



Research Paper

Influence of Donor Funding on Academic Achievement of Public Secondary Schools in Nyamaiya Division, Nyamira County, Kenya

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ABSTRACT: *The central problem of this research was that despite the critical objective of government funding in education in guaranteeing that all children who have reached the age of going to school attend school. Recent literature indicates that a good number of them stay away from school. The study was guided by the following objective; to establish the influence of donor funding on academic achievement of public secondary schools in Nyamaiya Division, Nyamira County, Kenya. The study employed the Human capital theory. The research employed a survey research design which adopted a mixed methodology since it had both quantitative and qualitative aspects. The research employed concurrent triangulation approach. The study targeted 18 principals, 153 class teachers, 3470 students and 1 education support officer. The sample size constituted of 4 principals, 30 class teachers, 347 students and one curriculum support officer a total of 382 respondents. Purposive sampling was used to sample principals and curriculum support officer while random sampling was used to sample class teachers and student. Questionnaires were used to obtain information from students and class teachers while interview guide were used on principals and curriculum support officer. Piloting was conducted in the neighboring Nyamira division on 10% of the sample size. Test-retest technique was used to test reliability. Qualitative data was analysed thematically along the objectives and quantitative data using Statistical Package of Social Sciences (SPSS 21). The quantitative findings of the study were presented using frequency tables, percentages and inferential statistics using correlation whereas qualitative findings were presented thematically and in narration forms. From the analysis, it was noted that donor funds have enabled school infrastructures to be put in place together with some teaching and learning equipment. The study recommends that donors to support public secondary schools fully.*

KEY WORDS: *influence, donor funding, academic achievement, public secondary schools.*

Received 11 January, 2019; Accepted 26 January, 2019 © the Author(S) 2019.

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I. INTRODUCTION

Abagi (1999) acknowledged the long history of Kenya's education sector to international funding. At independence, the World Bank gave an advance sum of Kenya pounds (K£) 2.5 million to expand secondary education in Kenya. Kenya has adopted partnership in its education system. The partnerships are between government, local communities, religious organizations, private investors and donors. Since independence, there has been increased demand for education. For this reason, more donors have come on board to support the development of education at all levels.

Despite limited development assistance in Kenya in comparison to other countries, donors have supported provision of quality teaching and learning materials (Colclough & Webb, 2010). The main donors supporting secondary education are; African Development Bank (AfDB) (it supports staff development and provides materials and equipment to KESI and also provides lab equipment and textbooks to secondary schools and procure vehicles for KESI) and Japanese International Co-operation Agency (JICA), in collaboration with the Kenyan government they have successfully implemented SMASSE project and has set up CEMASTEVA (programmes aimed at strengthening the teaching of mathematics and science subjects in secondary schools). Other donor agencies include; Danish international Development Agency (DANIDA), Department for International Development (DfID), UNICEF, UNESCO, World Bank, world food programme (WFP) and Non-Governmental Organizations (NGOs). Each of these donor agencies has supported the growing emphasis on the significance of basic education (Achola and Pillai 2000).

Non-governmental organizations are of great concern in funding secondary education. World vision, USAID, UNICEF and World Bank support secondary education by funding the construction of physical

facilities and donating learning facilities. This support relieves parents from the burden of extra costs that they could otherwise pay to create a better learning environment for their children which in turn improve academic achievement in schools. Well-wishers, sponsors and community based organization also finance secondary education, the most beneficial aspect of it all is for the needy, vulnerable and children from disadvantaged families to access secondary education. Their daily attendance will impact on their academic performance positively.

Due to challenges of corruption, unsound development strategy, and non-commitment to international goals of education and failure of education plans in the country, several donors have withdrawn their support. For example, USAID suspended its support following a corruption scandal that ended up in embezzlement of funds from its education budget. Others include World Bank, DFID, CIDA and UNICEF. Withdrawal of Aid and donor agencies has led to an increase in financial burden on parents. This is because the cost that the agencies bore before has been shifted to parents and society in general, the increase in the financial burden has affected the educational accomplishment of students in secondary schools especially those in public schools negatively due to irregular attendance.

II. OBJECTIVE OF THE STUDY

The research was guided by the following objective: to establish the influence of donor funding on academic achievement of public secondary schools in Nyamaiya Division, Nyamira County, Kenya

III. RESEARCH METHODOLOGY AND DESIGN

A research methodology is a theoretical and systematic examination of the techniques applied in the study. It generally outlines the methods to be used in the research and how a research task shall be undertaken. The study adopted a mixed methodology, since it had both qualitative and quantitative aspects. This methodology was appropriate because it allowed the investigator to gather information using quantitative standardized items or qualitative themes or both methods (Creswell, 2003).

The research employed a descriptive research design. This design allowed both Qualitative and quantitative data to be obtained roughly at the same time of research (Creswell, 2003). Qualitative data was analysed thematically along the objectives and quantitative data using Statistical Package of Social Sciences (SPSS 21). The design assisted the investigator to gather different but supportive data on the same topic (Morse, 1991).

IV. ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

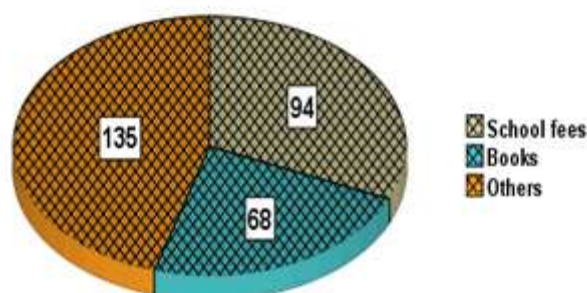
Responses from students on the influence of donor funding on academic achievement of public secondary schools were summarized in the Table below

Table 1: Support to students by donor organizations

Category	A		U		U	
	f	%	f	%	f	%
There are other organization that have supported your education	205	71.4	14	4.9	68	23.7

Analysis in table 1 indicate that 205 students out of 287 representing 71.4%, have been supported by some organization to meet some of their educational needs, 14 of them were undecided while 68 students representing 23.7% have not been supported by any organization. These responses confirm Achola and Pillai (2000) assertion that, donor agencies has supported the growing emphasis on the significance of basic education The study further investigated the type of support that students have received from such organizations and obtained the results shown in the figure below

Figure 1: Nature of donation given by Donors



From figure 1 the research established that 94 students out of 287 representing 32.8% were given school fees, 20.2 (58) were given books and 47.0 (135) were given other donations (pocket money and personal effects). The results concur with the findings of Colclough and Webb (2010) that suggested that donors have supported provision of quality teaching and learning. Non-governmental organizations are of great concern in funding secondary education. World vision, USAID, UNICEF and World Bank support secondary education by funding the construction of physical facilities and donating learning facilities. This support relieves parents from the burden of extra costs that they could otherwise pay to create a better learning environment for their children. Well-wishers, sponsors and community based organization also finance secondary education, the most beneficial aspect of it all is for the needy, vulnerable and children from disadvantaged families to access secondary education. Their daily attendance will impact on their academic performance positively. The study also sought to know from class teachers the influence of donor funding on students' academic achievement and found out the summary shown below;

Table 2: Influence of Donor support on academic achievement

Category	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Some students are sponsored in their education	0	0	2	8	3	12	15	60	5	20
There are NGOs that support the school to put up infrastructural facilities	0	0	7	28	2	8	13	52	3	12
The support from NGO has improved learners school attendance and achievement	0	0	5	20	0	0	11	44	9	36

Table 2 shows that 20% (5) of the class teachers strongly agreed that some students are sponsored in their education, 60% (15) agreed, 12% (3) undecided, 8% (2) disagreed and none strongly disagreed. The study also inquired whether NGOs have supported the establishment of infrastructure. From the findings, the study depicts that 12% (3) of respondent strongly agreed, 52% (13) agreed, 8% (2) undecided and 28% (7) disagreed. Further the study sought to know whether the support from NGO has improved learners school attendance. The results depicted that 36% (9) of class teachers strongly agreed, 44% (11) agreed and 20% (5) disagreed. These study findings confirm that the country has adopted partnership in its education system. The partnerships are between government, local communities, religious organizations, private investors and donors. Since independence, there has been increased demand for education. For this reason, more donors have come on board to support the expansion of education at primary, secondary and tertiary levels. The study sought to know from principals the type of donor organizations that support educations of learner in their school and the responses were as shown below.

P1- Catholic Church, Equity Bank and World Vision

P2- CDF, Bursaries and County government

P4- School Improvement Program (SIP)

P3 did not identify any donor supporting education in his institution. The study further inquired on the nature of support that donor organizations give to the learner and schools in general. P1, P2 and P4 stated that the support includes school fees, books and shopping. The study further noted that the contributions of donor organizations toward education have enabled students from poor backgrounds to access education. This is in agreement to Achola and Pillai (2000), who noted that donor agencies have supported the growing emphasis on the significance of basic education.

Curriculum Support Officer also from his interview accepted that donors have enabled students to access education. He further noted that contributions have enabled some schools to put up infrastructures and purchase teaching and learning equipment. This support has led to improved academic performance in schools. The results from the CSO contradicts the study by Agabi (2012) that suggested that school facility spending represented one of the largest education investments. Despite the investment, he noted that facility improvements did not appear to translate into measurable improvements on student achievements.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study found out that three quarter of the students have been supported by some organization to meet some of their educational needs and a quarter of them have not received any support from donor organizations. The research established that more than half have received books and shopping while a quarter have been assisted with school fees. The study also inquired whether NGOs have supported the establishment of infrastructure. From the findings, the study noted that more than half of the class teachers who were interviewed agreed that the support given by NGO has improved learners school attendance and performance while a quarter of them disagreed.

From principals' responses on donations, the research findings revealed that some students are sponsored especially those who are orphans. They are given donations including school fees, books and shopping. Some of the NGOs which are in support education in the region include World Vision, churches, Equity bank, County government and SIP. The study finding indicated that their contributions have enabled students from poor backgrounds to access and attend school regularly, also it has enabled school enrolment to increase for both day and boarding schools. This is in agreement to Achola and Pillai (2000), who noted that donor agencies have supported the growing emphasis on the significance of basic education. Curriculum Support Officer also from his interview accepted that donors have enabled students to access education. Further their contributions have enabled some schools to put infrastructures and purchase teaching and learning equipment instead of the burden being shouldered by parents who would otherwise not afford. These study findings contradict the study by Agabi (2012) that suggested that school facility spending represented one of the largest education investments. Despite the investment, he noted that facility improvements did not appear to translate into measurable improvements on student achievements even though the students are regularly in school.

The following specific conclusion was made based on the findings of this research: donor funding and support has enabled students from poor backgrounds to attend school and thus improve in their academic performance.

Based on the findings and conclusion of this study, the following recommendation was arrived at; the government to link with more donors who can support and supplement education in public secondary schools. With the current trend in the world of work and in relations to this current study, the following researches are recommended for further study: a research to find out the relationship between socio-economic dynamics and students' academic achievements.

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