

# Resource Mobilization and Academic Performance of Public Secondary Schools in Bungoma County, Kenya

Sarah Likoko, Jane Barasa, Pamela Khaemba

Department of Educational Planning & Management, Kibabii University, Bungoma, Kenya

## ABSTRACT

The purpose of the study was to establish the relationship between resource mobilization and academic performance. The study was prompted by concerns among education stake holders over poor academic performance in public secondary schools. The study adopted descriptive survey design. The study was conducted in 360 public secondary schools in Bungoma County. The target population comprised of 360 Principals, 360 Board of management chairpersons (BOM) and 360 Directors of Studies (DOS). The sample size of the study comprised of 72 Principals, 72 Board of Management chairpersons and 72 Director of Studies. Simple random sampling was used to select 72 schools which represented 20% of 360 target schools. Purposive sampling was used to select Principals, Directors of Studies (DOS) and Board of management (BOM) chairpersons. Primary data was collected using closed ended questionnaires and checklists. The statistical package for social sciences SPSS was used for analysis of data. Descriptive statistics used were frequencies, percentages, mean and standard deviation. Inferential statistics used were Pearson Product-Moment Correlation and linear regression analysis. Linear regression analysis and correlation were used to test relationship between independent and dependent variables. Analyzed data was presented in APA tables, pie charts and bar graphs. The study also established that there is a positive and significant relationship between resource mobilization and academic performance of public secondary schools in Bungoma County ( $r=0.281$ ,  $p<0.05$ ). A unit improvement in resource mobilization is likely to result to an improvement in academic performance by 28.1% (standardized regression coefficient = 0.281).

**KEYWORDS:** Resources Mobilization, academic performance, public school, strategies

## 1. INTRODUCTION:

In schools' resources include; land, water, physical facilities, material, equipment and time, human and financial resources (Ngware, 2007). Finance as an asset assumes a vital role in the improvement of education (Kosemani, 1998). According to Ojwang' (2015) financial resources are core to the implementation of strategic decisions. Financing of education in secondary schools keeps on being a challenge to the government, guardians, and the communities at large (Ngware, 2007). The government shoulders a heavier load than other agents. According to Njihia and Nderitu (2012) various governments are forced to funding subsidizing of different segments so as to back

education. According to Seltzer (2014) resource mobilization refers to activities involved in securing of additional resources for your organization. Omukoba, Simatwa & Ayodo (2011) maintains that resources are mobilized to achieve sustainability, non- dependency on single sources of funding, supplementary sources to existing funding for new projects and to build reserve within the organization to allow for long- term investments. There are a number of means and ways of creating resources in schools. Kelly (1991) observed that in Zambia, apart from government finance there are other sources of financing education such as schools engaging in income generating activities and schools requesting

*How to cite this paper:* Sarah Likoko | Jane Barasa | Pamela Khaemba "Resource Mobilization and Academic Performance of Public Secondary Schools in Bungoma County, Kenya" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-5, August 2022, pp.75-81, URL: [www.ijtsrd.com/papers/ijtsrd50433.pdf](http://www.ijtsrd.com/papers/ijtsrd50433.pdf)



Copyright © 2022 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



for support from international development partners for donations and bursaries.

In Kenya the government introduced FDSE government subsidy in all public secondary schools in 2008. This includes the arrangement of government subsidy on education costs, teaching and learning materials for all students in public secondary schools (Republic of Kenya, 2008). The Free Day Secondary Education program in Kenya aimed at promoting spirit of co-operation among government, parents and sponsors. The parent and sponsors have to meet costs related to school meals, uniform, boarding fees and transport. The delays experienced by the government to disburse government subsidy FDSE funds to schools and government inability to cover all cost for secondary education show that even the Kenyan state is financially fatigued (Republic of Kenya, 2012). However, the government remains the main funding body as the task is too important to be left to other sources. According to Mitugo (2005), the government allows school to initiate income generating activities to supplement government grants FDSE. However, the success and the practicability of execution of such endeavors remain to be checked. There is an absence of data about the amplexness of such measures and no institutional system to manage their implementation.

According to Omukoba, Simatwa & Ayodo (2011) secondary schools have a potential to mobilize resources to help support teaching and learning activities, however there was no policy framework for planning and mainstreaming income generating activities, limited capacity and entrepreneurial ability to support the various strategies. Kinyua (2012) found out that most income generating activities that the schools adopted were related to farming while few based-on hires of school facilities. However, capital shortage and lack of managerial capacity limited the success of these activities.

During the last decade, ministry of education (MOEST) adopted sector wide approach to planning. Through the SWAP procedure, the development partner and the government have come up with the Kenya Educational Sector Support Program (KESSP). The national government, individual donors, community, private sector, NGOs and other development partners support the education sector on the basis of KESSP. Sponsor churches, public and private donors provide land, finance, materials and support school projects and plans. In addition, bursary scheme was introduced in secondary schools in Kenya in to unable bright students from low socio-economic background access secondary education (Republic of Kenya, 2006).

In accordance with government strategy on decentralization, devolution and strengthening of networks from 2003, the bursary plans finances were directed through Constituency Development Fund NG-CDF. There is likewise County Bursary Funds gave by the County service of training and Youth issues. Njau (2013) found out that bursary and donations were critical source of funds for financing education. The study discovered that the awareness level of bursary and donation application and qualification criteria was very low in secondary schools in Juja constituency and therefore the deserving students did not apply for them. However, the study noted that there was lack transparency in award bursaries and donations to the targeted beneficiaries. According to Ngware (2007), schools should ensure all teachers meet a set norm of teaching load of 27 lessons per week as stipulated in Teacher Service Commission TSC act in order to reduce costs of hiring BOM teachers. Public procurement act advocates for advertisement of tenders on all school projects to enable public to bid for them is done so as to avoid inflated costs as a result of single sourcing. The least expensive alternative should always be adopted when sourcing for goods and services in school (Republic of Kenya, 2012). A government policy guidelines state that schools should purchase stock in bulk and take advantage of prices under economies of scale (Republic of Kenya, 2012). With many business enterprises willingly give higher discounts on bulky purchases. The schools are bound to benefit financially from cash discount offered whenever they buy goods in large quantities from one source Kagendo, (2002). The current study sought to establish the relationship between resource mobilization strategies such as (income generating activities, reduction of operation cost and bursaries and donations) and academic performance.

## 2. LITERATURE REVIEW

There are several studies that have been undertaken on resource mobilization and academic performance and related areas in other parts of the country. For instance, Ojwang' (2015) carried out a study on financial resource mobilization strategies and internal efficiency of public secondary schools in Homa Bay County. Descriptive survey design was employed. The study targeted 88 principals in 88 public secondary schools. Interviews schedules and questionnaires were used to collect data from Principals. Both inferential and descriptive statistics were used. Regression analysis was used to establish relationship between variables. Study finds showed that student performance as a measure of internal efficiency had positive relationship with resource

mobilization strategies. However, in Ojwang' (2015) study used one category of respondents (principals) and a smaller number of target population of 88 principals. The current study sought to fill the gap by involving in the study three categories of respondents and a larger target population of 360 principals, 360 BOM chairpersons and 360 DOS.

Wakoli (2019) carried out research on instructional resource mobilization and inner efficacy of Public Technical Training Institution in Bungoma County, Kenya. The study involved 4 TTI officers, 16 resource mobilization managers and 150 tutors. The questionnaires and interview schedules were used. Both inferential and descriptive statistics were used in data analysis. Correlation was used to set up the connection between independent and dependent. The study findings showed that there is a positive correlation between study variable. It was noted that efforts of mobilizing more resources would lead to improvement in academic performance of TTIs. However, Wakoli (2019) study findings were specific to tertiary colleges and could be limited in generalization to basic education institutions. The current study sought to conduct study in secondary schools.

### 3. METHODOLOGY

**Research Design-** Descriptive survey design guided the study. According to Kothari (2004), descriptive

research studies conducted to demonstrate association or connection amid variables. The approach was used to ascertain the affiliation between resource mobilization and academic performance in public secondary schools in Bungoma County. The purpose of a survey research was to provide information that describes existing status of resources and academic performance in public secondary schools by asking the Principals, chairpersons of Board of Management and Director of Studies about their opinions, perceptions, attitudes, behavior or values

**Study Area-** The study was carried out in Bungoma County. The County is located within Western Region of Kenya. The County covers an area of 20324km<sup>2</sup>. It has a population of about 1,847,063 people. The County borders Busia, Kakamega and Trans Nzoia Counties. The County has a total of 360 public secondary schools. A report by Bungoma County Education office (2019) low academic standards and the County has hardly attained a mean score of 6 out of 12 in the year 2014- 2018. This necessitated the research in the County.

**Target Population-** The target population comprised 360 public secondary schools in Bungoma County. The sampling frame had a population of 1080 comprising of principals, chairpersons of Board of Management and Directors of Studies. The population was summarized as follows;

**Table 1 Target population**

Principals	DOS	BOM chairpersons	Totals
360	360	360	1080

The chairpersons of Board of Management were selected because they make school strategic decisions. The Principals were selected because as heads of schools they are responsible for provision of leadership that promote and maintain good academic standards. Directors of studies were selected because they supervise implementation of strategic plans and implementation of academic curriculum at departmental level and ensure that academic team maintains the school's academic excellence.

**Sampling Techniques and Sample Size-** Stratified sampling technique was used to select respondents based on their responsibilities. The strata were based on three categories; the school Principals, Directors of studies (DOS) and chairpersons of Board of Management. Purposive sampling was used to select Principals, chairpersons and DOS. To determine the sample size, according to Mugenda & Mugenda (2003), when the study population is less than 10,000 a sample size of between 10-30% is a good representation of the target population. Simple random sampling was used to select 72 sample schools representing 20% of 360 target schools. The researcher is confident that the sample size of 216 which represents 20% of target population of 1080 is good enough. The sample size is as follows;

**Table 2 Sample Size for the Study**

Principals	DOS	Chairpersons	Totals
72	72	72	216

**Instruments of Data Collection-** Primary data was collected using closed-ended questionnaires and checklists.

## 4. RESULT AND DISCUSSION

### 4.1. Relationship between Resource Mobilization and Academic Performance

The objective of the study sought to establish the relationship between resource mobilization and academic performance of public secondary schools in Bungoma County. To achieve this, the researcher sought the views

of respondents regarding resource mobilization strategies that schools had adopted to raise more resources that support academic programs. All respondents (Principals, BOM chairperson and DOS) were subjected to similar questions on the questionnaires. The parameters were measured based on a five-point likert scale where 1-Not at all, 2-Less extent, 3-Moderate extent, 4-Large extent and 5-Very large extent. The analysis is shown in table 4.14, table 4.15 and table 4.16.

**Table 4.14 Donations and Bursaries as Resource Mobilization Strategies and academic performance**

The respondents (principals, BOM chairpersons and DOS) were expected to respond on 1-5 scale where 1-Not at all, 2-Less extent, 3-Moderate extent, 4-Large extent, 5-Very large Extent

Donations and Bursaries as Resource Mobilization Strategies	Not at All	Less Extent	Moderate Extent	Large Extent	Very Large Extent
NG-CDF project donations	8	22	147	10	1
	4%	12%	78%	5%	1%
Well-wishers donations	21	27	136	4	0
	11%	14%	72%	2%	0%
Development partners donations	160	21	4	3	0
	85%	11%	2%	2%	0%
MOEST bursaries awards	149	22	10	7	0
	79%	12%	5%	4%	0%
NG-CDF bursaries awards	3	13	135	36	1
	2%	7%	72%	19%	1%
County Government bursaries awards	5	21	153	8	1
	3%	11%	81%	4%	1%

(Source: Field data, 2020)

From table 4.14, it can be observed that majority of the respondents represented by 147 (78%) indicated that to a moderate extent schools received donations from NG- CDF project.

Majority of the respondents represented by 136 (72%) indicated that to a moderate extent schools received donations from well-wishers. Majority of the respondents represented by 153(81%) indicated that to a moderate extent the schools receive bursary awards from County Government. Majority of respondents represented by 135(72%) indicated that to a moderate extent schools received bursary awards from NG-CDF. However, majority of the respondents represented by 160 (79%) indicated that the schools did not at all receive bursary awards from the Ministry of Education MOEST. Majority of the respondents represented by 149 (79%) indicated that the schools did not at all receive donations from development partners.

**Table 4.15 Income generating Activities as Resource Mobilization Strategies and academic performance**

The respondents (principals, BOM chairpersons and DOS) were expected to respond on 1-5 scale where 1-Not at All, 2-Less Extent, 3- Moderate Extent, 4-Large Extent, and 5-Very Large Extent.

Income generating Activities as Resource Mobilization Strategies	Not at All	Less Extent	Moderate Extent	Large Extent	Very Large Extent
School Farming	5	179	1	2	1
	2%	95%	1%	1%	1%
School Bus hiring	3	175	7	1	2
	2%	93%	3%	1%	1%
School hall, dormitory hiring	160	12	12	3	1
	85%	6%	6%	2%	1%
Sale of trees/timber	153	16	15	3	1
	80%	9%	8%	2%	1%
School canteen hiring	165	10	10	1	2
	88%	5%	5%	1%	1%

(Source: Field data, 2020)

From table 4.15, it can be observed that to a less extent the main income generating activity in the schools was farming which was used to produce food crops to supplement the food supply at less extent and was identified

by 179 (95) of respondents while 175 (94%) of respondents mentioned schools bus which was hired out to help in generating income for maintenance at less extent.

However, majority of respondents indicated that schools did not at all engage in school hall and dormitory hiring as mentioned by 160 (85%) of respondents while 153 (81%) of respondents indicated that schools did not at all sale timber 175 (94%) and other 165 (88%) indicated that schools did not at all involved in school canteen hiring.

**Table 4.16 Cost Reduction as Resource Mobilization strategies and academic performance**

The respondents (principals, BOM chairpersons and DOS) were expected to respond on five-point likert scale where 1-Not at All, 2-Less Extent, 3-Moderate Extent, 4-Large Extent, 5-Very Large Extent.

Cost Reduction Strategies in Resource Mobilization	Not at All	Less Extent	Moderate Extent	Large Extent	Very Large Extent
Teacher workload of 27 lessons per week	6 3%	12 6%	142 76%	17 9%	11 6%
Purchase of goods in bulk while prices are low	4 2%	9 5%	144 77%	21 11%	10 5%
Support staff with multiple skills to multi-task	11 6%	133 70%	28 15%	13 7%	3 2%
Sale off obsolete equipments in school	21 11%	25 13%	134 71%	7 4%	1 1%
Accountability and transparency at all levels	2 1%	7 4%	139 74%	27 14%	13 7%

(Source: Field data, 2020)

From table 4.16, majority of the respondents represented by 142 (76%) indicated that to a moderate extent teacher have a workload of 27 lessons per week as stipulated by teacher service commission and as a way of managing human resources and save resources that would have hired extra BOM teachers. Majority of respondents represented by 144 (77%) indicated that to a moderate extent purchase goods in bulk while prices are low. Majority of respondents represented by 134 (71%) indicated that to a moderate extent sale school obsolete equipment. Majority of the respondents represented by 139 (74%) indicated that to a moderate extent the school ensure accountability and transparency. However, majority of respondents represented by 133 (70%) indicated that to a less extent support staff with multiple skills multi-task to cut wastage on finances of hiring more support staff. Descriptive statistics point out that resource mobilization strategies adopted by schools had contributed to academic performance in public secondary schools in Bungoma County to some good extent.

### Correlation Analysis

The study sought to understand the strength and direction of the relationship between Resource Mobilization and Academic Performance. Pearson moment correlation coefficient was adopted to determine if these variables were correlating. The findings were as shown in table 4.17.

**Table 4.17: Correlation between Resource Mobilization and Academic Performance**

		Academic Performance
Resource Mobilization	Pearson Correlation coefficient (r)	.281 <sup>**</sup>
	Sig. (2-tailed)	.000
	N	188

From table 4.17, the findings of Pearson Correlation analysis ( $r = 0.281$ ); an indication that there is positive relationship between resource mobilization and academic performance of public secondary schools in Bungoma County. The study tested whether the obtained correlation coefficient was significant and found that ( $p < 0.05$ ) implying that there is a significant relationship between resource mobilization and academic performance of public secondary schools in Bungoma County.

### Testing Hypothesis 3

The second objective of this study was to determine the relationship between resource mobilization and academic performance of public secondary schools in Bungoma County. In order to achieve this, the study sought to test for the following hypothesis;

**H<sub>03</sub>** There is no statistically significant relationship between resource mobilization and academic performance of public secondary schools in Bungoma County.

Simple linear regression model was adopted to test for this hypothesis and establish the relationship between resource mobilization and academic performance of public secondary schools in Bungoma County. The findings were as shown in table 4.18

**Table 4.18 Linear Regression Model: Influence of Resource Mobilization on Academic Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.281 <sup>a</sup>	.079	.074	1.53053

**a. Predictors: (Constant), Resource Mobilization**

From table 4.18, it can be observed that adjusted R square value of 0.074, implying that resource mobilization accounted to nearly 7.4% of the total variation in academic performance of public secondary schools in Bungoma County. In order to determine whether linear regression model provides a better fit to the data, F- test was computed and results are shown in table 4.19.

**Table 4.19 ANOVA for Academic Performance and Resource Mobilization**

Model	Sum of Squares	df.	Mean Square	F	Sig.
Regression	37.405	1	37.405	15.968	.000 <sup>b</sup>
Residual	435.707	186	2.343		
<b>Total</b>	<b>473.113</b>	<b>187</b>			

**a. Dependent variable: Academic performance**  
**b. Predictors: (Constant), Resource Mobilization**

From table 4.19, the ANOVA test results were (F (1,186) =15.968, p<0.05); an indicator that linear regression model was a good fit to the study dataset.

**Table 4.20 Regression Coefficient: Relationship between Resource Mobilization and Academic Performance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	$\beta$	Std. Error	Beta			
1	(Constant)	1.164	.704		1.654	.100
	<i>Resource Mobilization</i>	1.326	.332	.281	3.996	.000

**a. Dependent Variable: Academic Performance**

The regression coefficient results in table 4.20 show that ( $\beta= 1.326$ ,  $T=3.996$ ,  $P< 0.05$ ); implying that resource mobilization statistically and significantly predicted academic performance hence the study rejected the null hypothesis. Therefore, there is a positive and significant relationship between resource mobilization and academic performance of public secondary schools in Bungoma County. In addition, strategic planning had a positive standardized regression coefficient of 0.281 as shown in the regression coefficient results of table 4.25. This indicates that a unit improvement in resource mobilization is likely to result to an improvement in the academic performance of public secondary schools in Bungoma County by 28.1%.

The findings in this study are in agreement with findings of some of the prior research on resource mobilization and student performance. For instance, Ojwang' (2015) carried out a study on financial resource mobilization strategies and internal efficiency in public secondary schools in Homa Bay County, Kenya. It was established that student

performance as a measure of internal efficiency had a positive relationship with all considered resource mobilization strategies. It was also noted that income generating activities had a positive and significant relationship with student performance and income generating activities accounted for nearly 29.4% of variation in student performance.

Similarly, the findings agree with those of Wakoli & Kitaiinge (2019) who concluded that there was a positive relationship between instructional resource mobilization and performance as a measure of internal efficiency in Technical Training Institutes in Bungoma County, Kenya. However, findings of Wakoli & Katainge were specific to tertiary colleges.

## 5. CONCLUSION

There is a positive and significant relationship between resource mobilization and academic performance of public secondary schools in Bungoma County ( $r = 0.281$ ,  $p<0.05$ ). It should be noted that the correlation coefficient values ( $r= 0.281$ ) was below an average of 0.5, an indicator that resource

mobilization was not 100% efficient in promoting academic performance in public secondary schools in Bungoma County. Resource mobilization accounted for 7.4% variation in academic performance (adjusted R squared = 0.074). In addition, a unit improvement in resource mobilization is likely to result to an improvement in academic performance by 28.1% (standardized regression coefficient = 0.281). It is also important to note that there could be other variables not covered in the study that have a significant influence on academic performance of public secondary schools in Bungoma County.

## 6. RECOMMENDATIONS

On the strength of the findings and conclusions of this study, it was recommended that policy makers in Ministry of Education should formulate clear policy framework for mainstreaming income generating activities in schools and capacity built school managers in entrepreneurial development projects such as growing crops for school lunch, small- scale animal husbandry projects and manage tree plantations for harvesting bark for pharmaceuticals and timber and ensure accountability and that the benefits are transferred to the main target of education sector, the learner.

## REFERENCES

- [1] Njihia & Nderitu (2012). Usefulness of Grants in Education: UNESCO and Kenyatta University. UNICEF & UNESCO
- [2] Nyakundi, O. (2012). *Implementation of Safety Standards and Guidelines in Public Secondary Schools in Nyeri County*. (Unpublished M.Ed). Kenyatta University, Nairobi, Kenya
- [3] Nyamasenge R. M. (2013). *Financial Strategies used by Secondary School's Principals in addressing Budgetary Deficits in Nakuru District, Nakuru County, Kenya*. (Unpublished Masters in Economics of Education). University of Nairobi, Nairobi, Kenya
- [4] Ojwang' J. A. (2015). *Financial Resource Mobilization Strategies and Internal Efficiency of Public Secondary School in Rachuonyo South Sub County Homabay County Kenya*. Doctor of Philosophy in Economics of Education University of Nairobi
- [5] Omolo, O. D. & Simatwa, W. M. (2010). An Assessment of the Implementation of the Safety Policies in Public Secondary Schools in Kisumu East and West Districts. *Kenya Educational Research* (ISSN: 214) pp. 637-649.
- [6] Omukoba H. O. Simwatwa E. M. & Ayodo T. M. (2011). Contribution of Income Generating Activities to Financing Secondary School Education: A Case Study of Eldoret Municipality Education. *Research*. Vol. 2, issue 2. 884