

Influence of Government Financial Allocation on the Performance of Public Selected Secondary Schools

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Abstract: The main objective of this study was to determine the influence of fiscal policy on the performance of educational institutions in the North Rift region, specifically, in Nandi and Uasin Gishu Counties. The theories used to frame this work were the Resource Based View, Human Capital, and Contingency Theory. The study adopted an interpretive philosophical approach. The target population was 1,672 respondents from 278 public secondary schools. Using the Taro Yamane formulae, a 322-sample size was derived. The research used stratified sampling techniques. Self-administered questionnaires and interview schedules were used to collect quantitative and qualitative data. The study showed that financial policy influences the performance of public secondary schools. Public policy determines the government allocation to schools, the timing of the release of government funds, school fees revenue stream, and financial aid to needy students. The results also show that financial policy does influence the performance of educational institutions. The study recommends that both the national and county governments should ensure that the amount allocated to finance school programs is adequate considering the high enrolment rate due to the 100% transition policy. The National government should ensure that the disbursement of funds reaches the targeted schools within the stipulated time. The study recommends that the Ministry of Education should come up with appropriate strategies that ensure that the performance of the schools is not affected by unprecedented challenges brought about by pandemics such as COVID-19.

Keywords: government funding, secondary schools performance, the effectiveness of free secondary education

I. BACKGROUND

The effects and impact of funding attract research because of the crucial role education plays in society. The availability of resources for education can therefore influence the educational outcomes of a society. Unlike Countries in the West, Africa has continued to grapple with challenges in the performance of educational institutions despite efforts to develop education delivery (Conn, 2017). Kenya implemented free education in 2003 in an effort to shore up educational enrolment around the country. 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, Tranzoia County, Elgeiyo Marakwet County, Uasin Gishu County, and Nandi County. The most developed of the seven counties are Uasin Gishu and Nadi Counties. The two counties are peaceful and very productive economically. The other five countries are 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 falling in the secondary school age group were 59,004 as per the census report of 2009 and were estimated to have increased to 72,207 as at 2013. 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.

1.1 Problem Statement

While scholars like 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, less is covered on the effect of financial policy on school performance. Specifically, there are few studies on financial policy and performance of public secondary schools.

Hopefully, this study will add to the body of knowledge by elucidating on the effect 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. However, rarely is government's expenditure on education examined. This study sought to determine the influence of government financial allocation on performance of public selected secondary schools.

II. LITERATURE REVIEW

This study was utilized with 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), clarify that resources should be unique to achieve the dominance level. Barney, Wright and Ketchen (2001) point 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) provide role of resources for a learning organization: They highlight the importance of financial and human resources to enable firms meet expectations. To gain learning there must be an 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.

2.1 Empirical Literature Conceptual Framework

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 KSCE 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.

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 Nicolletti 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.

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.

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.

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.

FSE program 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 a 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 to achieve learning goals and school performance. This included a bursary and donation campaigns.

Kipeen et al. (2018) investigated the influence of the timing of school financial disbursement on the implementation of the 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 or the projects and also some projects were nonfunded. 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 organizational outcomes noted that funding of the free secondary school in Muranga County, Kenya, was inadequate and allocations were unsynchronized. Questionnaires attribute that late resources released to schools alters the program hence syllabus late coverage and drop out from school. Prompt support is ideal for proper learning in schools.

2.2 Human Capital Theory

This theory of earnings is a key determinant 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 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 utilized. This theory formulates the basis for the 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 a promotional environment for learning.

The independent variable corresponding to the financial policy will be 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 the 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.

III. RESEARCH METHODOLOGY

3.1 Research Philosophy & Design

The research adopted interpretivism research philosophy since the literature upon which the study is formed is characterized by testing of hypotheses existing theories through the measurement of observable social realities, using data originally collected (Saunders et al., 2019). The philosophy is based upon values of reason, 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 analyzed (Dorpe & Jackson, 2008). This study employed a descriptive research design to achieve the best and rearmost able 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 causa e-and-effect relationships 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 led to the strength of the relationships between the variables (Kothari, 2004; Mugenda & Mugenda, 2008).

3.2 Population and Sampling

The study population was all public secondary schools in Nandi and Uasin Gishu counties. 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. The inclusion of the eight categories helped to reduce bias. The study targeted 185 principals, 185 deputy principals, the Nandi County Director of Education, the Deputy Director of Education, and 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.

A combination of Stratified and random sampling techniques was 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 secondaries in all the sub-counties were considered. The choice of simple random sampling enabled the picking of a school in each sub-county.

3.3 Data Collection and Analysis

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). The collected data was cleaned to correct any error that might have occurred during data collection and eventually the data was coded, ready for analysis. Quantitative data was analysed 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 were conducted to determine which variables influenced the dependent variable most and determine the nature of influence. Multiple linear regression is appropriate as it analyses the relationship between a single dependent variable and several independent variables. 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:

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

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

IV. RESULTS AND ANALYSIS

4.1 Summary of Demographic Profiles

The respondents' background information was evaluated.

Table 1: Demographic Profiles

	Parameter	Frequency	Percentage
Gender	Male	164	62.40%
	Female	99	37.60%
	Total	263	100.00%
Age	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
Occupation	Bursar/Accountant	63	23.80%
	Senior Teacher	65	24.70%
	PTA Member	67	25.50%
	Board Chair	68	25.90%
	Total	263	100
Length of Service	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

Source: Researcher (2022)

Slightly above 62 percent of the respondents were male, and 37.6 percent were female. Concerning age, 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. Almost 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. 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.

4.2 Government Financial Allocation

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 2: Allocation of education finance

Statements	Number	Minimum	Maximum	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: Researcher (2022)

The average mean was 2.51 and the 1.06 standard deviation average affirmed 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 fewer funds than the amount allocated. When the respondents were asked whether the amount received was utilized for its purpose, the mean was 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 was neutral.

In addition to the above interpretations, the average scores imply agreement with 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 deviations was in close to a neutral agreement that the amount allocated by the Government for the year 2020/2021 was adequate to finance academic programs. Receipt of the allocation amount utilized for its purpose was the second supported but to a little extent with 2.35 mean and 1.048 standard deviations. The secondary under study did not meet their mean target for the previous year as it had a 2.62 mean and 1.06 standard deviation showing that respondents supported this statement's averagely

According to the ranking of schools in the KCSE examination for 2020 the best schools in Nandi had an average of B+ B- and C+ respectively and that of Uasin Gishu were B and B- respectively. This was a drop as a consequence of the covid-19 pandemic

In Nandi, Kapsabet High school: 10.1 (B+ plus) Kapsabet Girls High 7.9 (B- minus) Meteitei Secondary School 7.12 (C+ plus) and Uasin Gishu Moi Girls High School, Eldoret: 9.32 (B plain), Paul Boit Boys Secondary: 7.5 (B plain) Segero: 7.52 (B- minus) (Kenyan Ranking 2020)

This finding concurs with Munge, Kimani and Ngugi's (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.

4.3 Timing of Release of Government Funds

Table 3: Timing of educational allocation

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: Authors (2022)

The findings showed an average of 2.35 and a standard deviation of 1.05 where the minimum value was 1 and maximum was 5. On whether the allocated amount was released on time from 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 implied 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 are consistent with Ngowi (2015) study on unreliable government disbursement of capitation grants on academic performance in public secondary schools in the case of Kinondoni District, Tanzania. Capitation grants controls are by school heads and committees who may not be expertises.

V. CONCLUSION

The amount allocated to the public secondary is not adequate to finance academic programs due to the high enrolment 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 the 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.

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.

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