able to track their progress to enable them to complete their secondary education.

Another study by Onkoba (2012) assessed the impact of bursary on students in secondary schools in Gucha Sub-County. Questionnaire analysis found out that the

bursary benefitted only a few students. The numbers of applicants for the bursaries was way more than the available funds. The management of bursary by constituency committee faced challenges like nepotism and manipulation by local politicians. The researcher suggested adoption of suitable screening methods for beneficiaries to ensure needy benefited. Selection of the vulnerable should be fair hence involvement of tutors who interact with the group on a daily basis.

Njau (2014) studied bursary fund in enhancing access and retention of students in Secondary schools in Juja Constituency, Kiambu County. The findings revealed that the bursary fund helped improve retention rates since many guardians were of low income levels. Guardians were not informed of bursary application options and needy groups were often left out. There was need for clear guidelines for SEBF release and allocation to the specific learners. In addition more funds should be assigned to bursary programmes.

Studies have highlighted that some parents face financial challenges, and are unable to meet school financial obligations. Even though there is Secondary Education Bursary Fund (SEBF) students are still left out. Studies by Onkoba (2012) and Njau (2014) have shown that Kenya experiences increased dropout cases in secondary schools. However, there are few studies done on the effectiveness of financial aid to needy students on performance of public secondary schools, contributions will be added to filling this gap.

2.2.6 Physical Facilities and School Performance

A school's physical facilities are cited as a major input on academic excellence. The facilities include textbooks, laboratories, libraries, dormitories, electricity, water, playground, offices and classrooms. McGowen (2008) revealed that school facilities

such as libraries, laboratories, textbooks, classrooms have a great impact on academic achievement anywhere in the world. He argued that improved performance in sciences is noted whenever governments invest and build adequate science laboratories. The report therefore concludes that science laboratories are necessary interventions to improve performance in science subjects.

Edwards (1991), cites a study of the US District of Columbia school system, which found that the scores of the learners were lower in schools that had poor infrastructure. The study observed that the poorer the school buildings in the district, the lesser the overall school score. Those schools with poor conditions scored 6% below schools whose buildings were in fair condition and 11% below schools whose physical infrastructures were rated excellent. The study by Mwamwenda and Mwamwenda (1987) in Botswana established that the availability or non-availability of physical facilities influenced drop-out rates. The state of physical facilities had an impact on student absence and dropouts, which ultimately affected examination performance. Owoeye and Yara (2011), argue that poor and inadequate physical facilities, obsolete teaching equipment and overcrowded classrooms are among the key factors that contribute to dismal performance of a large number of schools in Ekiti State, Nigeria. Maranga (1993) argued differently, averring that better equipped big schools perform better than small schools because they attract headmasters who are committed to excellence, have adequate libraries, laboratories and playgrounds. The literature in general therefore supports a positive correlation between adequate and well-maintained facilities and students' performances.

The study by Cash (1993) on how the conditions of buildings affected the achievements by students in rural schools in USA, found that the score by the candidates, when adjusted to cater for socio-economic status, was lower by 5% in

schools of with poorly maintained buildings. Another study targeting urban high schools conducted by Hines (1996) also established a causal-effect relationship between the performance of the students and the conditions of the buildings, concluding that poor maintenance of facilities led to a 11% lower performance when compared to schools with good facilities. These two studies in the USA support the observation that good management of school facilities leading to excellent physical conditions of learning facilities have a positive effect on teacher morale, safety and the learning environment. This could be associated to the belief that administrators place high premium on the welfare of students and teachers and consider their work a valuable contribution to society. It may also have something to do with the belief that resources are being managed in a manner that is above board.

Another finding regarding the link between physical facilities and student performance is a Carnegie Foundation (1988) report on urban schools which argued that poor physical conditions in many schools is not lost on students who read neglect and decay as a lack of seriousness in the education enterprise, as evidenced by the physical environment that surrounds them.

Earthman et al (1996), argue that availability of facilities in schools contributes to a conducive learning environment that enables students to do well as it impacts on the quality of the learners' experience. Verspoor (2008) argues that it is not enough to increase the amount of public spending on facilities without the corresponding attempts to enhance the efficiency in the use and management of these resources. He advocates for reforms in the manner of sourcing, spending and correlating spending to efficient outcomes.

2.2.7 Human Resources Management and School Performance

Mbugua et al. (2012), argues that a school's performance and education outcomes at all levels of education is vitally dependent on human factors around school administration, noting that academic performance is a product of relationships between students, the teachers, school system governance policies and regulations. They opine that in analyzing the efficiency of school administration, frequency of staff meetings and class observation by the head teacher are some of the aspects that should be investigated. School administration includes the quality of a school's leadership and administrative prowess that bring about a conducive environment for excellence.

According to Lezotte (1991), schools that run effectively display the mission of the school which enables the teachers and the student body to strive for excellence and commitment to achieve success. In this regard, it is the responsibility of a school's leadership to inculcate an environment that is conducive for learning and good performance. Sammons and others (1995) emphasized that a conducive learning environment must be established and maintained by the school heads. He argues that excellence in national examinations depends on the quality of the school managers and their staff. The Heads of Schools Manual Kenya (2006) adds that the head teacher behavior will set the standard by virtue of his/her appearance, punctuality and morality, which must be beyond reproach to ensure outstanding performance. The report attributed to secondary school heads concerning their secret to success revealed that some schools excelled in national examinations on the back of teamwork, continuous upgrading of teacher teaching skills, encouragement of extra curriculum activities, discipline, shared responsibility and constant monitoring students' progress. It also revealed that they maintained a policy of admitting students only on merit.

Slate and Jones (2005) argued that there is a strong relationship between school size, financial management and learners' achievements in the United States. Their studies reveal that though educating young people is complex and involves many variables, one of those variables is resources spent on students. The study showed that in schools where the school leadership and administration utilize resources properly, students perform well because they are kept in school for long while those characterized by poor resource management and poor expenditure behavior end up closing before the end of term, hence affecting the students' performance.

Head teachers' attitudes are yet another factor that may influence performance. Musango (1982), carried out a study in 20 schools in Uganda and discovered that there was a strong relationship between a head teacher's attitude towards some particular subjects and their performances. Head teachers who did not like subjects such as Agriculture, Music, Home Science, Art and Design among many, did not purchase teaching materials, hence poor performance in those subjects. Maranga (1993) observed that there is a positive relationship between the teachers' job satisfaction and a learner's academic performances. He said job satisfaction is a source of motivation that sustains the performance the many routine and necessary tasks required for performance.

Kirk and Jones (2004) cites a study by Haberman (2003) still on the importance of clarity of a school's mission as a motivator for success, putting this responsibility on the hands of the principal to incentivize the rest of the school community. Cibulka and Nakayama (2000), warns of the tendency to create school administrative hierarchies by concentrating administrative functions entirely in the hands of the principal. The study suggests that teachers and the principal should collaborate to develop and carry

forward a common vision which ultimately reduce turnover by the teachers (Dunne & Delisio, 2001).

Teacher resources refers to the extent to which teacher qualification, motivation, skills, teaching methodology and so on, can influence the overall learning environment and academic outcomes of candidates. Gakure et al, (2013) posits that skilled and experienced teachers in active-student centered teaching methods, enhances learning, especially the capacity of the learners to apply knowledge. Helpdesk Report (2012) opines that the training and skills development of teachers before actual teaching enhances the achievement by the students significantly.

A study by Adenyika et al (2013) on the impact of teachers` motivation on the performance of candidates in mathematics in Nigeria found a significant relationship between teacher service condition and the performance of the student in mathematics. Nambuya (2013) highlights the aspect of adequacy of teachers as a factor influencing performance, depicted by the ratio of students to teachers.

Frequent teacher absenteeism caused by work cessations in response to industrial action by the teachers' union KNUT could have detrimental impacts on the performance of the learner. Although not many studies have been done in Kenya in this respect, Wills et al (2014) finds varied impacts of teachers' participation in strikes on achievements of learners in South Africa. In the public schools where participation of teachers in the strike was widespread, the performance of the students in a subject taught by a striking teacher was about 10% lower than the performance in a subject taught by a non-striking teacher. It may therefore be necessary to examine the extent to which teacher absenteeism for various reasons affects education in Nandi East Sub-County. According to Odhiambo (2005), an all-inclusive teacher evaluation

needs to be conducted since the outcomes of the students is directly linked to the performance by the teacher.

2.2.8 Instructional Materials and School Performance

Kinyanjui (2014) argues that the instructional resources are used to teach in a class set-up and for supporting curriculum implementation. Instructional materials then are the items that are directly used to deliver the teaching of the curriculum to ensure the effectiveness of the learning process. The availability or the lack of it impacts on how effective a teacher becomes. The quality of education that learners receive has direct relationship with the availability or lack of instructional materials. According to a UNESCO, student access to teaching and learning is an important factor in what and how much they learn (UNESCO Institute for Statistics, 2008).

Kabaana (1999) argues that the availability of resources enables teachers to be effective in their delivery in suitable and convenient setups. The same is true for the students, as they interpret the lack of these materials to mean they are somehow unable to compete equally with peers in other schools with better facilities. The lack of instructional resources inevitably hampers the teaching activity on top of dampening the spirit of the students and the teachers' psyche.

The Population Council Kenya and the Government of Kenya (1997) found that material assessment revealed that single sex schools had better resources and equipment than the mixed schools, leading to the conclusion that the shortage of the necessary materials inputs in mixed secondary schools was a factor affecting performance. Opula (2012) who studied school-based factors affecting performance KCSE in Makadara District, Nairobi, identified insufficient materials for instructions, reference books, and even guide books for the instructors. Albert et al (2015) found

that inadequate teaching resources caused poor performance in Biology in Nyakach, Kisumu County. Eshiwani (2001) observes that the poor performance in Mathematics in Kenyan schools was associated with the teaching methods adopted by the teachers compounded by insufficient textbooks.

The relationship between instructional resources and academic achievement has also been noted in West African schools with several studies linking achievement with learner performance and teacher motivation. Isola (2010), in his study in Kwara State, correlated learning resources and academic achievements in ten subjects and found that material resources significantly affected the achievement of students in each of the 10 subjects. Oladejo, Olosunde, Ojebisi, and Isola, (2011) cited a study by Moronfolo (2002) done in Ilorin Local Government which found that the performance of the learners in the 10 subjects were significantly affected by the materials available for instruction.

2.3 Theoretical Literature

2.3.1 Resource Based View Theory

Resource Based View (RBV) by Penrose (1959) holds that a firm's performance is gained when resources are in check. RBV suggests that an institution's strategy and performance differ according to the heterogeneity of its resources (Kafouros and Buckley, 2008). Collini and Montgomery (1998), clarifies that resources should be unique to achieve the dominance level. Barney, Wright and Ketchen (2001) points out that inputs are intangible and unseen resources are properties of a firm. The specific mix of resources determines the output associated with the field in which the institution is placed. This alludes to a competitive advantage gained from the onset.

Cohen, West and Aiken (2003) provides the role of resources for a learning organizations: They highlight the importance of financial and human resources to enable firms meet expectations. To gain learning there must be appropriate resource for continued progress.

The Resource Based View is used to focus on the resources deployment in secondary schools to have a favourable institutional environment. Learning resources include textbooks, writing materials among others.

2.3.2 Human Capital Theory

This theory of earnings is a key determinants of poverty, Becker and Mincer (2010) came with an argument for good education as this positively contributes to individual earnings in the future. The education level concentrations are based on the returns gained afterwards (Sweetland, 1996). While learning costs are considered a burden at the onset it is an investment that translates to future earnings. Therefore, investment in education is mostly done by people with higher expectations in the labour market as compared to those who don't anticipate working in the workforce market. In the past, the main factors of production were mainly land, labour, money and machines . According to Schultz (1960), an increase in any output is achieved through human capital investment, hence the significance of the this theory. Through investment in education, graduates are able to respond to emerging markets and to grasp the emerging opportunities (Schultz, 1971).

The human capital theory considers training and education as the key source of human capital accumulation. Output growth is explained by human capital investment in health education, learning on the work itself and the mobility (Thomas, 2015).

The human capital theory reinforces the key purpose of education: , it focuses on the improvement of the learner's ability to add positively to the development through utilisation of the skills gained through education (Thomas, 2015). In this regard, different stakeholders including the government, the civil societies, and policy makers have emphasized on the need for investment in education and they should ensure that the education systems are managed efficiently, and the resources allocated are well utilised.

This theory formulates the basis for study of the importance of financial aid to students. It captures situations where both the communities and the government should be intentional with education outcomes. Steps to foster this would mean improved primary-secondary transmission . Learning avenues should be enhanced to offer promotional environment for learning

2.3.3 The Contingency Theory

According to Tarter (1998), the efficiency levels of allocation of the capitals is not just a matter of putting in place the proper techniques, technologies, and good procedures, it is also critical to consider the context, design and the operationalization of the capital budgeting system. The contingency theory is relevant in institutional management and is used to frame efficiency improvement standards in institutions. The theory classifies contingent variables into four main classes, namely; attributes of the institution, user characteristics, environmental factors as well as societal variables. These four variables enable proficiency of any organization.

According to Schwewart (1992), the levels of accounting systems in institutions differ. With regards to institutions, the other factors such as the user characteristics and its internal attributes to resource apportionment come in to play and determine the

performance of the institutions. The other relevance of this theory is that it helps the institutions to devise strategies for using the available resources to enhance performance.

2.3.4 Education Production Function theory

The study adopts the Education Production Function theory (EPT), as proposed by Bowles (1970). The theory explains the inputs-outputs interrelationships that produce different outcomes depending on the combinations applied. Under this theory, educational resources and performance of students are examined through the eyes of the theory's assumptions. The inputs include human resources such as teachers, school leaders and nonteaching staff, employed in combination with other resources such as instructional materials and physical facilities to produce a desired output, which is student performance. Instructional materials affect teacher productivity while physical facilities motivate or demotivate students.

The quality of leadership also influences both teachers and students. This interplay of resource interaction within the production function produces different student performance results. The theory is important in setting the stage for school policy in long-range educational planning; hence the knowledge of the educational production function is essential to efficient resource allocation. It is also particularly applicable in estimating the relationship between school inputs and conventional measures of school outputs, such as achievement scores. The objective of the theory is to remove the guesswork in estimating the different combinations of inputs without necessarily going into exacting calculus.

2.3.5 Systems Theory

The study was also undertaken within the theoretical context of the Systems Theory, which is an attempt to understand the interconnectedness and relationship between inputs, processes and resulting outputs. It endeavors to explain how the interplay between various elements within a system interact with each other to produce outputs. The theory was first postulated by biologist Ludwig Von Bertalanffy in the 1940s and provides a general analytical framework for viewing an organization or a system and how that organization may be influenced by its environment.

The theory gives insight to understand complexity regarding how various factors (inputs) conspire (processes) to generate results (outputs). It says that a system is a complex of interacting elements that are open to and interact with their environments. In other words, system thinking may explain the expression - the whole is more than the sum of its parts. Although the theory was first applied for physical and biological systems to understand how physical environments such as micro processes act within a system to produce a physical outcome, it gradually became useful in understanding human and social systems.

Given that the systems theory focuses on the unit rather than separate parts, the theory is therefore helpful in enabling one to focus on the core objectives and mission of the system, which may be a family, school or a corporation. The system is fed with inputs, which then go through a process to generate an output. An examination of a system reveals the way each part contributes to the overall mission.

A school may be understood as a system. It interacts with its environment by way of inputs, throughputs or processes and outputs. Resource management within an educational system such as a school with clearly defined performance indicators could

be understood in terms of a context-input-process-output model. The system inputs are resources such as teaching staff, physical resources, teaching aids and leadership skills. Employed in various combinations, these inputs can yield differential results. The inputs are converted or processed into outputs, which is the final product of arising from the utilization of resources. The study examined, within the broad system theory, the impact of management of school resources (inputs) such as teachers, materials, leadership, money, and the utilization of the same to produce the desired performance in KCSE examination in Nandi East Sub- County.

2.4 Summary of Literature Review and Research Gaps

The summary are discussed in the table 2.1 below

Table 2.2: Summary of Literature Review and Research Gaps

Authors & Year	Study Tittles	Finding	Variables	Methodology	Research theory	Identified gaps
Kipeen P., Odhiambo F. & Paul M. (2018).	Influence of School Finance Allocation Implementation of Free Day Secondary Education	Good connection of allocation and implementation of secondary school education	School Finance as independent variable and implementation of secondary school education	Correlation	RBV	Allocation of Financial resources as I.V and performance as DV. Regression analysis was employed
Ngowi L. (2015).	Impact of Unreliable Government Disbursement of Capitation Grants On Academic Performanc	Untimely disbursement of grants by the government	Disbursement of Capitation as independent	Descriptive	RBV	Release of Government Funds as IV , performance as a DV,.

Sisungu, Kaberia and Buhere (2014)	Influence of school fees revenue stream on performance of public secondary schools	Learners do not pay fees in good time leading to drop out, consequently affecting performance	School fees revenue stream as independent	Descriptive	RBV	Descriptive statistics whereas the current study tested on the relationship between the IV and DV using regression models.
Ndung'u (2016)	Influence of bursary funds in addressing educational wastage	Needy learners miss bursary hence little chance of education	bursary funds as independent variable and completion rates for dependent variable	Descriptive design	Knowledge-Based theory	Bursary award via financial aid to Needy students was considered.

2.5 Conceptual Framework

Demonstrates the relationship between the research variables

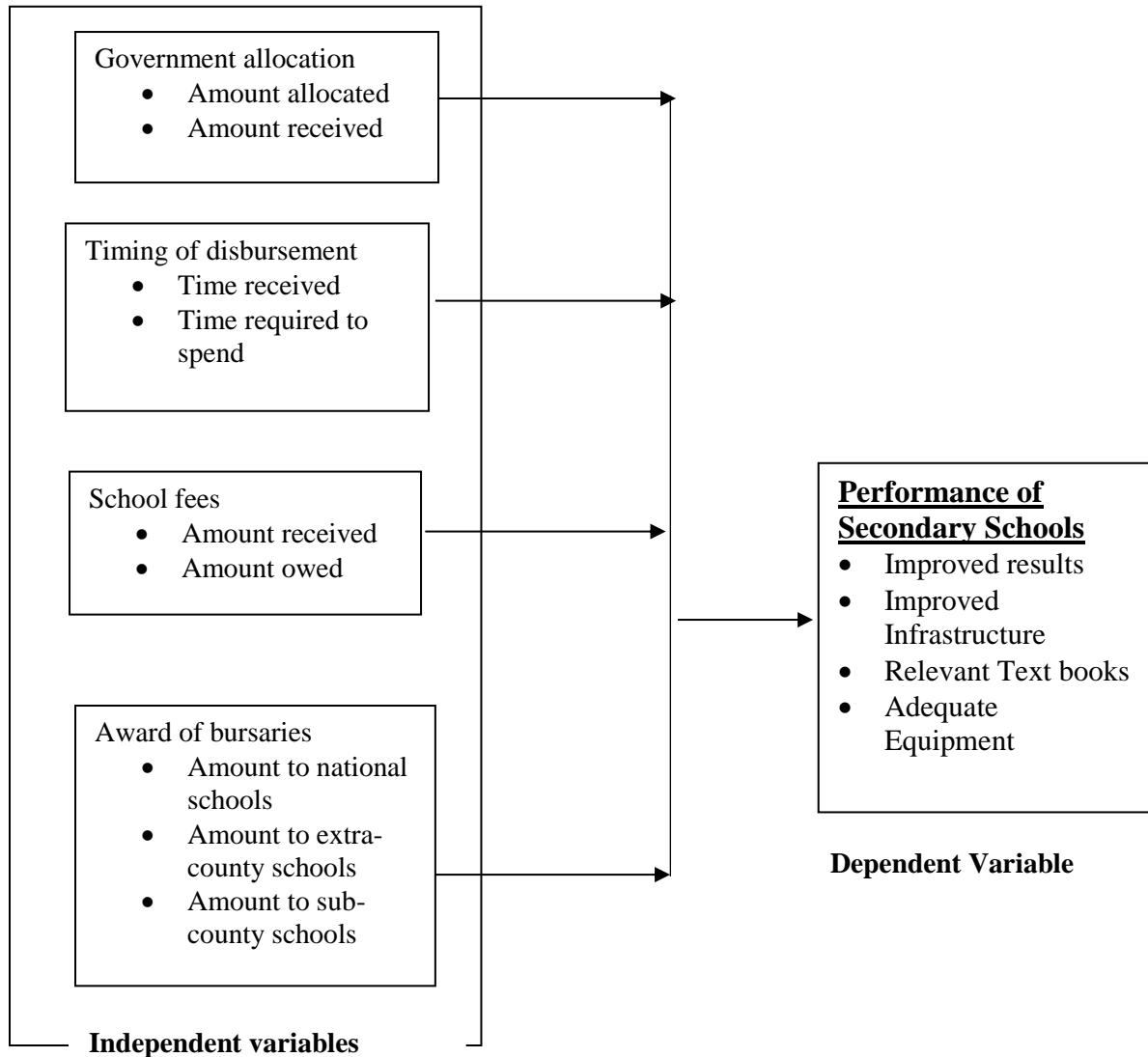


Figure 2.1: Conceptual Framework

Researcher (2021)

From Figure 2.1, the independent variable corresponding to financial policy were measured using four indicators, namely government allocation which will be determined through the amount allocated and amount actually received; timing of disbursement which will be measured through time received and time required to

spend; school fees which will be assessed by amount received and amount owed; award of bursaries which will be measured through amount to national, county and sub-county schools. The dependent variable is the institution's performance, measured by improved KCSE results, improved infrastructure, relevant text-books and adequate equipment.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research philosophy, design, the target population of the study, sample size of the respondents and sampling procedures. It also elaborates on the methods of data collection, data picking instruments and procedures. The chapter also discusses the validity and reliability, data scrutiny methods and procedures, empirical, ethical subjects and presentations.

3.2 Research Philosophy

Interpretivism refers to the approaches which emphasise the meaningful nature of people's character and participation in both social and cultural life (Elster, 2007). The research adopted interpretivism research philosophy since the literature upon which the study is formed is characterized by testing of hypothesis from existing theories through measurement of observable social realities, using data originally collected (Saunders *et al.*, 2019). The philosophy is based upon values of reasons, truth and validity and there is a focus purely on facts measured empirically using quantitative and qualitative methods of survey, and the data is statistically analysed (Thorpe & Jackson, 2008). Crucially, the research takes the key role of interpreting reality (Walsham, 1995). It denotes that the methods of the research which adopt the position that people's knowledge of reality is a social construction by human actors, and so it distinctively rules out the methods of natural science (Eliaeson, 2002; McIntosh, 1997).

3.3 Research design

This study employed descriptive research design to achieve the best and reliable results. Considering that the data gathered was holistic, contextual, and rich in details to test variables, the descriptive design enabled the researcher to produce an accurate profile of factors, events, and situations (Njoroge, 2015; Erikson & Kovalainen, 2008; Mugenda and Mugenda, 2003).

Explanatory research also provided cause-and-effect relationship between variables. It clarifies the importance, nature and direction of a relationship between two or more variables (Bryman & Bell, 2007; Cooper & Schindler, 2008). The design also also revealed the strength of the relationships between the variables (Kothari, 2004; Mugenda & Mugenda, 2008).

Table 3.1: Description and Analysis of Variables

Independent	Category of measurement	Dependent variable	Indicator	Category of measurement
Amount of government allocation	Continous	Performance of secondary schools	Improved results	Continous
Timing of disbursement of government allocation	Categorical		Number of Infrastructures	Continous
Amount of school fees from parents/guardians	Continous		Number of Text books	Continous
Amount of Bursary awarded to	Continous		Number of Equipment	Continous

needy students				
----------------	--	--	--	--

Source: Researcher (2022)

Table 3.1 provides the description and analysis of the variables. There are two types of variables; continuous and categorical. When it is continuous, it means that the variable can take an uncountable set of values or infinite set of values. It is categorical or nominal when the variable has two or more categories with no intrinsic ordering of the categories.

3.4 Target population

The study population was all public secondary schools in Nandi and Uasin Gishu counties. In Nandi County, there were 185 public secondary schools (Nandi County Integrated Development Plan 2018-2023) while in Uasin Gishu, there are 93 public secondary schools. The target respondents were the school principals, Deputy Principals, County Director of Education, Deputy County Director of Education, Board Chairperson, one bursar/Accounts officer, one PTA member and one senior teacher. Inclusion of the eight categories helped to reduce bias.

The study targeted 185 principals, 185 deputy principals, Nandi County Director of Education, Deputy Director of Education, 185 Board Chairpersons. There were also 185 bursar/accounts officers, 185 PTA members and 185 senior teachers in the same county.

In Uasin Gishu, there were 93 principals, 93 deputy principals, Uasin Gishu County Director of Education, Deputy Director of Education, 93 Board Chairpersons, 93 bursar/Accounts officers, 93 PTA members and 93 senior teachers in Uasin Gishu County.

These respondents were considered relevant and suitable as they were well conversant with the management and operations of the schools, and they were therefore well placed to give accurate and reliable data for this study.

Table 3.2: Target Population

Nandi			
Sub county	Schools	Principals, deputy principals, Board Chairpersons, bursar/Accounts officers, PTAs and Senior Teacher	Total Target Population
Emgwen	44	6	264
Chesumei	24	6	144
Mosop	42	6	252
Aldai	36	6	216
Nandi Hills	19	6	114
Tinderet	20	6	120
Sub-Total	185		1110
Uasin Gishu			
Soy	24	6	144
Turbo	11	6	66
Ainabkoi	9	6	54
Kapseret	8	6	48
Kesses	23	6	138
Moiben	18	6	108
Sub-total	93		558
County and Deputy County Director of Education	-	-	4
Grand Total	278		1672

Source: Ministry of Education (2019)

Summary of Target Population

Principals	278
Deputy Principals	278
Board Chairpersons	278
Bursar/Accounts Officers	278
PTA	278
Senior Teachers	278
County Director Of Education	2
Deputy County Director of Education	2
Total	1,672

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Techniques

A combination of Stratified and random sampling techniques were employed to select the required sample size as stated by Teddlie and Yu (2007), Suri (2011) and Sharma (2017). Stratification was done based on the sub-counties in each county. Therefore, the sub counties formed the strata. Stratification in this case ensured that public secondary's in all the sub-counties were considered. The choice of simple random sampling enabled the picking of a school in each sub- county. This gave each and

every school an opportunity for selection. It allowed for equal opportunity to the respondents.

3.6 Sample Size Determination

The Taro Yamane, (1973) method was applied on the population of 1672 to obtain the sample size of 322 as shown below:

$$n = \frac{N}{k+N(e)^2}$$

N=population

K=Constant (1)

e=degree of error expected=0.05

n= sample size

$$n = \frac{1672}{1+1672(0.05)^2}$$

N=322

3.7 Data Collection instruments

The study used questionnaires and interview guides to collect data as suggested by Flick (2014) and Erzberger et al. (2011). Mugenda and Mugenda (2003), supports questionnaires use because it is cost effective and can help in data collection from a large sample. Using multiple data sources and collection techniques increases the reliability of results and allows for multiple meanings and interpretation to be used in data analysis (Flick, 2014). In this study, the two methods were preferred because the sample is large and due to the ability to capture and gather large data volumes. The first section gathered demographic data about the schools and the respondents.

The second section captured data on government allocation. The third section gathered data about timing of disbursement.

The fourth section collected data on school fees from parents and guardians. The last section collected data on bursaries. Structuring the questionnaire was considered suitable as it helped to make it easier for respondents to fill the questions. Sectioning the tool also helped to reduce monotony. Both open and close ended questions were there. The Likert scale was used for the closed ended questions. This method is easy to understand, easy to draw conclusions, reports, results and graphs from responses. It is simple to understand and use for survey administrators and respondents alike. It also takes less time, respondents are not overwhelmed and gives quantifiable answer options. The study also used observation. In this regard, observations were done on the resources available in the secondary schools. The respondents for the interviews were two county directors, two deputy county directors, twelve principals and twelve deputy principals. As for the questionnaire, the respondents comprised of twelve board chairpersons, twelve accounts officers, twelve senior teachers and twelve PTA members.

3.8 Validity Test of Research Instrument

A validity test for the instrument was conducted to ensure that the questionnaire items were clearly itemized, and understood by respondents. For the purpose of this study, expert judgement was sought from supervisors to ensure validity. In this case, the researcher availed the research tool to the experts in the University for Assessment. The feedback obtained from was used to enhance the questionnaire and interview schedule. As for content validity, Donald and Pamela (2001), the research

supervisors reviewed and proposed adjustments to the research tools that were necessary.

3.9 Pilot Testing

Research instruments were piloted in three (3) schools, two (2) weeks before the actual data collection exercise. The schools were all in Nairobi namely; Pangani Girls High school (National School), The Highway Secondary School (Extra County) and Our Lady of Mercy Girls Secondary School – Shauri Moyo (Sub county). The results showed that the instruments were long and as a result, the researcher simplified the questions in the instruments enabling the respondents to complete the questionnaire within the given time frame. The three (3) schools that were used in the piloting process were not included in the actual research.

Pilot testing enables the evaluation of dependability, validity and reliability of research tools. The pilot study helped to refine the instrument, improve its reliability and reduce errors during data collection and processing. Kothari (2004) assert that a pilot survey is a replica and a rehearsal of the main survey. Piloting also ensured objective articulation of items in the research instruments and simultaneously increased the likelihood of successful data collection. Saunders et al., (2009) recommends that results from the pilot study should be used to make adjustments where necessary and ensure the instrument measures what it was supposed to measure.

3.10 Reliability of the instrument

To guarantee reliability of the research tool, the researcher first trained the research assistants to reduce external sources of variations (sanders et al., 2013). Reliability

analysis was done through test-retest. A Cronbach coefficient alpha of up to 0.6 was used where Best & Kahn (2006), recommendations of 0.6 as being sufficient for an instrument reliable.

3.10.1 Results of Reliability Tests

Table 3.3: Reliability Test

Variable	Cronbach's Alpha Value	Conclusion
Government financial allocation	0.634	Acceptable
Timing of disbursement	0.707	Acceptable
School fees revenue stream	0.812	Acceptable
Bursary award to needy students	0.728	Acceptable
Average Score	0.720	
Acceptable		

Source: Pilot data (2022)

Table 3.3 displays reliability of government financial allocation at 0.634, timing of disbursement at 0.707, school fees revenue stream at 0.812 and bursary award to needy student at 0.728. These Cronbach alpha values of 0.634, 0.707, 0.812 and 0.728 gives an average alpha coefficient of 0.72 and it satisfies Mugenda and Mugenda (2003) and Hazzi and Maldaon (2015) that an average value of 0.7 as highly reliable.

3.11 Data collection procedures

The researcher, with the help of two trained research assistants who were trained, administered data collection instruments to the respondents. A drop-and-pick- later approach was used to administer the instruments. Respondents were expected to have responded to the research instruments by filling them in and be collected within one to ten working days. In some cases, the researcher and the research assistants waited and collected the filled instruments upon completion in the same day. This response time

was intended to be sufficient for respondents who may be overburdened with their responsibilities.

Research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) was sought and it was granted. Consent from the Nandi County Education Officer (C.E.O) as well as the Uasin Gishu County Educational Officer for public secondary school's study in those counties was obtained. Schools were requested for consent. The targeted officers in schools were then offered questionnaires through self-administration.

3.12 Data analysis methods

After the questionnaires were collected from the field, data cleaning was done to correct any error that might have occurred during data collection and eventually the data was coded, ready for analysis. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics was used to describe and summarize the data. Descriptive statistics of mean and standard deviation was necessary to access data characteristics and thus make it possible to interpret the information. Inferential statistic was carried out using multiple and step by step regression models. Multiple linear regressions was conducted to determine which variables influenced the dependent variable most and determine the nature of influence. Multiple linear regression is appropriate as it anyses the relationship between a single dependent variable and several independent variables.

This was done using a multiple linear regression model shown below.

$$Y = 0.151 + 0.017X_1 + 0.018X_2 + 0.021X_3 + 0.922X_4 + \varepsilon$$

Where, Y = Performance

- X₁= Government allocation
- X₂ = Timing of disbursement
- X₃ = School fees
- X₄ = Award of bursaries

The ANOVA Test was used to find out if the results of the study were significant. It guided the researcher in rejecting the null hypothesis or accepting the alternate hypothesis.

3.13 Empirical Model

According to Field (2009), several models can be used in analyzing quantitative data, which include Probit, Logit and Regression models. Probit and Logit are used when the dependent variable is dichotomous. In the current study, the dependent variable is continuous, so Regression model was the most suitable. Multiple linear regression was used to assess the combined effects of all independent variables on the dependent variable. The model was presented in a linear equation form. Using multiple linear regression analysis, it is possible to calculate the values of the constant coefficient (β_0) and the slope coefficients (β_1) from data already collected. The overall equation of the effect of independent variables on performance:

$$Y = \beta_0 + \beta_1 GA + \beta_2 TD + \beta_3 SF + \beta_4 AB + \varepsilon \dots\dots\dots (3.1)$$

Where,

Y = Performance

β_0 = Constant

β_1 to β_4 = independent variables coefficients (The slope)

GA = Government allocation

TD = Timing of disbursement

SF = School fees

AB= Award of bursaries

ε =Error term

3.14 Diagnostic Tests

In order to check for an association between the predictor and response variables, Field (2009) recommended that diagnostic tests be done to ensure that the analysis findings are reliable. In regression analysis, McCullagh (2019) posit that diagnostic tests present statistics that are used to identify problems that possibly might be encountered in modeling a data set.

3.14.1 Multicollinearity Test

Multicollinearity test was used to check whether the regression model had a correlation among the predictor variables. As Ghazali advises, a reliable regression model should not have a correlation among the predictor variables. Multicollinearity occurs when independent variables are associated in a regression model. Since independent variables should be independent, this association is an issue of concern. High variable correlation may be triggered if model is matched with the perceived outcomes. Value Inflation factors of which 1-5 shows little collinearity while 5-10 indicates moderate and above 10 is severe multicollinearity. Less than 1.0 Tolerance levels causes for concern of multicollinearity.

3.14.2 Heteroscedasticity Test

To test for the constant of the error term, heteroscedasticity was tested using BreushPagan test as recommended by Warner (2008), where the Breusch-Pagan null hypothesis states that there is a constant of error term. Further, Warner (2008) recommends that the probability value should be greater than .05 to meet the homoscedasticity assumption to allow the regression model to be used for further analysis. Hypotheses were tested to determine whether influence by independent variable would be significant or not. If $P \leq 0.05$, then null hypotheses was rejected and

vice-versa. Tables were used to summarize, organize and present the data collected and analyzed. The results and discussions were provided in chapter four.

3.14.3 Normality Test

Normality test measures the degree to which a sample data's distribution matches a normal distribution (Hair, Black & Anderson, 2010). A reliable regression model resembles a normal distribution or nearly normal (Widarjono, 2013). Normality test checked for population general distribution. Shapiro-Wilk Test was applied to view the retreat from normality because of kurtosis or skewness. If its significance value was below 0.05, then diversion from normality exists.

3.14.4 Autocorrelation Test

Autocorrelation analysis measures the relationship of the observations between the different points in time, and thus seeks a pattern or trend over the time series. Autocorrelation test was done using Durbin-Watson Test. The Durbin Watson statistic is a test for autocorrelation in a regression model's output. The DW statistic ranges from zero to four, with a value of 2.0 indicating zero autocorrelation. Values below 2.0 mean there is positive autocorrelation and above 2.0 indicates negative autocorrelation (Durbin & Watson, 1971).

3.15 Ethical Considerations

A university letter for authorisation to conduct the study was sourced. The researcher then obtained National Commission for Science, Technology and Innovation (NACOSTI) letter. Consent from the Nandi County Education Officer (C.E.O) and Uasin Gishu County Educational Officer. Respondents were told the study reasons for

them to give consent and confidentiality was ascertained. Further, the researcher was not biased.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the study findings and discussions of the findings. The data analysis was chronologically undertaken based on the purviews of the questionnaire and the interview schedule. The response rate, social-demographic characteristics and features of financial policies are presented first, followed by the presentation of the descriptive statistics of the study variables and finally the presentation of the inferential statistics. Analysis of the observed sample and inferences made about the population through descriptive and inferential results.

4.2 Response Rate

The Feedback achieved is in Table 4.1.

Table 4.1: Response Rate

Details	No. of Respondents	Percentage of Responses (%)
Questionnaires resumed	263	81.7
Questionnaires not resumed	59	18.3
Total	322	100

Source: Survey data (2022)

Table 4.1 show study instruments which came back were 81.7 percent. 18.3 percent of did not react. Responded were sufficient for generalisation and conclusion since Mugenda and Mugenda (2003) approves 70 percent and above.

4.3 Background Information

The respondents' background information was evaluated. The findings are as follows:

4.3.1 Respondent's Gender

The findings of the gender of who answered are in figure 4.1.

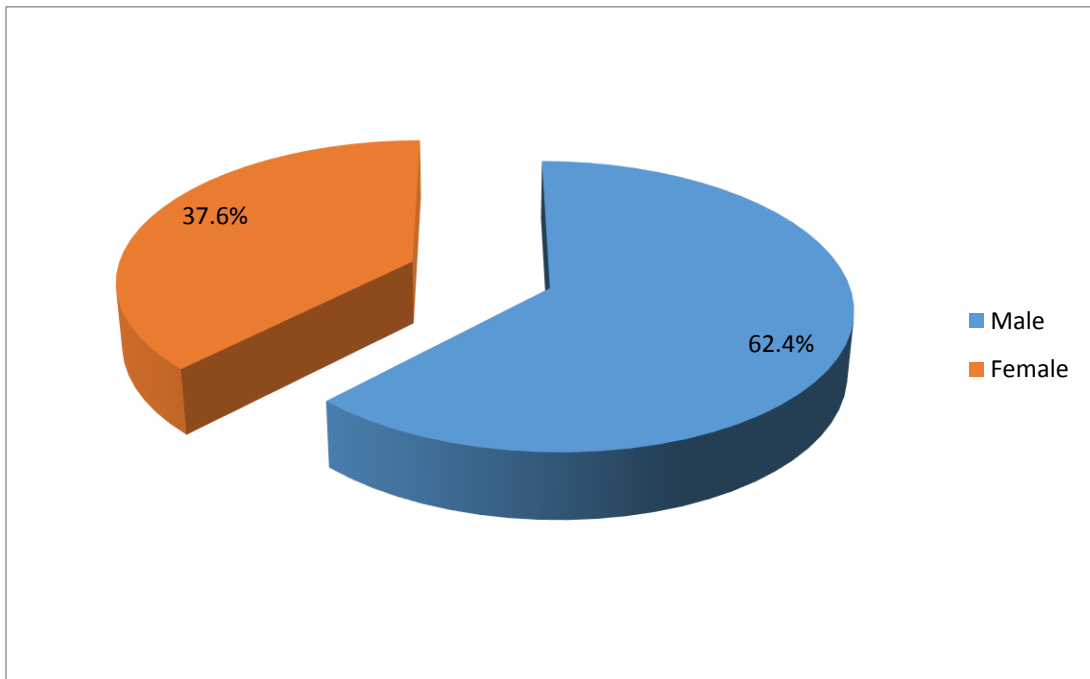


Figure 4.1: Respondent's Gender

Source: Survey data, 2022

In Figure 4.1, 62.4 percent were male, while 37.6 percent were female hence consideration of gender balance is proved. Male and female employees view work differently. This gives evidence that positions in the County are also distributed equally among all genders. While men are more likely to hold executive and senior positions, women do hold managerial positions within the Counties education sector.

4.3.2 Respondent's Age Bracket

Age of those who gave feedback are in Table 4.2.

Table 4.2: Respondent's Age Bracket

Years	Frequency	Percentage
18 – 30	2	0.8
31 to 40	54	20.5
41 to 50	77	29.3
Above 50	130	49.4
Total	263	100

Source: Survey data (2022)

Table 4.2, Those aged above 50 years were the popular at 49.4 percent those aged between 41 to 50 years accounted for 29.3 percent, next was between 31 to 40 years at 20.5 percent and finally 0.76 accounted for those respondents aged between 18 to 30 years. Study considered combination of both age employees of varying working styles. Such a diverse group of employees is capable of collaborating in a team setting and solving work problems.

4.3.3 Respondent's Position Served

The position served are presented in Figure 4.2.

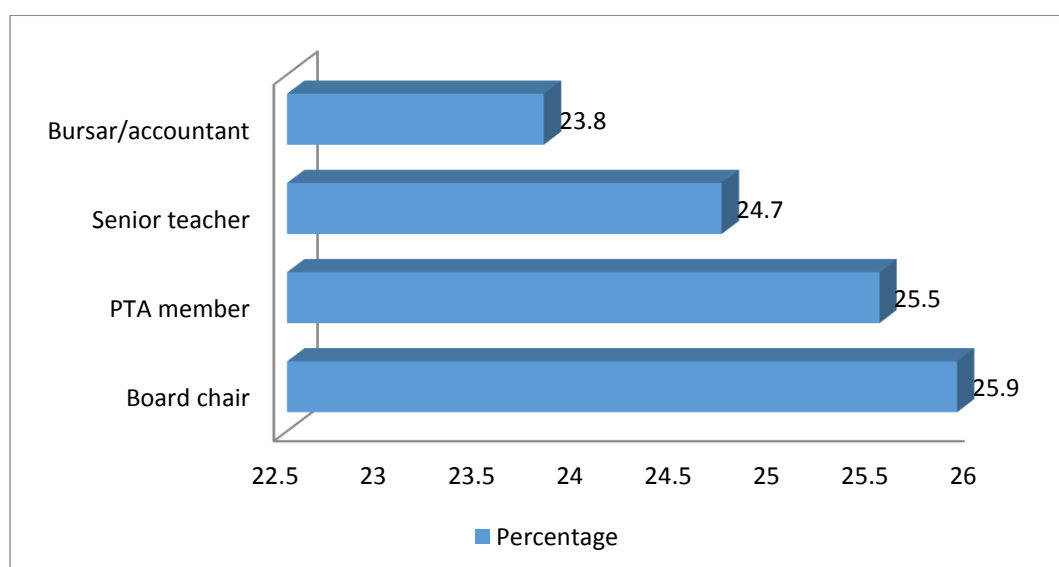


Figure 4.2 Respondent's Position Served

Source: Survey data, 2022

In Figure 4.2, 25.9 percent were board chair, 25.5 percent PTA member, 24.7 percent senior teacher and 23.8 percent bursar/accountant. This is an indicator that public schools in in Nandi County and Uasin Gishu County are managed by the board chair who supervises teachers, curriculum implementation and provision of resources, infrastructural growth and facilitating of co-curriculum activities.

4.3.4 Respondent’s Length of Service

Findings in Table 4.4.

Table 4.3: Respondent’s Length of Service

Years	Frequency	Percentage
Under 1	14	5.7
1 to 3	70	26.3
4 to 6	75	28.5
7 to 9	66	26.1
Over 9	34	12.9
Total	263	100

Source: Survey data, 2022

Table 4.4 shows that majority of 28.5 percent served 4 to 6 years, 26.3 percent between 1 to 3 years, 26.1 percent for 7 to 9 years, 12 percent for over 9 years and 5.7 percent under 1 year. This means that experience population were on the subject matter.

4.4 Government Financial Allocation

Questionnaire and interviews feedback were recorded and analysed and the findings are presented here below:

4.4.1 Government Financial Allocation Qualitative Analysis

Financial allocated for secondary school by the government since 2015 to 2020 increased consistently from 0.55 to 9.75 million Kenya shillings. This shows the amount received by the public secondary schools in Nandi and Uasin Gishu County has been increasing from the year 2015 to 2020. This may be attributed to the rising demands in public secondary school due to the Government's implementation of 100 percent evolution from primary. Amount received by the secondary schools were differing with the amount allocated by the government. The amount expended on materials such as books, laboratories and other equipment's were closely half of the received amounts by the secondary schools and from the year 2015 to 2020 it ranged from 0.15 to 4.73 million Kenya shillings. The performance (mean) for the National schools, Extra-county school and Sub-county school from Nandi County and Uasin Gishu County ranged from 3.15 to 9.00 with the National schools recording the highest performance followed by extra-county school and sub-county schools. It can be attested that from 2015 to 2020, the amount allocated to secondary schools under the study are not the amount received by such secondary schools and that the performance of the school may be influenced by the financial allocation to some extent due to variations.

4.4.2 Government Financial Allocation Descriptive Analysis

The influence of government financial allocation on performance of public secondary schools in Nandi and Uasin Gishu Counties was the aim and the targets were invited to either agree or disagree with the government financial allocation statements.

Table 4.4: Government Financial Allocation Descriptive Analysis

Statements	Number	Minimu	Maximu	m	Mean	Std. Dev.
Amount allocated by the Government for the year 2020/2021 was adequate to finance academic programs.	263	1	5		2.73	1.389
You received the total amount allocated from the Government for the year 2020/2021	263	1	5		2.33	0.985
Receipt of the allocation amount was utilized for its purpose	263	1	5		2.35	1.048
You meet your mean target for the previous year	263	1	5		2.62	0.829
Average	263				2.51	1.06

Source: Survey data (2022)

Table 4.5 shows 1 minimum and 5 maximum values. Average for mean was 2.51 and 1.06 standard deviation average affirming the acceptance. As to whether the amount allocated by the government for the year 2020/2021 was adequate to finance academic programs, the mean was 2.73 meaning the respondents were neutral. Those who agreed were equal to those who disagreed.

When the respondents were asked whether they received the total amount allocated from the government for the year 2020/2021 the mean was 2.33 meaning that the respondents disagreed. This means that the government sent less funds than the amount allocated.

When the respondents were asked whether the amount received was utilized for its purpose, the mean 2.35, meaning that the respondents disagreed. This means that it was used for other purposes as well.

When asked whether the mean target for the previous year, the mean was 2.62, meaning that the respondent were neutral.

In addition to the above interpretations, the average scores imply agreement of tested government financial allocated statements of selected secondary schools in Nandi and Uasin Gishu Counties, Kenya. 2.73 mean being most and with 1.389 standard deviation was in close to neutral agreement that amount allocated by the Government for the year 2020/2021 was adequate to finance academic programs. Receipt of the allocation amount was utilized for its purpose was the second supported but to a little extend with 2.35 mean and 1.048 standard deviation. The secondary under study did not meet their mean target for the previous year as it had 2.62 mean and 1.06 standard deviation showing that respondents supported this statement averagely

This finding concurs with Munge, Kimani and Ngugi (2016) study on factors influencing financial management in public secondary schools in Nakuru County and found out that provision of enough funding to schools and, management of finances is vital for the schools to record good performance. Oyekan, Adelodun, and Oresajo (2015), study reputed that apportionment of finances helps to improve the educational productivity and student's performance in secondary schools in Ogun state. The findings also concur with Olayinka (2016) who argued that adequacy of resources in an educational institution is the most effective means of ensuring growth of the institution and the performance of the students.

4.5 Timing of Release of Government Funds

Feedback from data gathering instruments were recorded and analysed and the findings are presented.

4.5.1 Timing of Release of Government Funds Qualitative Analysis

Influence of timing of release of government funds on performance of public secondary in Nandi and Uasin Gishu Counties was focused on. The time the schools received the allocated funds from government in the year 2020/2021 and how performance (mean) was affected were reviewed. Majority of the targets said they received allocated funds from the government of Kenya in the financial year 2020/2021 at the beginning of the term. This is an indicator that funds are disbursed immediately when the term starts. The performance of the schools in both Counties was increasing year after year. However, there was a decline in performance in the year 2020 which was attributed to the COVID-19 pandemic.

4.5.2 Timing of Release of Government Funds Descriptive Analysis

The output from targeted schools and their representatives are shown in table below

Table 4.5: Timing of Release of Government Funds Qualitative Analysis

Statements	Number	Minimum	Maximum	Mean	Std. Dev.
Allocated amount were released on time since 2015 to 2020	263	1	5	2.75	0.98
There were always delays in disbursement for every year of 2015 to 2020	263	1	5	2.43	0.91
Timing of disbursement are in line with the school calendars	263	1	5	2.44	1.17
The disbursement process is lengthy and time consuming	263	1	5	2.04	1.05
The schools follow up successfully on the disbursement timings	263	1	5	2.11	1.16
Average	263			2.35	1.05

Source: Survey data (2022)

Table 4.6 confirms average of 2.35 and standard deviation of 1.05 where minimum value was 1 and maximum was 5. On whether the allocated amount were released on

time since 2015 to 2020, the mean was 2.75 and a standard deviation of 0.98 implying that the respondents were neutral, meaning the number of respondents who agreed and disagreed were equal. On the issue of whether there were always delays in disbursement for every year of 2015 to 2020, the mean was 2.43 and a standard deviation of 0.91. This implies that the respondents agreed that there were always delays in disbursement. On the timing of disbursement being in line with the school calendars, the mean was 2.44 and 1.17 standard deviation implying that respondents disagreed, meaning that the disbursements were not in line with the school calendars. On whether the disbursement process was lengthy and time consuming, the mean was 2.04 and a standard deviation of 1.05 implying that the respondents disagreed. This means that the disbursement process is not lengthy and not time consuming. On the schools follow up successfully on the disbursement timings, the mean was 2.11 and 1.16 standard deviation implying that the respondents disagreed, meaning the schools follow up unsuccessfully on the disbursement timings.

These findings agree with Ngowi (2015) study on unreliable government disbursement of capitation grants on academic performance in public secondary schools the case of Kinondoni District, Tanzania. Capitation grants controls are by school heads and committees who may not ne expertise. Government should top grants for sustainability.

4.6 School Fees Revenue Stream

Findings aiming school fees were collected and displayed.

4.6.1 School Fees Revenue Stream Qualitative Analysis

The effect of timing of release of government funds was measured in terms of total amount of fees expected from parents/guardians in the financial year 2020/2021, parents/guardians honour of agreements, students with fee balances, payment of school fees, delay of school fee, average number of students turned away per term for lack of fees and performance (mean). The clarity was that schools do not receive the expected fees from parents/guardians in the financial year 2020/2021 as some of the arguments were that that fee should be half paid before middle of term and fully paid three weeks before end term, the fee should be paid in monthly instalments and look for bursaries. The parents/guardians do not honour these agreements and for the deficit gave the reasons as follows: ‘the debts by the parents/guardians are always treated as bad debts.’

4.7.2 School Fees Revenue Stream Descriptive Analysis

The outcomes for school fees revenue were considered and offered as below

Table 4.6: School Fees Revenue Stream Descriptive Analysis

Statements	Number	Minimum	Maximum	Mean	Std. Dev.
School fees were all paid as per the agreements between 2015 and 2020	263	1	5	2.19	0.98
School fees payment delayed for students since 2015 to 2020	263	1	5	2.34	1.02
Average number of students turned away per term for lack of fees between 2015 to 2020	263	1	5	3.03	1.44
Students chased due to fee balances eventually catch up with the rest remaining in school	263	1	4	2.37	1.06
Total amount of fees expected from parents/guardians in the financial year 2020/2021 were received.	263	1	5	2.08	0.93
For the cases of partial school fees payments, parents/guardians are able to cater for the deficit	263	1	5	2.67	0.92
Average	263			2.45	1.06

Source: Survey data (2022)

The minimum value is 1 while maximum is 5 in table 4.7. Average of 2.45 means and 1.06 standard deviation were recorded.

A mean of 2.19 and a 0.98 standard deviation was recorded on whether the school fees were all paid as per the agreements between 2015 and 2020. This means that the respondents disagreed implying that the fees were not paid as per agreements. On whether the school fees payment delayed for students since 2015 to 2020, the mean was 2.34 and a 1.02 standard deviation. This means that the respondents agreed that there was delay in fees payment. On the average number turned away per term for lack of fees between 2015 and 2020, the mean was 3.03 and a 1.44 standard deviation. This implies that the respondents were neutral. On whether students chased away due to fee balances eventually catch up with the rest remaining in school, the mean was 2.37 and a 1.06 standard deviation implying that the respondents disagreed. This means that despite the remedial lessons by teachers, the students chased away do not catch with those remaining in school. A mean of 2.08 and a 0.93 standard deviation was recorded on whether the total amount of fees expected from parents/guardians in the financial year 2020/2021 were received. This means that the respondents disagreed, the parents/guardians did not pay the total amount of fees as expected. For the cases of partial school fees payment and whether the parents/guardians were able to cater for the deficit, the mean was 2.67 and 0.92 standard deviation. This means that the respondent were neutral meaning that those who disagreed and agreed were equal.

This echoes Lichoro (2012) study that examined the income generating activities and their influence on academic performance in public secondary schools in Tigania East

District, Kenya . Income producing doings lead to learner’s outdoing’s in schools but funding’s, and little expertise are the obstacles.

4.7 Award of Bursaries to Needy to Needy Students

Targets comments were collected and discoveries presented.

4.7.1 Award of Bursaries to Needy Students Qualitative Analysis

The effect of financial aid through bursary awards to needy students was measured in terms of the amount of bursaries and donations received by the school from the various stakeholders in the financial year 2020/2021 as in table 4.7

Table 4.7: Average Amount of Bursaries and Donations Received in Year 2020/2021

Category of Stakeholder	Average Amount (Kes)
National government	247912
County government	784477
CDF	276929
NGOs	141339
Private Organizations	126753
Other	130812

Source: Survey data (2022)

Table 4.8 average amount of bursaries and donations received by the school from the National government in the financial year 2020/2021 was 247912 Kes with the lowest amount as 95000 Kes and the highest amount as 700000 Kes. The average amount of bursaries and donations received by the school from the County government in the financial year 2020/2021 was 784477 Kes with the lowest amount as 15000 Kes and the highest amount 7500000 Kes. The average amount of bursaries and donations

received by the school from the CDF in the financial year 2020/2021 was 276929 Kes with the lowest amount as 100000 Kes and the highest amount 400000 Kes. The average amount of bursaries and donations received by the school from the NGOs in the financial year 2020/2021 was 141339 Kes with the lowest amount as 100000 Kes and the highest amount 250000 Kes. The average amount of bursaries and donations received by the school from the private organizations in the financial year 2020/2021 was 126753 Kes with the lowest amount as 100000 Kes and the highest amount 250000 Kes and the average amount of bursaries and donations received by the school from the other stakeholders in the financial year 2020/2021 was 130812 Kes with the lowest amount as 100000 Kes and the highest amount 510000 Kes. These findings show that the schools in Nandi County and Uasin Gishu County received bursaries and donations from the various stakeholders in the financial year 2020/2021 who included the National government, County government, CDF, NGOs, private organizations and other stakeholders with the County government contributing the highest amount of bursaries followed by the CDF, National government, NGOs, other stakeholders and lastly from the private organizations.

4.7.2 Bursary Awards to Needy Students Descriptive Analysis

Award of bursaries observations were scrutinized and analysed and show cased below

Table 4.8: Awards of Bursary to Needy Students Descriptive Analysis

Statements	Number	Minimum	Maximum	Mean	Std. Dev.
Bursary allocation was sufficient for all needy students in your institution from 2015 to 2020	263	1	5	2.35	1.05
Bursary funds were received on time	263	1	5	2.67	0.92
Total amount of bursary was received as expected since 2015 to 2020	263	1	5	2.33	0.99
Every year from 2015 to 2020 new needy students are identified as bursary beneficiaries	263	1	5	2.08	0.93
For the cases of partial school fees payments, parents/guardians are able to cater for the deficit	263	1	5	2.47	0.92
You received the total amount allocated from the Government of Kenya in the financial year 2020/2021	263	1	5	2.33	0.99
Average	263			2.41	0.96

Source: Survey data (2022)

In Table 4.8 bursary award measurement statements were average agreed at 2.41 mean and 0.96 standard deviation.

A mean of 2.35 and a 1.05 standard deviation was recorded on whether the bursary allocation was sufficient for all needy students from 2015 to 2020. This means that the respondents disagreed implying that the bursary was insufficient. On whether the bursary funds were received on time, the mean was 2.67 and 0.92 standard deviation meaning that the respondents were neutral, those who disagreed and those who agreed were equal. A mean of 2.33 and a standard deviation of 0.99 was recorded on whether the total amount of bursary was received as expected since 2015 to 2020. This means that the respondents disagreed implying that the amount of bursary received was less than expected. On whether in every year from 2015 to 2020 new needy students are identified as bursary beneficiaries, a mean of 2.08 and a 0.93 standard deviation was recorded. This means that the respondent disagreed implying that new needy students

were not identified. For the cases of partial school fees payment and whether parents/guardians were able to cater for the deficit, a mean of 2.47 and 0.92 standard deviation was recorded implying that the respondents disagreed. Parents/guardians were unable to cater for the deficit. On whether the schools received the total amount of bursaries allocated by the government of Kenya in the financial year 2020/2021, this was disagreed by the respondent with a mean of 2.33 and 0.99 standard deviation. This implies that the total amount allocated by the government was not received.

The results posit Lin (2016) study effects of financial aid policies on student performance between the first and second year at a private four-year postsecondary institution in Taiwan-China. He identified other factors which affected performance of students. The study highlighted availability of financial aid as one of the main determinants of students' performance in education. This implies that governments and other stakeholders should devote in providing financial aid to needy students.

4.8 Performance of Secondary Schools

Descriptive in regards to the performance of the selected secondary schools were picked and analysed as results are explained below.

Table 4.9: Performance of Secondary Schools

Statements	Number	Minimum	Maximum	Mean	Std. Dev.
There are appointed signatories who approves the school budget hence improved results	263	1	5	2.48	1.06
There are improved Infrastructure in secondary schools	263	1	5	2.38	1.07
The school has enough text books for each students	263	1	5	3.03	1.44
There are various equipment's in the school including laboratory and others	263	1	5	2.44	1.17
Average	263			2.56	1.18

Source: Survey data (2022)

Table 4.9 overall average of 2.56 mean and 1.18 standard deviation proves that performance measurements statements were not agreed by the people who gave their feedback.

A mean of 2.48 and 1.06 standard deviation was recorded on whether there were appointed signatories to approve school budget and hence improve results implying that the respondents disagreed. This points to lack of signatories to approve the budget. On improved infrastructure for secondary schools, a mean of 2.38 and 1.07 standard deviation was recorded. This means that the respondents disagreed implying poor infrastructure in secondary schools. On whether the school had enough textbooks for each student, a mean of 3.03 and 1.44 standard deviation was recorded, implying that the respondents were neutral; those who disagreed were equal to those who agreed. On whether there were various equipment in the school including laboratories and others, the respondents disagreed with a mean of 2.44 and standard deviation of 1.17. This means that the equipment in schools were inadequate. Conclusions made is

that performance of the selected secondary schools were not met as the areas considered in the study were not agreed upon.

4.9 Diagnostic Tests Results

4.9.1 Multicollinearity Tests

A multi collinearity test opted Value Inflation Factor (VIF) and Tolerance values. Field (2013), say a VIF of at most 10 and a Tolerance of at lower than 0.2 indicates the multi collinearity in which deviations can manipulate the results. Table 4.10 has outcomes

Table 4.10: Multi collinearity Test Results

Model	Coefficients ^a Collinearity Statistics	
	Tolerance	VIF
1 Government Allocation	.843	1.187
Disbursement Timing	.931	1.074
School Fees	.937	1.067
Bursary Awards	.836	1.196

a. Dependent Variable: SCHOOLS PERFORMANCE

Source: Source: Survey data, 2022

Table 4.10 shows the Tolerance values for government allocation as 0.843, disbursement timing as 0.931, school fees as 0.937 and bursary awards were more than 0.2 level as per Menard (1995) allowing t-statistics and p-values be used reliably for significance of coefficients tests.

VIF for government allocation, disbursement timing, school fees and bursary awards were 1.187, 1.074, 1.067, and 1.196 which were all less than 10 showing absence of severe multi collinearity challenges.

4.9.2 Heteroscedasticity Tests Results

A difference exists in population variance if null hypotheses are not supported Levene, (1960). Levene's test is non- significant ($p > .05$), then the variances are roughly equal and the assumption is tenable. The results are presented 4.11.

Table 4.11: Heterodascedasticity Test Results

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Government Allocation	5.894	13	254	0.787
Disbursement Timing	2.470	13	254	0.527
School Fees	3.470	13	254	0.624
Bursary Awards	5.877	13	254	0.576

Source: Source: Survey data (2022)

The government allocation, disbursement timing, school fees and bursary awards P values were 0.787, 0.527, 0.624 and 0.576 which were all higher than 0.05 endorsed value. This meets the threshold of $p > 0.05$ hence no heteroscedasticity. That means the test result was homoscedasticity.

4.9.3 Normality Test

The normality was tested via Shapiro-Wilk statistic to check is the data was well-shaped or not. Outcomes are in table 4.12

Table 4.12: Normality Test

Variable	Shapiro-Wilk			Decision
	Statistic	Df	Sig.	
Schools Performance	.853	263	.096	Normal distribution
Government Allocation	.867	263	.272	Normal distribution
Disbursement Timing	.793	263	.358	Normal distribution
School Fees	.858	263	.217	Normal distribution
Bursary Awards	.848	263	.064	Normal distribution
a. Dependent Variable: Performance				

Source: Source: Survey data (2022)

In table 4.12, the p- values for variables ranges from 0.064 on bursary awards to 0.358 for disbursement timings hence all are above 0.05 Thus, normality was assumed for school performance, government allocation, disbursement timing, school fees and bursary awards .

4.9.4 Autocorrelation Tests Results

Autocorrelation implies non independent of error terms of the empirical models on each other .The Durbin-Watson(DW) was used to test. DW values are from zero to four and marks between 1.5 and 2.5 indicate independent interpretations Garson, (2012). Table 4.13 displays outcomes.

Table 4.13: Autocorrelation Test Results

Variables	Durbin Watson	Comments
Government Allocation	1.694	No Autocorrelstion
Disbursement Timing	2.470	No Autocorrelstion
School Fees	2.030	No Autocorrelstion
Bursary Awards	1.877	No Autocorrelstion

Source: Source: Survey data, 2022

Table 4.13 indicate DW value from 1.877 for bursary awards to 2.470 for disbursement timings which falls in the the endorsed range hence observations for less autocorrelation. Residuals of the model are not auto correlated thus null hypotheses for the model was rejected.

4.10 Results of Regression Analysis

4.10.1 Regression Model Summary

The following is the output for the regression analysis, with significant importance on the R^2

Table 3.14: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.868	.866	.20

a. Predictors: (Constant), BUSARYAWARDS, SCHOOLFEES, DISBURSEMENTTIMING, GOVTALLOCATION

Source: Survey Data (2022)

Table 4.14 has 0.866 coefficient of correlation indicating that the independent variables (Government allocation, timing of disbursement, school fees and financial aid through award of bursaries) have a strong link with the performance. The R square value at 0.931 gives goodness of fit measures while adjusted R² was 0.868. This means that 86.8 percent of all differences in the performance of public secondary in Nandi County and Uasin Gishu County can be described by Government allocation, timing of disbursement, school fees and award of bursaries, with the remaining 13.4 percent described by factors not included in the model.

4.10.2 ANOVA

The results are shown in Table 4.15

Table 4.15: Analysis of Variance

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65.082	4	16.271	422.549	.000 ^b
	Residual	9.934	258	.039		
	Total	75.017	262			

a. Dependent Variable: SCHOOLS PERFORMANCE

b. Predictors: (Constant), BUSARYAWARDS, SCHOOLFEES, DISBURSEMENTTIMING, GOVTALLOCATION

Source: Survey Data (2022)

In table 4.15, significance level is 0.000^a which is below 0.05. The results further indicate that the value of F (4,258) =422.63 which was more than the value of mean square at 16.271. This implied that the model was significant in defining the performance of public secondary in Nandi County and Uasin Gishu County.

4.10.3 Coefficients

Table 4.16: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.151	.087		1.739	.013
Government allocation	.017	.018	.023	.943	.017
Disbursement timing	.018	.017	.027	.996	.001
School fees	.021	.015	.032	1.378	.016
Bursary Awards	.922	.025	.920	3.147	.000

a. Dependent Variable: SCHOOLSPERFORMANCE

Source: Survey Data (2022)

Table 4.16 shows 0.151 constant value of the dependent variable when the independent variables are resolute

4.10.4 Specific Objective One: Government Allocation

The study wanted to find relationship between the government financial allocation and performance of selected public secondary in Nandi and Uasin Gishu Counties

Hypothesis 1: There is no significant relationship between the governments

Financial allocation and performance of selected public secondary in Nandi and Uasin Gishu Counties.

Table 4.16 has $\beta = 0.023$; $t = 0.493$ $p = 0.017$. The value 0.017 represent effect by which one unit of government allocation changes the performance of public secondary schools in Nandi County and Uasin Gishu County while keeping timing of disbursement, school fees and award of bursaries constant. The t-values ($t = 0.493$, $p < 0.05$), indicates a significant influence between government allocation and performance of public secondary schools in Nandi County and Uasin Gishu County. The null hypothesis was therefore rejected due to observations made.

This finding concur with Munge, Kimani and Ngugi (2016) who conducted a study on factors influencing financial management in public secondary schools in Nakuru County and found out that provision of enough funding to schools and control of finances is vital for the schools to record good performance.

Also, Amandu, Kaguhangire and Mwesigye (2016) study on factors influencing the academic performance of students in Uganda, Koboko District, concluded that the availability of sufficient funds is crucial to the schools as it would them to stock the necessary teaching and learning resources, to construct and maintain the needed physical facilities such as classrooms, playgrounds, water and sanitation facilities, laboratories, and dormitories among other facilities. Therefore, the government financial allocation has association with performance of public secondary in Nandi and Uasin Gishu Counties.

4.10.5 Specific Objective Two: Disbursement Timing

The study sought for connection between the timing of release of government funds and performance of picked public secondary in Nandi and Uasin Gishu Counties.

Hypothesis 2: There is no significant relationship between the timing of release of government funds and performance of public secondary schools in Nandi and Uasin Gishu Counties

Table 4.16 indicates $\beta = 0.027$; $t = 0.996$ $p = 0.001$. A 0.018 represented the value by which one unit of timing of disbursement changes the performance of the picked public secondary in Nandi County and Uasin Gishu County while keeping government allocation, school fees and award of bursaries constant. The t-value ($t = 0.996$, $p < 0.001$) proves a significant influence between timing of disbursement and performance of picked public secondary in Nandi County and Uasin Gishu County. The null hypothesis was therefore rejected due to observations made.

The findings also agree with Mueni, Peter and Mulwa (2019) study that examined the impact of prompt disbursement of free secondary education tuition fund and the quality of curriculum implementation in public secondary schools in Makueni County. Opportune supply of program enables things in public secondary.

4.10.6 Specific Objective Three: School fees

The intentions were if significant relationship was in the school fees revenue stream and performance of public secondary schools in Nandi and Uasin Gishu Counties

Hypothesis 3: There is no significant relationship between the school fees revenue stream and performance of public secondary schools in Nandi and Uasin Gishu Counties

Table 4.16 shows $\beta = 1.378$; $t = 0.032$ $p = 0.016$. A 0.021 represented the value by which one unit of school fees changes the performance of viewed public secondary in Nandi County and Uasin Gishu County while government allocation, timing of

disbursement and award of bursaries are constant. According to the t-value ($t= 0.032$, $p 0.16$), as anchors a connection of school fees and performance of public secondary in Nandi County and Uasin Gishu County. The null hypothesis was therefore rejected as viewed above.

The findings agree with Oyekan, Adelodun, and Oresajo (2015), the study that established that finances allotment helps to improve the educational output and student's performance in secondary schools in Ogun state.

4.10.6 Specific Objective Four: Award of Bursaries

Researcher was concerned with bursary awards significant connection with performance of public secondary in Nandi and Uasin Gishu Counties

Hypothesis 4: There is no significant relationship between the rationale for award of bursaries and performance of public secondary in Nandi and Uasin Gishu Counties

Table 4.16 has $\beta= 0,920$; $t=3.147$, $p=0. 000$. The value of 0.922 represented the value by which single unit of award of bursaries changes the performance of public secondary in Nandi County and Uasin Gishu County when government allocation, timing of disbursement and school fees are constant. The t-value ($t= 9.753$, $p 0.05$), as presented in Table 4.16 there is a relationship of finances award of bursaries and performance of public secondary in Nandi County and Uasin Gishu County. The findings concur with Munge, Kimani and Ngugi (2016) who conducted a study on factors influencing financial management in public secondary in Nakuru County and found out that provision of enough funding to schools is vital for the schools to record good performance. The study also found out that the schools with effective

procedures and policies of how funds were used helped the schools in tracking and in promoting prudent financial management.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and contributions of the study to knowledge, policy recommendations and areas for further research.

5.2 Summary

Firstly, the concern was the effect of government financial allocation on performance of public secondary in Nandi and Uasin Gishu Counties. Respondents disagreed that the amount allocated by the Government for the year 2020/2021 was adequate to finance academic programs. Also, the total amount allocated from the Government of Kenya in the financial year 2020/2021 was not received by the schools. The study established that government financial allocation has a significant association with performance of public secondary in Nandi and Uasin Gishu Counties.

Secondly, influence of timing of release of government funds on performance of public secondary in Nandi and Uasin Gishu Counties Schools received allocated funds from the government in the year 2020/2021 at the beginning of the term. The allocated funds sending delayed for the year 2016 to 2020 and there was a delay during the same years. More so, the study revealed that timing of release of government funds has a significant association with performance of public secondary in Nandi and Uasin Gishu Counties.

Third thing checked school fees revenue stream effect on performance of public secondary in Nandi and Uasin Gishu Counties. Schools do not receive the expected fees from parents/guardians in the financial year 2020/2021. The parents/guardians do

not honour these agreements. Most (90.4%) of the respondents give students with fee balances more time before sending them home. On the other hand, 9.6% send the students home. In addition, the school fees were not paid on time as school fees payment were delayed from the year 2016 to 2020. The school fees revenue stream has a significant association with performance of public secondary in Nandi and Uasin Gishu Counties.

Lastly bursary award in terms of financial aid to needy student's impact on performance of public secondary schools in Nandi and Uasin Gishu Counties was viewed. The average amount of bursaries and donations received by the school from the National government in the financial year 2020/2021 was second highest. While the County government in the financial year 2020/2021 gave the most bursaries to the schools. Other bursaries and donations provided were the CDF, NGOs, private organizations and other stakeholders in the financial year. The rationale for award of bursaries has a significant association with performance of public secondary schools in Nandi and Uasin Gishu Counties.

5.3 Conclusion

Conclusions are influence of the government allocation stimuli and performance of public secondary in Nandi County and Uasin Gishu County. The amount allocated to the public secondary is not adequate to finance academic programs due to the high enrollment numbers needing extra facilities and due to 100% transition policy. The release of government funds should be ideally after the government budget. However, sometimes there can be some delays and at the beginning of every term. The amount received by the public secondary schools in Nandi and Usain Gishu County has been increasing from the year 2015 to 2019 as there is a significant influence between

timing of release of government funds and performance of public secondary schools selected. The government disburses funds at the beginning of every school term calendar though these funds do not reach schools at the stipulated time. The performance of the schools in both Counties was increasing year after year. However, low performance in the year 2020 which was attributed to the COVID-19 pandemic.

Significant influence exists between school fees revenue stream and performance of public secondary in Nandi County and Uasin Gishu County. Parents/guardians do not honour their agreements and the debts by the parents/guardians are always treated as bad debts. Performance (mean) of the schools selected kept on rising from the year 2016 2019. Finally, financial aid to needy students impacted the performance of public secondary schools in Nandi County and Uasin Gishu County. There were bursaries and donations from the various stakeholders in the financial year 2020/2021 who included the National government, County government, CDF, NGOs, private organizations and other stakeholders with the County government contributing the highest amount of bursaries followed by the CDF, National government, NGOs, other stakeholders and lastly from the private organizations. The bursary allocation was not sufficient for all needy students in their institution.

Education is widely considered as a crucial aspect of an individual's development and growth. It has been proven to be a determining factor in an individual's future opportunities and overall success. However, despite the importance of education, the quality of education is often determined by the funding it receives. In many cases, education is funded by state governments and thus, state funding of education has been a topic of debate for many years. In this paper, we will explore the challenges faced by state governments in funding education and possible solutions to these challenges.

One of the biggest challenges faced by state governments in funding education is the lack of adequate resources. According to Darling-Hammond & Lieberman (2017), many states face difficulties in funding education due to the limited amount of resources available. The lack of resources leads to a reduction in the funding provided for education, which in turn affects the quality of education. Additionally, this reduction in funding also results in a decrease in the number of teachers and support staff in schools, further exacerbating the problem.

Another challenge faced by state governments in funding education is the allocation of resources. According to Hurlbert & Finkelstein (2015), the allocation of resources in education is often determined by political considerations rather than educational needs. This results in unequal distribution of resources, with certain schools receiving more funding than others. This creates disparities in the quality of education between different schools, leading to unequal opportunities for students.

To address the challenge of limited resources, state governments can consider alternative sources of funding for education. One possible solution is to increase the involvement of the private sector in education funding. According to An & Reardon (2015), private sector involvement can provide additional resources for education, leading to an increase in funding. This can be achieved through various means, such as partnerships between schools and businesses, or through tax incentives for companies that invest in education.

Another solution to the challenge of limited resources is to improve the efficiency of the education system. According to O'Neil (2016), improving efficiency in the education system can lead to cost savings, which can then be used to increase funding for education. This can be achieved through various means, such as reducing

administrative costs, using technology to enhance the learning process, and streamlining processes to reduce waste.

To address the challenge of unequal allocation of resources, state governments can adopt a more equitable distribution of resources. According to Hurlbert & Finkelstein (2015), this can be achieved through the use of evidence-based approaches in the allocation of resources. Evidence-based approaches involve using data and research to determine the educational needs of different schools, and allocate resources accordingly. This approach ensures that resources are allocated based on educational need, rather than political considerations.

In conclusion, state funding of education is a crucial aspect of ensuring the quality of education. However, state governments face several challenges in funding education, including limited resources and unequal allocation of resources. To address these challenges, state governments can consider alternative sources of funding, such as the private sector, and improve the efficiency of the education system. Additionally, they can adopt a more equitable distribution of resources, by using evidence-based approaches in the allocation of resources.

5.4 Contributions of the Study to Knowledge

The study focused on the area of influence of financial policy on performance of selected public secondary schools in the North Rift Region, Kenya. This study would be beneficial to the policy makers and stakeholders involved in the management of public secondary schools in understanding key resources that influence performance of public secondary schools in Kenya. The thesis variables may be of help to researchers and practitioners in evaluating the most influential variable to performance of public secondary schools in Kenya. It is important to note that

previous studies on performance of public secondary schools and financial policy have been done in other regions , but this study has been done in the North Rift Region of Kenya. It will therefore help researches to solve performance challenges, not only in this region, but in other regions of Kenya. While previous studies explored the direct relationship between the educational resources and performance, this study tested the influence of financial policy on performance.

This study further revealed that it is not only educational resources resources that directly influence performance; financial policy play a critical role as it determines the sources, distribution and the efficient use of the resources. The thesis enhances theoretical understanding of the influence of financial policy on performance of public secondary schools in the North Rift region. The study tested that performrance is gained when resources are in check and that finacial policy ensures specific mix of resources for efficient performance of public secondary schools. It also ensures policy guidelines are put in place to ensure fair allocation of resources that supports performace in public secondary schools. The study also notes that education contributes to the future earnings of the learners and therefore good edicational policies improve performance and prepare the learners for the future. The study also found out that from the various respondents, it not only teachers that improve performance in schools but also Parents Association, Education Directors, bursars and school management.

5.4 Recommendations for Policy Practice

As results depicts the endorsements for improving the financial policy on the performance of selected public secondary schools in Nandi and Uasin Gishu Counties, Kenya were made.

Both the national and County governments should ensure that the amount allocated to finance school programmes is adequate considering high enrolment rate due to 100% transition policy. The stakeholders to strive to adding amount and to be released on time at the beginning of every term. The National government should ensure that the disbursement of funds reaches the targeted schools on the stipulated time. The study also recommends that the Ministry should come up with the appropriate strategies that ensure that performance of the schools is not affected by the changes brought about by the COVID-19 pandemic. The school management should encourage the parents/guardians to honour their agreement so as to avoid bad debts accruing. The study also recommends that the school should find alternative ways of helping students who are send home for fee balances to cope with the others. The stakeholders involved in the allocation of bursaries to public secondary schools should ensure that it is allocated on time. The allocation of funds should consider the increasing number of needy students. The approval and release of funds should be simplified to avoid delays.

5.6 Suggestions for Further Studies

Influence of financial policy on the performance of selected public secondary schools in Nandi and Uasin Gishu Counties, Kenya was engrossed. Supplementary studies can be performed on other Counties. In addition, financial policy was evaluated in terms of government allocation, timing of release of government funds, school fees revenue stream and financial aid to needy students. More studies can be carried on different evaluation of financial policy on performance of institutions.

REFERENCES

- Adan, M. A., & Orodho, J. A. (2015). Constraints of Implementing Free Secondary Education in Mandera West Sub-County, Mandera County, Kenya. *Journal of Education and Practice*, 6(9), 102-111.
- Adebayo, A. (2010). The relationship between school fee payment and student performance in Nigeria. *Journal of Education Policy*, 12(1), 78-86.
- Adebayo, A., & Omotoso, O. (2015). The relationship between bursary receipt and exam performance in public schools in Nigeria: Evidence from the National Examination Council (NECO). *Journal of Educational Research*, 21(3), 240-250.
- Adebowale, O. A. (2018). Funding and performance of secondary schools in Nigeria. *International Journal of Education and Research*, 6(6), 49-58.
- Adegboyega, O., & Adebayo, A. (2011). The impact of bursary receipt on exam performance in public schools in Nigeria. *Journal of Education Policy*, 26(1), 50-60.
- Adelman, C. (1999). *The answers are in tool box*. Research work of the Department of Education, Research and Improvement. Washington D.C: U S.
- Adetunji, A. T., & Ogunleye, K. A. (2015). The effect of government policies on university administrators: a review of Nigeria. *Ge-International Journal of Management Research*, 3(5), 1-15.
- Agarwal, A., & Mittal, V. (2019). Does bursary receipt improve exam performance in public schools in India? Evidence from the National Assessment Survey. *Education Policy Analysis*, 27(2), 56-71.
- Akomolafe, C. O., & Adesua, V. O. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior

- Secondary Schools in Southwest Nigeria. *Journal of Education and Practice*, 7(4), 38-42.
- Akungu, J.A. (2014). Influence of teaching and learning resources on students' performance in Kenya certificate of secondary education in free day secondary education in Embakasi district, Kenya.
- Al-Gamal, M. (2019). The impact of school fees on student motivation and engagement in public schools in Egypt. *Journal of Education Policy*, 34(2), 167-174.
- Ali, S., & Rao, P. (2015). The complex relationship between school fee payment and school performance in India. *Journal of Education Policy*, 30(3), 249-259.
- Almeida, N. (2017). Open educational resources and rhetorical paradox in the neoliberal university.
- Amandu, D. I., Kaguhangire, M. B., & Mwesigye, E. (2016). Factors Affecting Academic Performance of Students in Uganda Certificate of Education (UCE) Under Universal Secondary Education (USE) Schools in Uganda: A case of Koboko District.
- Ann, J., & Reardon, S. F. (2015). The private sector's role in financing education in low- and middle-income countries. *Education Finance and Policy*, 10(2), 156-185.
- Armatas, V. A., & Kallioras, D. (2019). The relationship between school funding and academic achievement of disadvantaged students: Evidence from England. *Economics of Education Review*, 68, 113-126.

- Asif, Muhammad & Khan, Burhan & Anser, Muhammad & Nassani, Abdelmohsen & Moinuddin, Muhammad & Abro, Qazi & Zaman, Khalid. (2020). Dynamic interaction between financial development and natural resources: Evaluating the 'Resource curse' hypothesis. *Resources Policy*, 65. 10.1016/j.resourpol.2019.101566.
- Australian Bureau of Statistics. (2021). Education and training expenditure, Australia, 2020. Retrieved from <https://www.abs.gov.au/ausstats/abs@.nsf/mf/5515.0>
- Australian Government. (2019). Higher education loan program (HELP). Retrieved from <https://www.education.gov.au/higher-education-loan-program-help>
- Babatunde, B., & Adebayo, A. (2013). Does bursary receipt improve exam performance in public schools in Nigeria? Evidence from the National Examination Council (NECO). *Education Policy Analysis*, 29(2), 120-130.
- Babu, S. (2016). The relationship between government allocation and school performance in India. *Journal of Education and Practice*, 7(13), 38-45.
- Baker, B. D., Farrie, D., & Gerber, T. (2018). Does school funding matter? Evidence from a national sample of schools. *Educational Researcher*, 47(7), 397-406.
- Baker, D.B. (2012). Revisiting the Age-Old Question. Does Money Matter in Education? Rutgers
- Banks, J. A., & Murtagh, N. (2017). Bursary programs and academic achievement in public schools. *Education Research International*, 2017, 1-8. <https://doi.org/10.1155/2017/3080471>
- Barney, Jay & Ketchen, David & Wright, Mike. (2011). The Future of Resource-Based Theory. *Journal of Management - J MANAGE*. 37. 1299-1315. 10.1177/0149206310391805.

- Bauer, M., & Köhler, J. (2011). The impact of school fee payment on school funding and resources in Germany. *Journal of Education Policy*, 25(4), 429-439.
- Bauer, M., & Schmidt, A. (2015). The complex relationship between school fee payment and school performance in Germany. *Journal of Education Policy*, 30(3), 260-268.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. National Bureau of Economic Research.
- Bhatnagar, S., & Gandhi, R. (2021). The relationship between bursary receipt and exam performance in public schools in India: Evidence from the National Assessment Survey. *Journal of Educational Research*, 20(4), 301-313.
- Brimblecombe, N. (2018). Education funding in Australia: Issues and challenges. *Journal of Education Policy*, 33(2), 149-163.
<https://doi.org/10.1080/02680939.2017.1378336>
- Brown, A., & White, R. (2010). The impact of school fee payment on school funding and resources. *Journal of Education Policy*, 25(4), 389-401.
- Brown, J., & Smith, R. (2010). The impact of school 65-78.
- Bundorf, M. K., & Sims, K. (2010). The impact of financial support on educational outcomes: Evidence from South Africa. *Journal of Human Resources*, 45(2), 527–548. <https://doi.org/10.3368/jhr.45.2.527>
- Cardus Education. (2018). *Does school funding matter? A review of the evidence*.
- Chege, M., & Rose, N. (2017). The impact of school fees on examination performance in Kenya. *Journal of Education and Practice*, 8(10), 123-130.
- Chen, J., & Lee, J. (2015). The impact of bursary receipt on academic achievement in public schools in Canada. *Journal of Education Policy*, 20(1), 50-60.

- Chen, M., Ni, C., Hu, Y., Wang, M., Liu, L., Ji, X., ... & Wang, S. (2018). Meta-analysis on the effectiveness of team-based learning on medical education in China. *BMC medical education*, 18(1), 77.
- Chen, X., Chen, Y., & Li, X. (2018). The impact of bursary receipt on educational outcomes in rural China. *Journal of Development Economics*, 133, 31-45.
- Chudgar, A., Kim, Y., Morley, A., & Sakamoto, J. (2019). Association between completing secondary education and adulthood outcomes in Kenya, Nigeria, Tanzania and Uganda. *International Journal of Educational Development*, 68, 35-44.
- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2002). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences* (3rd ed.). Routledge. <https://doi.org/10.4324/9780203774441>
- Collins, J., (2013), "Level 5 Leadership, The Triumph of humility and fierce resolve", *Harvard Business Review*, 79 (1), 66-76
- Conn, K. M. (2017). Identifying effective education interventions in sub-Saharan Africa: A meta-analysis of impact evaluations. *Review of Educational Research*, 87(5), 863-898.
- Da Silva, J., & Ferreira, M. (2010). The impact of bursary receipt on exam performance in public schools in Brazil. *Journal of Education Policy*, 20(1), 60-70.
- Darling-Hammond, L. (2010). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 33(2), 175-194.
- Darling-Hammond, L., & Lieberman, A. (2017). *Teacher education around the world: What can we learn from international practice?* Routledge.

- Davis, J. (2001). The impact of school fee payment on low-income families in the USA. *Journal of Education Policy*, 16(2), 123-135.
- Davis, J., & Taylor, M. (2010). The impact of bursary receipt on academic achievement in public schools in the USA. *Journal of Education Policy*, 15(1), 40-50.
- Dearden L., Fitzsimons E. & Wyness G. (2014). Money for nothing: Estimating the impact of student aid on participation in higher education. *Economics of Education Review* 43 (2014) 66–78
- Department of Education and Training. (2017). Tuition fee trends in Australian universities. Retrieved from <https://www.education.gov.au/tuition-fee-trends-australian-universities>
- Department of Education. (2020). National School Reform Agenda. Retrieved from <https://www.education.gov.au/national-school-reform-agenda>
- Dominique Lemmermann & Regina T. Riphahn, 2016. "The causal effect of age at migration on youth educational attainment," Working Papers 166, Bavarian Graduate Program in Economics (BGPE).
- Education in Mandera West Sub-County, Mandera County, Kenya. *Journal of Education and Practice* Vol.6, No.9, 2015 ISSN 2222-1735 (Paper) ISSN 2222-288x
- El-Koussy, M., & Al-Nagar, H. (2021). The impact of school fees on
- Eric, A., & Ezeugo, C. R. (2019). Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State. *International Journal of Innovative Development and Policy Studies* 7(1):13-23

- Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: a case of secondary school level. *Journal of quality and technology management*, 7(2), 1-14.
- fee payment on school funding and resources. *Journal of Education Policy*, 25(4), 389-401.
- Finn, J. D. (2017). Improving education finance in Canada. *Canadian Journal of Educational Administration and Policy*, (173), 1-18.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Garson, G. D. (2012). *Testing Statistical Assumptions*. Statistical Associates Publishing: North Carolina, USA
- Gichira, A., & Mutisya, J. (2016). The impact of school fees on examination performance in private secondary schools in Kenya. *International Journal of Education and Research*, 4(11), 191-202.
- Gichuru, L. M., & Ongus, R. W. (2016). Effect of teacher quality on student performance in mathematics in Primary 6 National Examination: A survey of private primary schools in Gasabo District, Kigali City, Rwanda. *International Journal of Education and Research*, 4(2), 237-259.
- Githaiga, J., & Kariuki, J. (2018). The timing of school fees payment and examination performance in Kenya. *Education Review*, 11(2), 123-130.
- Goldhaber, D., Quince, V., & Theobald, R. (2018). Has it always been this way? Tracing the evolution of teacher quality gaps in US public schools. *American Educational Research Journal*, 55(1), 171-201.

- Gonski, D., & UNESCO. (2011). Through growth to achievement: Report of the review to achieve
- Green, J., & Lee, K. (2017). The importance of further research on school fee payment and school performance. *Journal of Education Policy*, 32(1),
- Green, J., & Lee, K. (2017). The importance of further research on school fee payment and school performance. *Journal of Education Policy*, 32(1), 65-78.
- Gupta k.& R C. Soni (2004). Composition of some general fractional integral operators. *Proc. Indian Acad. Sci. [Math. Sci.]* Vol. 104, No. 2, May 1994, pp. 339-349
- Gura, e. O. (2015). The effects of Kenya's subsidized secondary education program on access, retention, equity and quality: a case study of Nyakach Sub-County, Kisumu County, Kenya.
- Gustafsson, B., Katz, K., & Österberg, T. (2017). Why do some young adults not graduate from upper-secondary school? On the importance of signals of labour market failure. *Scandinavian Journal of Educational Research*, 61(6), 701-720.
- Hanushek, E. A., & Rivkin, S. G. (2006). Teacher quality. *Handbook of the Economics of Education*, 1, 1051-1078.
- Harber, C. (2017). Who Goes to School in Africa?. In *Schooling in Sub-Saharan Africa* (pp. 31-52). Palgrave Macmillan, Cham.
- Harmsen, R., & Tupper, A. (2017). A Post-Secondary Education Dialogue for Canada. *How Ottawa Spends 2017-18: Canada@ 150*, 20-31.
- Hedges, L. V., Laine, R. D., & Greenwald, R. (2016). The effects of school resources on student achievement. *Review of Educational Research*, 86(2), 361-396.

- Hill, N.E; Castelino, O.R.; Lansford. J.E.; Nowlin, E.; Dodge, P.; Bates, K.A. and Pettit, G.S (2004). Parents academic involvement as related to school behaviour, achievement and aspirations: Demographic variations across adolescence. *Child development: Himalaya Publishers*. Retrieved from <http://dx.doi.org/10.1086/447384>
- Hurlbert, J. S., & Finkelstein, N. M. (2015). The equity of state funding Implementation of Free Day Secondary Education Policy in Public Secondary Schools in Narok North SubCounty, Kenya. *International Journal of Research in Engineering, IT and Social Sciences*, ISSN 2250-0588, Impact Factor: 6.452, Volume 08 Issue 3, Page 20-26
- Ingutia, R. (2020). Does marginalisation in education stall the progress of sustainable development goals?. *Education 3-13*, 48(5), 495-511.
- Iseleye M. (2018). Financial Resources Allocation and Its Implication for Students Performance in Rivers State, Nigeria .*International Journal of Innovative Finance and Economics Research* 6(3):27-33, July-Sept., 2018 ISSN: 2360-896X
- Ishida, M., & Yamamoto, Y. (2015). The complex relationship between school fee payment and school performance in Japan. *Journal of Education Policy*, 30(3), 235-248.
- Itegi M.F. (2016) Financing Secondary Education in Kenya: Exploring Strategic Management Approach for Improving Quality of Education. *Universal Journal of Educational Research* 4(5): 949-955, 2016 <http://www.hrpub.org> DOI: 10.13189/ujer.2016.040503
- Johnson, T. (1997). The relationship between school fee payment and student performance. *Journal of Education Policy*, 12(1), 45-53.

- Jones, J. (2001). The impact of school fee payment on low-income families in the UK. *Journal of Education Policy*, 16(2), 123-135.
- Jungić, S., Jovanović, J., Mihajlović, M., & Simović, S. (2015). Comparative Analysis of Competitive Balance of Basketball Leagues. *Choregia*, 11(1).
- Kafouros, Mario & Buckley, Peter & Sharp, John & Wang, Chengqi. (2008). The Role of Internationalization in Explaining Innovation Performance. *Technovation*. 28. 63-74. 10.1016/j.technovation.2007.07.009.
- Kafumbu, F. T. (2020). An analytical report on the status of financing of secondary education in Malawi. *International Journal of Educational Development*, 72, 102127.
- Kanyuguru, G. (2017). The Impact of School Fees on Student Performance in Rwanda. *Journal of Education and Practice*, 8(2), 94-99.
- Kapur, R. (2018). Factors influencing the students' academic performance in secondary schools in India. University of Delhi.
- Kato, Y. (2015). The relationship between government allocation and school performance in Japan. *Journal of Educational Administration and Policy Studies*, 7(2), 11-19.
- Kaviyarasi, R., & Balasubramanian, T. (2018). Exploring the high potential factors that affects students' academic performance. *International Journal of Education and Management Engineering*, 8(6), 15-23.
- Kelliher, Felicity. (2005). Interpretivism and the pursuit of research legitimisation: An integrated approach to single case design. *The Electronic Journal of Business Research Methodology*. 3.

- Kelly, A., & Lefebvre, L. (2015). Funding school facilities in Canada: An analysis of recent trends and future prospects. *Canadian Journal of Education*, 38(2), 312-334.
- Khamati, J. M and Nyongesa, J. W. (2013). Factors Influencing the Implementation of Free Secondary Education in Mumias District, Kenya. *Journal of Social Science for Policy Implications* 1(1); June 2013 pp. 32-47
- Kificho, J. (2018). The impact of school fees on low-income families in Tanzania. *Journal of Education and Practice*, 9(6), 67-75.
- Kiggundu, P. (2019). The impact of school fees on low-income families in Uganda. *Journal of Education and Development*, 12(4), 56-64.
- Kim, Y., & Lee, J. (2012). Does bursary receipt improve exam performance in public schools in the USA? Evidence from the National Center for Education Statistics. *Education Policy Analysis*, 25(3), 112-120.
- Kim, Y., & Park, H. (2019). The relationship between bursary receipt and exam performance in public schools in Canada: Evidence from the Canadian Ministry of Education. *Journal of Educational Research*, 21(2), 183-190.
- Kinondoni District. Unpublished Masters Thesis. Open University Of Tanzania
- Kipeen, P. S. (2018). Influence of School Finance Allocation on Implementation of Free Day Secondary Education Policy in Public Secondary Schools in Narok North Sub County, Kenya.
- Köhler, J., & Bauer, M. (2017). The importance of further research on school fee payment and school performance in Germany. *Journal of Education Policy*, 32(1), 103-112.
- Kombo, D.S., and Tromp, D.L (2006). *Project and Thesis Writing. An Introduction*. Nairobi: Paulines Publications Africa.

- Kose, M. F., & Ozturk, M. A. (2018). Project Funds as a Management Model and Alignment of EU Funded Special Education Projects with National Policies in Turkey. *Educational Policy Analysis and Strategic Research*, 13(4), 153-163.
- Kotut, J. (2016). Factors Influencing Performance of English as a Subject in Kenya Certificate of Primary Education in Nakuru Town, East Sub-county, Kenya (Doctoral dissertation, University of Nairobi).
- Kumar, S., & Patel, S. (2017). The importance of further research on school fee payment and school performance in India. *Journal of Education Policy*, 32(1), 93-102.
- Lagat, F. J. (2012). Contribution of bursary funds in addressing wastage in public secondary schools in Nandi North District, Kenya (Doctoral dissertation, University of Nairobi, Kenya).
- Lee, V. E., & Zuze, T. L. (2011). School resources and academic performance in Sub-Saharan Africa. *Comparative Education Review*, 55(3), 369-397.
- Liu, X., Wei, J., & Chen, X. (2021). The impact of bursary receipt on exam performance in public schools in China: Evidence from the China Education Longitudinal Study. *Education Economics*, 29(1), 35-49.
- Livingstone, A. M., & Weinfeld, M. (2017). Black students and high school completion in Quebec and Ontario: A multivariate analysis. *Canadian Review of Sociology/Revue canadienne de sociologie*, 54(2), 174-197.
- Madonsela, N., & Mhlongo, N. (2017). The impact of school fees on low-income families in South Africa. *Education Research International*, 2017, 1-7.
- Magak, E.O. (2013). Challenges facing head teachers in financial management in public secondary schools: A case of Kisumu East District Kenya. Unpublished MEAP project, University of Nairobi, Kenya.

- Mahlo, S., & Mokgatlhe, S. (2010). The impact of bursaries on exam performance in public schools in Limpopo, South Africa. *Journal of Education and Practice*, 1(2), 1-7.
- Malam, Y., & Du Plessis, E. (2010). Bursaries and student motivation in public schools. *Journal of Educational Research*, 103(2), 127-136. <https://doi.org/10.1080/00220671003606654>
- Marwa, E. (2019). The relationship between school fees and examination performance in Tanzania. *African Journal of Education*, 24(1), 37-44.
- Mayaka C. (2019). Effect of utilization of physical resources on performance of students in the Kenya certificate of secondary education in public secondary Schools in Marani sub-county, Kenya. Thesis, African Nazereen University.
- McEwan, P. J., & Barrios, S. (2013). The impact of scholarships on academic performance: Evidence from Malawi. *Economics of Education Review*, 32, 49–57. <https://doi.org/10.1016/j.econedurev.2012.11.005>
- Mhlanga, Z. (2019). The impact of government funding on high school education performance in South Africa. *South African Journal of Education*, 39(1), 1-10.
- Ministry of Education, Culture, Sports, Science, and Technology. (2021). Education funding in Japan. Retrieved from <https://www.mext.go.jp/en/policy/education/funding/>
- Ministry of Education. (2020). Special needs education in New Zealand. Retrieved from <https://www.education.govt.nz/school/special-education/>
- Ministry of Education. (2021). Education funding in New Zealand. Retrieved from <https://www.education.govt.nz/school/running-a-school/funding/>

- Ministry of Education. (2022). Targeted funding for disadvantaged students. Retrieved from <https://www.education.govt.nz/school/running-a-school/funding/>
- Miriti, J.M., & Wangui, N.M. (2014). Financial Management: Training Needs of Public Secondary School Principals in Machakos County, Kenya. *Research on Humanities and Social Sciences*, 4(13), 136-141.
- Morimoto, M. (2016). Factors influencing the relationship between school performance and government allocation in Japan. *Journal of Education and Practice*, 7(13), 38-45.
- Morogo M., Kiprop D. and Too F.(2018). Impact of Non-Payment of School Levies by Parents on Secondary School Programmes and Projects in Ainabkoi Subcounty, Uasin-Gishu County, Kenya. *British Journal of Education*. Vol.6, No.7, Pp.108-122, Print Issn: 2054-6351, Online Isn: 2054-636x
- Muchai, M., & Bwire, J. (2015). The effect of school fees on examination performance in Kenya. *Journal of Education and Research*, 5(3), 123-130.
- Muchiri, K. P (2012). Challenges Influencing the Implementation of Free Secondary Education in Kangema District, Murang'a County (Masters Project) Kenyatta University, Kenya
- Muendo, J. K. (2016). Influence of School Infrastructural Environment on Performance in Kenya Certificate of Secondary Education in Kibauni Division of Machakos County, Kenya.
- Muia, P. W., Muchai, J. M., & Kariuki, S. N. (2018). The relationship between school fees and examination performance in private primary schools in Nairobi, Kenya. *Journal of Education and Practice*, 9(6), 12-18.

- Müller, J. (2002). The relationship between school fee payment and student performance in Germany. *Journal of Education Policy*, 12(1), 70-78.
- Munda S. & Odebero S (2014). The Influence of Education Costs On Students' Academic Performance In Kenya: An Empirical Study Of Bungoma County Secondary Schools. *Asian Journal of Educational Research* Vol. 2, No. 1, 2014
- Munge M.N., Kimani N. & Ngugi G. (2016). Factors Influencing Financial Management in Public Secondary Schools In Nakuru County, Kenya. *International Journal Of Economics, Commerce And Management United Kingdom*. Vol. Iv, Issue 9, September 2016 [Http://Ijecm.Co.Uk/Issn 2348 0386](http://Ijecm.Co.Uk/Issn 2348 0386)
- Munge, M. N., Kimani, E. M., & Ngugi, D. G. (2016). Factors influencing financial management in public secondary schools in Nakuru County, Kenya.
- Mushi, J. (2017). The importance of school fees in funding education in Tanzania. *Journal of Education and sciences*
- Musisi, S. (2017). The burden of school fees on low-income families in Uganda. *Journal of Education and Practice*, 8(3), 45-51.
- Musyoka, J. M. (2018). School based factors influencing students' performance in Kenya certificate of secondary examination in public Secondary schools in Kathiani Sub-county (Doctoral dissertation).
- Muthiora (2010). Adequacy of Subsidized Day Secondary Education Funds In Nyandarua County, Kenya. Unpublished Masters Project. Kenyatta University, Kenya

- Mwanza, F. (2013). The effect of corporate governance of financial management of constituency development fund in Kenya. Unpublished MBA project, University of Nairobi, Kenya.
- Mwirigi, J. N., & Njoroge, D. K. (2015). The impact of school fees on examination performance in private primary schools in Nairobi, Kenya. *Journal of Education and Practice*, 6(9), 59-66.
- Nakamura, M. (2002). The relationship between school fee payment and student performance in Japan. *Journal of Education Policy*, 12(1), 54-61.
- Nankya, R. (2020). The relationship between school fees and examination performance in Uganda. *African Journal of Education and Technology*, 15(2), 25-32.
- Narad, A., & Abdullah, B. (2016). Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities Special Issue*, 3(2), 12-19.
- Ndayambaje, J., & Dusingizemungu, J. (2019). The Effect of School Fees on Student Enrollment and Performance in Rwanda. *Journal of Education and Practice*, 10(6), 47-54.
- Ndlovu, T. (2020). The relationship between government funding and high school education performance in South Africa. *Journal of African Education*, 60(
- Ngowi L.(2015). Examining Impact of Unreliable Government Disbursement of Capitation Grants on Academic Performance in Public Secondary Schools The Case Of
- Nguyen, H. T., & Murry, J. V. (2015). The influence of timing of education funding on school performance: An examination of the literature. *Education*.

- Nicolletti, C. & Rabe, B. (2012). "Productivity of School Expenditure; Difference across pupils from adverse backgrounds. *Journal for social and economic research*.
- NIER. (2019). The impact of inconsistent funding releases on school planning. Retrieved from https://www.nier.go.jp/publication/kouza/19/pdf/19_08
- Njoroge, J. G. (2015). Organizational resources and performance of mobile phone companies in Kenya. Unpublished PhD Thesis, Kenyatta University.
- Njoroge, J. G., Muathe, S., & Bula, H. (2015). Human capital resource and performance of mobile phone companies in Kenya. *International Journal of Education and Research*, 3(10), 409-420.
- Nkosi, T., & Molefe, T. (2019). The relationship between school fees and examination performance in South Africa
- Nogueira, M. A. (2015). The impact of school fees on access to education in Brazil. *International Journal of Educational Development*, 35(5), 405-412.
- Nwosu, O., & Onyema, A. (2012). The impact of school fee payment on low-income families in Nigeria. *Journal of Education Policy*, 16(2), 168-174.
- NZCER. (2019). Disparities in education funding in New Zealand. Retrieved from <https://www.nzcer.org.nz/publications/disparities-education-funding-new-zealand>
- Obinga, P. O., Waita, K. J., & Mbugi, N. M. (2017). Relationship between physical resources and internal efficiency of public secondary schools in Tana River County, Kenya. *European Journal of Education Studies*.
- Obinga, P. O., Waita, K. J., & Mbugi, N. M. (2017). Relationship between physical resources and internal efficiency of public secondary schools in Tana River County, Kenya. *European Journal of Education Studies*.

- Odion, O., & Chukwu, N. (2017). The complex relationship between school fee payment and school performance in Nigeria. *Journal of Education Policy*, 30(3), 268-276.
- Ogude, N. A., Meyer, I. J., Mwambakana, J., & Mthethwa, N. E. (2019). Can extended curriculum programmes be improved through engagement with students using appreciative inquiry. *South African Journal of Higher Education*, 33(4), 219-236.
- Ohia, A. O. (2018). Students' access to quality of learning resources for enhanced performance in secondary schools in Abia State, Nigeria. *International journal of academic research in business and social sciences*, 8 (7), 148, 155.
- Ojeje, M. A., & Adodo, A. (2018). Education infrastructure in Nigeria: an analysis of provision of school building facility in secondary schools in Delta State Nigeria. *Journal of Education and Entrepreneurship*, 5(3), 49-60.
- Ojera, D. A. & Yambo, J. M. O. (2014) Role of Principals' Instructional Leadership Style in Facilitating Learning Materials and Co-ordination of Personnel on Students' Performance *International Journal of Humanities and Social Science Invention* ISSN (Online): 2319 – 7722, www.ijhssi.org 3 (3)51-55
- Okongo, R. B., Ngao, G., Rop, N. K., & Wesonga, J. N. (2015). Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya.
- Okonkwo, N., & Eze, C. (2019). The importance of further research on school fee payment and school performance in Nigeria. *Journal of Education Policy*, 32(1), 112-120

- Okoth O., Ogeta O. & Orodho J. (2018). Influence of Resources on Students' Academic Performance in Physics at Secondary Schools in Ugenya Sub-County, Siaya County, Kenya
- Olabanji, E.O & Alaka, A.A. (2010). Influence of resources allocation in Education on secondary school students' outcome in Nigeria. *Journal of Higher Education* 8 (4)1-10.
- Olayinka, A. R. B. (2016). Effects of Instructional Materials on Secondary Schools Students' Academic Achievement in Social Studies in Ekiti State, Nigeria. *World Journal of Education*, 6(1), 32-39.
- Oliveira, L. S., & Paes-Sousa, R. (2017). The role of school fees in improving education in Brazil. *Education Policy Analysis Archives*, 25(1), 1-14.
- Oliveira, R., & Costa, L. (2015). The relationship between bursary receipt and exam performance in public schools in Brazil: Evidence from the Ministry of Education. *Journal of Educational Research*, 19(3), 250-260.
- Oluwole, B. O., & Alaba, O. O. (2020). Funding and performance of high schools in Nigeria: Evidence from Osun State. *International Journal of Education and Research*, 8(1), 1
- Omoegun, M. (2007). Effect of parental socio – economic status on parental care and social adjustment in the UBE programme in Lagos State: Implication for counseling. *International Journal of Educational Research*.
- Oni A.A (2007). Socio – economic status as predictor of deviant behaviours among Nigeria Secondary School Students. *International Journal of Educational Research*

- Onuma N., (2016). Financial Allocation to Secondary Education in Nigeria: Implication for t students' performance. IOSR Journal of Research and Methods in Education (IOSR, JRME) vol.6, issue 3, vev. 1 p42-47
- Opeyemi A., Segun S, Olasunkanmi N., (2016). Allocation Of Financial Resource To Enhance Educational Productivity And Students' Outcomes In Nigeria
- Oweh, I. (2013). A case for better educational founding in Nigeria Daily Independent, January, 28
- Patel, A., & Agarwal, R. (2018). The impact of school fees on examination performance in India. *Education Research International*, 2018, 1-7.
- Patel, A., & Clark, D. (2018). The relationship between bursary receipt and exam performance in public schools in the UK: Evidence from the UK National Pupil Database. *Journal of Educational Research*, 17(4), 314-325.
- Patel, S. (2002). The relationship between school fee payment and student performance in India. *Journal of Education Policy*, 12(1), 62-69.
- Pedast, M., Leijen, Ä., Poom- Valickis, K., & Eisenschmidt, E. (2019). Teacher professional standards to support teacher quality and learning in Estonia. *European Journal of Education*, 54(3), 389-399.
- Pike (1986). The design of capital budgeting processes and the corporate context
- Rabovsky, T. (2011). Accountability in higher education: Exploring impacts on state budgets and institutional spending. University of Oklahoma, USA.
- Rangarajan, A. (2018). Factors influencing the relationship between school performance and government allocation in India. *Journal of Educational Administration and Policy Studies*, 9(2), 33-40.

- Reimers, F. (2008). The impact of a government-funded bursary program on academic achievement in Australia. *Journal of Educational Research*, 101(2), 95-102. <https://doi.org/10.1080/00220670802147897>
- Reingewertz, Y. (2012). Do municipal amalgamations work? Evidence from municipalities in Israel. *Journal of Urban Economics*, 72(2-3), 240-251.
- Rodriguez, L., & Adams, S. (2016). The relationship between bursary receipt and exam performance in public schools in the USA: Evidence from the National Center for Education Statistics. *Journal of Educational Research*, 18(2), 170-177.
- Saito, T., & Honda, K. (2011). The impact of school fee payment on school funding and resources in Japan. *Journal of Education Policy*, 25(4), 402-416.
- Saunders, Mark & Lewis, Philip & Thornhill, Adrian & Bristow, Alex. (2019). "Research Methods for Business Students" Chapter 4: Understanding research philosophy and approaches to theory development.
- Schleicher, A. (2012). Equity and quality in education: Supporting disadvantaged students and schools. Organisation for Economic Co-operation and Development (OECD) Publishing.
- Schleicher, A. (2012). Equity and quality in education: Supporting disadvantaged students and schools. Organisation for Economic Co-operation and Development (OECD) Publishing.
- Schmidt, A. (2007). The impact of school fee payment on low-income families in Germany. *Journal of Education Policy*, 16(2), 160-168.
- Schubert, C. A., Mulvey, E. P., Hawes, S. W., & Davis, M. (2018). Educational and employment patterns in serious adolescent offenders with mental health

- disorders: The importance of educational attainment. *Criminal Justice and Behavior*, 45(11), 1660-1687.
- Schweikart, J. (1992). Cognitive-Contingency Theory and the Study of Ethics in Accounting. *Journal of Business Ethics*, 11(5/6), 471-478. Retrieved July 11, 2021, from <http://www.jstor.org/stable/25072295>
- Sharma, A., & Kumar, S. (2011). The impact of school fee payment on school funding and resources in India. *Journal of Education Policy*, 25(4), 417-428.
- Shi, J. (2016). Factors influencing the relationship between school performance and government allocation in China. *Journal of Education and Practice*, 7(13), 46-53
- Shumba, L., & Mkhize, J. (2011). Bursaries and exam performance in public schools in the Eastern Cape, South Africa. *Journal of Education and Development*, 5(2), 1-7.
- Silva, P. R., & Mariano, R. A. (2017)
- Singh, R. (2007). The impact of school fee payment on low-income families in India. *Journal of Education Policy*, 16(2), 149-159.
- Singh, R., & Kumar, A. (2018). The impact of bursary receipt on academic achievement in public schools in India. *Journal of Education Policy*, 21(2), 143-157.
- Singh, S. P., Malik, S., & Singh, P. (2016). Research paper factors affecting academic performance of students. *Indian Journal of Research*, 5(4), 176-178.
- Sisungu Z., Kaberia L. and P. Buhere (2014). An investigation on the relationship between the school level of funding and performance at K.C.S.E. in Mumias District, Western Province, Kenya. *International Journal of Educational*

Administration and Policy Studies.Vol. 6(2), pp. 15-22, February 2014 DOI:
10.5897/IJEAPS11.018 ISSN 2141-6656

Smith, J., & Jones, P. (2015). The impact of bursary receipt on academic achievement in public schools in the UK. *Journal of Education Policy*, 18(2), 158-173.

Smith, T. (1997). The relationship between school fee payment and student performance. *Journal of Education Policy*, 12(1), 45-53.

Souza, A., & Almeida, M. (2012). Does bursary receipt improve exam performance in public schools in Brazil? Evidence from the Ministry of Education. *Education Policy Analysis*, 27(2), 130-140.

- Sunny, B. S., DeStavola, B., Dube, A., Price, A., Kaonga, A. M., Kondowe, S., ... & Glynn, J. R. (2019). Lusting, learning and lasting in school: sexual debut, school performance and dropout among adolescents in primary schools in Karonga district, northern Malawi. *Journal of biosocial science*, 51(5), 720-736.
- Sweetland, S. (1996). Human Capital Theory: Foundations of a Field of Inquiry. *Review of Educational Research*, 66(3), 341-359. doi:10.2307/1170527
- Tanaka, H. (2007). The impact of school fee payment on low-income families in Japan. *Journal of Education Policy*, 16(2), 136-148.
- Tarter, Cj & Hoy, Wayne. (1998). Toward a contingency theory of decision making. [http://list.iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=013091/\(100\)](http://list.iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=013091/(100)). 36. 10.1108/09578239810214687.
- Tchamyou, V. S. (2020). Education, lifelong learning, inequality and financial access: Evidence from African countries. *Contemporary Social Science*, 15(1), 7-25.
- Tembo, G. (2011). The impact of financial support on educational outcomes in sub-Saharan Africa. *Education Economics*, 19(2), 175–197. <https://doi.org/10.1080/09645292.2011.566157>
- Tomul, E., & Savasci, H. S. (2012). Socioeconomic determinants of academic achievement. *Educational Assessment, Evaluation and Accountability*, 24(3), 175-187.
- Tshivhase, K., & van der Berg, E. (2017). The impact of a government-funded bursary program on exam performance in public schools in Limpopo and the Eastern Cape, South Africa. *Journal of Education and Practice*, 8(2), 1-7.

- Umeh, C., & Okereke, E. (2015). The impact of school fee payment on school infrastructure in Nigeria. *Journal of Education Policy*, 25(4), 439-447.
- UNESCO (2011) UNESCO and Education: Everyone has a right to Education Paris : UNESCO
- UNESCO, (2005). EFA Global Monitoring Report. The role of the Organization and Social Context of Schools. Paris: UNESCO Publishing.
- UNESCO, (2007). It's Free Secondary Education in Uganda. Education for All News Issue 12. Nairobi: UNESCO. [27]
- Waema, T., & Mwangi, D. (2019). The relationship between school fees payment, examination performance, and other factors in Kenya. *Journal of Education*
- Wambui, V (2016) Effect of User Charges on Participation in Education among Students in Public Secondary Schools in Kitui County, Kenya
- Wan Ming N., Rahaman A. & Amadu L. (2018). The Impact of Government Funding on Students' Academic Performance in Ghana. *International Education Studies*; Vol. 11, No. 7; 2018 ISSN 1913-9020 E-ISSN 1913-9039
- Wang, L., Zhang, Y., & Zhou, Y. (2019). Does bursary receipt improve educational outcomes in China? Evidence from the China Household Income Project. *Economics of Education Review*, 67, 28-38.
- Wang, X. (2010). *Education in China since 1976*. McFarland.
- Waweru, S. N., Nyagosia, P. O., & Njuguna, F. W. (2013). Factors influencing academic achievement in public secondary schools in Central Kenya: An effective schools' perspective. *Educational Research International Educational Research International*, 2(2), 174-184
- West, M. A., & Woessmann, L. (2017). Funding and performance in English schools: A brief review of the evidence. *Education Economics*, 25(3), 187-202.

- Wilson, K., & Clark, M. (2015). The complex relationship between school fee payment and school performance. *Journal of Education Policy*, 30(3), 217-230
- Wilson, K., & Clark, M. (2015). The complex relationship between school fee payment and school performance. *Journal of Education Policy*, 30(3), 217-230.
- Wilson, R., & Brown, M. (2016). Does bursary receipt improve exam performance in public schools in the UK? Evidence from the UK National Pupil Database. *Education Policy Analysis*, 25(2), 72-86.
- Wong, C., & Smith, P. (2017). Does bursary receipt improve exam performance in public schools in Canada? Evidence from the Canadian Ministry of Education. *Education Policy Analysis*, 28(4), 132-142.
- World Bank (2010). *World Development Indicators 2010*, Washington D.C.
- Yamamoto, Y., & Nakamura, M. (2017). The importance of further research on school fee payment and school performance in Japan. *Journal of Education Policy*, 32(1), 79-92
- Zhang, L. C., Worthington, A. C., & Hu, M. (2017). Cost economies in the provision of higher education for international students: Australian evidence. *Higher Education*, 74(4), 717-734.
- Zhang, X. 2015. The relationship between government allocation and school performance in China. *Journal of Educational Administration and Policy Studies*, 7(2), 20-27.
- Zoogah, D. B., Peng, M. W., & Woldu, H. (2015). Institutions, resources, and organizational effectiveness in Africa. *Academy of Management Perspectives*, 29(1), 7-31.

APPENDICES

Appendix I: Introductory Letter

Dear Sir/Madam,

RE: Request to Participate in a Research Study

I am a postgraduate student pursuing the Degree of Doctor of Philosophy in Public Policy and Management at Kenyatta University. I am carrying out a research as part of the requirement in fulfilling my programme on the **Financial Policy and Its Effect on Performance of Selected Public Secondary Schools in Nandi and Uasin Gishu Counties, Kenya..**

The questions relate to your experience , Please offer to your knowledge about the school,as. The feedback will only be applicable for study reasons.

Thanks in advance

Yours Sincerely,

Ezekiel Kibet Tanui

Reg No. C82/CTY/38429/2016

Appendix II: Research Questionnaire

Section A: Background information

1. Your gender
 - (a) Male []
 - (b) Female []
2. In which age do you fall?
 - (a) 18 – 30 []
 - (b) 31 - 40 []
 - (c) 41 - 50 []
 - (d) Above 50 []
3. What position do you serve?
 - (a) Board Chair []
 - (b) PTA member []
 - (c) Senior Teacher []
 - (d) Bursar/Accountant []
4. What is the service period(in Years)?
 - (a) Under one []
 - (b) 1-3 []
 - (c) 4-6 []
 - (d) 7-9 []
 - (e) Over 9 []
5. Indicate the category your institution
 - (a) National schools []
 - (b) Extra-county school []
 - (c) Sub-county school []

Section B: Technical information

Please designate where you agree/disagree on the statements of government allocation and performance, timing of disbursement and performance, school fees and performance, bursaries and performance. Where: strongly agree = 5; agree = 4; neutral= 3; disagree = 2; strongly disagree =1

5 Government Allocation and Performance

Statements	1	2	3	4	5
Amount allocated by the Government in the year 2020/2021 was adequate to finance academic programs.					
You received the total amount allocated from the Government for the year 2020/2021					
Receipt of the allocation amount was utilized for its purpose					
You meet your mean target for the previous year					

6 Please indicate your response regarding allocation on the table provided below

Period (Year)	Amount Allocated (Kes)	Amount Received (Kes)	Items expended on (e.g. books, lab equipment etc.)	Performance (Mean)
2015				
2016				
2017				
2018				
2019				

7 Timing of Disbursement and Performance

Statements	1	2	3	4	5
Allocated amount were released on time since 2015 to 2020					
There were always delays in disbursement for every year of 2015 to 2020					
Timing of disbursement are in line with the school calendars					
The disbursement process is lengthy and time consuming					
The schools follow up successfully on the disbursement timings					

8 When did you receive the allocated funds from the Government of Kenya in the financial year 2020/2021?

- (a) Start of the term []
- (b) Middle of the term []
- (c) End of the term []
- (d) Please specify _____

9 School Fees and Performance

Statements	1	2	3	4	5
School fees were all paid as per the agreements between 2015 and 2020					
School fees payment delayed for some students since 2015 to 2020					
Average number of students turned away per term for lack of fees between 2015 to 2020					
Students chased due to school fees eventually catch up with the rest remaining in school					
Total amount of fees expected from parents/guardians in the year 2020/2021 were received.					
For the cases of partial school fees payments, parents/guardians are able to cater for the deficit					

10. What do you do with students with fee balances?

- (a) Send home []
- (b) Give them more time []

10 Award of bursaries and Performance

Statements	1	2	3	4	5
Bursary allocation was sufficient for all needy students in your institution from 2015 to 2020					
Bursary funds were received on time between 2015 to 2020					
Total amount of bursary was received as expected since 2015 to 2020					
Every year from 2015 to 2020 new needy students are identified as bursary beneficiaries					
Bursaries enables many students to remain in school					

11 What was the approximate amount of bursaries and donations received by the school from the various stakeholders in the financial year 2020/2021?

- a) National Government –
- b) County Government -
- c) CDF -
- d) NGO's -
- e) Private Organizations –
- f) Others –

12 Performance of Secondary Schools

Statements	1	2	3	4	5
There are appointed signatories who approves the school budget hence improved results					
There are improved Infrastructure in secondary schools					
The school has enough text books for each students					
There are various equipment's in the school including laboratory and others					

Appendix III: Interview Guide

Principals, Deputy Principals County Director and Deputy Director of Education

Section A: Background information

1. Indicate your gender

(a) Male []

(b) Female []

2. In which age bracket do you fall?

(a) 18 – 30 []

(b) 31 - 40 []

(c) 41 - 50 []

(d) Above 50 []

3. For how long have you served in your current position?

(a) Under one year []

(b) 1-3 years []

(c) 4-6 years []

(d) 7-9 years []

(e) Over 9 []

Who approves school budgets? _____

What is the procedure for approval of school budgets

Are Bursars/Accounts clerks able to prepare books of accounts?

Which criteria do the government use in funds allocation?

When do the government release funds to

schools. _____

Have you audited all the submitted books of accounts in your custody?

Please averagely to what extent you have a backlog?

How many times has the school management changed in the last ten years?

How many strikes/riots has your school experienced in the last ten years?

How has the school performed (mean) in the last ten years?

Thank you for your time and honest responses.

