

Influence of Non-Governmental Organizations Funding on Provision of Physical Resources in Enhancement of Students' Academic Performance in Kenya. A Study across Public Secondary Schools in Suba Sub-County

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Abstract

The Sustainable Development Goals (SDGs) of the year 2022 intimated universal education to world leaders as one of the initiatives that would help in poverty reduction. This study was aligned to the first five objectives of SDGs namely: Eliminate severe poverty and hunger, achieve universal primary education and promote gender equality. The effort of the government in providing free education has only been partially attained in Free Primary and secondary Education. The Non-Governmental Organizations (NGOs) came in handy especially from the year 2008 to support education in Kenya both in terms of fees and development of physical resources. Suba Sub-County had more NGOs that is 12 that provide funds to schools than the neighboring sub counties, for instance Mbita 5, Homa Bay 8, Ndhiwa 4, Rachuonyo North 9, Rachuonyo South 8, and Rangwe 6. Despite this assistance students' academic performance in Kenya Certificate of Secondary Education examination in the last four years 2015-2018 had been lower as compared to the neighboring sub counties. The objective of the study was to determine the influence of NGOs funding of physical resources in enhancement of students' academic performance in Suba Sub-County. A conceptual frame work showing the relationship between the independent variable (NGOs' funding) and dependent variable (students' academic performance) was used to guide the study. The study established that NGOs funding on physical resources significantly influenced students' academic performance as it accounted for 75.6% of student's academic performance. The study concluded that NGOs funding on physical resources enhanced performance of students in Kenya Certificate of Secondary Education. This means that the quality of education was promoted by the NGOs funding to a significant level. The findings of this study are significant to stakeholders in education and particularly school managers in prudent utilization of NGOs funding in enhancement of quality education.

Key Words: Influence, Non-Governmental Organizations Funding, Provision, Physical Resources, Students' Academic Performance, Kenya. Public Secondary Schools, Suba Sub- County

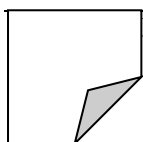
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I. Introduction

Education is one of the primary change agents, contributing to social stability and long-term economic growth. Moreover, it is also a critical ingredient in the success and achievement of each of the 17 Sustainable Development Goals. The Kenyan Government, in its efforts to realize these, has ratified majority of international treaties protecting the right of the child to education, which are now part of the country's laws. Article 53 (1) (b) of Kenya's Constitution states that, every child has the right to free and obligatory basic education. The Basic Education Act (No. 14 of 2013) was enacted into law to put the Constitution into action. Kenya Vision 2030 points out education as the social pillar to promote Kenya into middle-level economy in the next 20 years. However, despite great progress in the last few years, millions of children are still struggling with access to secondary education due to lack of school fees.

The government of Kenya supports education at different levels from pre-school to tertiary levels, and



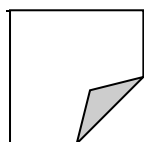
strives to make education one of its strong pillars by strengthening it. The fact that education is expensive and never accessed by all citizens due to difference in economic status, the government through the Kamunga report brought in the cost sharing policy of education, it is under this provision that the non-governmental organizations have come in handy to support this course. The support is mainly directed towards: buying text books, there is shortage of library books across Africa and thus a number of NGOs have shipped numerous reading materials in the continent Africa (Plonski, 2009). According to this research, it was concluded that book donations help improve literacy levels. Supplementing of teachers' salaries and hiring of other human resource, construction of different infrastructure like (electricity, water, computers and internet) in the school, buying uniforms, buying water tanks, organizing extra-curricular activities, physical facilities, learning resources and student's welfare (Bandi, 2011). Feeding is also another aspect where the NGOs have come in handy, food is a crucial aspect of life and a basic necessity of people, its security and sustainability is important as well, so some NGOs work towards sustainable feeding programs in schools, all these when done to any of the institutions, the retention levels of the learner will be higher hence a reflection should be evidenced in the academic performance.

Rapid demand for secondary education has prompted financial support from different quarters. The financiers of education in East Africa included parents, local communities, local government, central government, and private organizations. Non-Governmental Organizations are non-profit making which act independently of any government. They fall under the category of private individuals or groups who are organized locally, nationally or internationally to support various activities and is driven by task-oriented people for the betterment of the local community.

Worldwide, there are several NGOs that support education. These NGOs are categorized as international or local NGOs. Others are foundations like Aga Khan foundation which was established in 2004 with the support of USAID, it has established schools in different towns in East Africa, it focuses on pre-primary and primary education. NUHA foundation, it started on 16 March 2008 with an e-mail and a Facebook group. The idea was to collect some books in English to support education. Kenya Education Funds was a US based charity organization established in 2005, meant to provide scholarships, mentoring and career workshops, HIV and AIDS training and computer literacy. Commonwealth of Nations organizations established in 1956, Education Partnerships Africa which is UK based organization that supports education in both Kenya and Uganda, was established in 1995, apart from the other responsibilities of NGOs listed in the above paragraph, it also promotes health and gender issues to pupils and promotes awareness and career opportunities, the US, Kenya Works and Kenyan community education based project were established in 2000, it constructed schools that were termed model schools with several facilities, these schools were opened in 2005. The Elewana Education Project which is US based charity organization, was formed in the 1990s, it operates in western Kenya in both primary and post primary schools. A partnership of AMREF and Concern Worldwide supported school infrastructure improvement in 2006 which constructed 8 classrooms, 3 latrines and water tanks and plants fruit trees in schools. Kenya Education System Support Programme which was established in 2005 and worked through to 2010 also funded infrastructure despite the lateness in the release of funds. In Suba area we have SOS Children's Villages which offer family-supported/home-based support for vulnerable students pays school fees and buys uniforms. The Undugu Society of Kenya began operations in 1973. Share Kenya – Dr. Bob Mc'Guffies Programme was founded in 1987 to pay school fees, buy uniforms and feed vulnerable children in this area. Dreams Girl has been in operation since the year 2010 focusing on support to girl child education in Secondary schools. Farm Africa works with pastoralists, and grass root women in order to find new ways to earn a living and lower poverty levels by educating their children through secondary schools. Passionist, community which was founded under the Roman Catholic Nuns since 1958 is supporting vulnerable children through secondary education, provides all essentials to their sponsored students. Aphia Plus II supports school children on health-related issues and also school fees to needy students.

The Ministry of Education (MOEST) aims at developing and securing funding for the Kenya Education Sector Support Program. It is upon this background that the government, NGOs, among other stakeholders jointly supports education (Bandi, 2011). Non-Governmental Organizations is one of key stakeholders in supporting education through: funding on human resource in enhancement of student's academic performance, provision of infrastructure in enhancement of quality education in public secondary schools, funding on school physical resources in enhancement of students' academic performance and supply of teaching and learning resources in public secondary schools.

Non-Governmental Organizations also allocate resources to help establish physical resources such as construction of classrooms and pit latrines. KESSP as well associates funds for infrastructure like classrooms, though the funds are never released in good time (Onyango & Kidombo, 2012). Churches also construct classrooms, dormitories, toilets and libraries (Ngeiywa & Koringura, 2014). The first two studies were conducted in primary schools and the third one in secondary school just as this study however all the examined research did not concentrate on the impact of the infrastructure field, physical resources, electricity and water



which this study will focus on.

II. Synthesis of Literature on Influence of Non-Governmental Organizations Funding on School Physical Resources in Enhancement of Education in Public Schools

Mudale (2006), conducted a research to find out the impact of Plan International to Primary education in Tanzania: in regard of Kisarawwe and Kibaha council districts from 2004-2007. The study aimed at looking at access. The entire sample size was 466 people, including students, committee members, parents, and teachers, NGO officials and 3 officials from MOEVT/PMO-RALG. Instruments of data collection were; checklist of questions, focus group discussions, participant observation, and documentary review. Frequencies and cross tabulation were used to analyze descriptive data while Chi-test and T-test were used for the statistical analysis. The study's findings emphasized the importance of Plan International's support for primary school access and quality when they offer and improve physical resources such as desks and water pumps. The above study focused on the contribution of one NGO (Plan International) to primary education whereas this study focused on contribution of 8 NGOs to secondary education. The difference in number of NGOs studied and the level of education is likely to bring a difference in the findings.

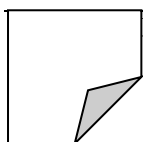
According to a research evaluation undertaken by Danish Foreign Aid International (DFID, UK 1999-2000), the majority of Kenyan children are impacted, and one concern that emerged was the prevalence of poverty in Kenya, which was related, among other things, to the impact of HIV and AIDS. With this in mind, the DFID and SC (UK) agreed to collaborate in the formulation and implementation of the child poverty reduction study, which resulted in districts around the country being beneficiaries of the study in 2002. A study carried out in Uganda showed that there was shortage with instructional materials hence forcing secondary schools to share the available resources like field and water tanks with the primary schools which were closer to them, this was a problem faced by Uganda's government, the students continued to depend on the insufficient government and external funds, this enabled the teacher student interaction in the classroom be enhanced.(Museng'ya & Nyonje, 2018) in a study to assess the influence of Donor Funding on Learning Outcomes in Public Primary Schools: A Case study of Marich Zone, West Pokot County. The study chose to investigate how learning materials impacted learner outcomes. Data was collected using questionnaires. The sample included head teachers, Board of Management Members, and student leadership council members totaling to 150 respondents from 19 schools in Marich Zone. This data was analyzed using descriptive and inferential statistics. The findings indicated that provision of physical resources have a great significant role in the improvement of learning results as they provided the required sets of extra knowledge required. The research study only uses questionnaires schedules for data collection while this study will use questionnaires, interview schedules to collect data. It's worth noting that the above study was conducted within primary level of education while this study will be conducted in secondary schools, therefore it brought forth varied findings.

Research Objective

The research objective was to assess the influence of Non-Governmental Organizations funding on provision of physical resources in enhancement of students' academic performance in KCSE in public Secondary Schools in Suba Sub County, Kenya.

III. Conceptual Framework

The conceptual framework (Figure1) was derived from production function model by Psacharopoulos and Patrinos (2018). The model states that there are high average rate of return to schooling which shows that investment in education should remain a priority. This is, in effect the primary objective of NGOs funding education of learners at secondary school level and beyond.



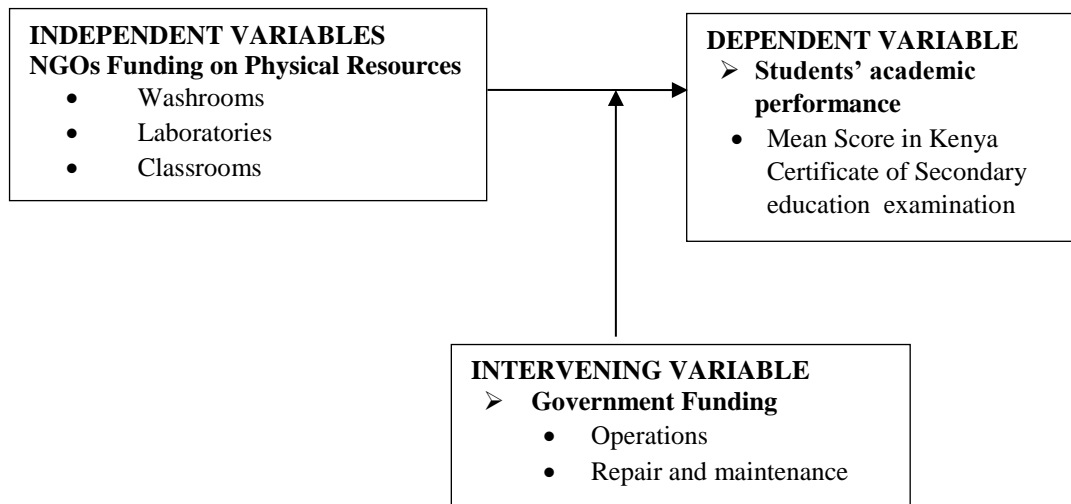


Figure 1: Conceptual framework showing influence of Non-Governmental Organizations Funding on provision of Physical Resources in enhancement of Students’ Academic Performance.

The conceptual frame work Figure 1 postulates that when Non-Governmental Organizations funding is used to construct quality classrooms, laboratories, offices, dining halls, toilets, staff houses, dormitories and play field, a conducive teaching and learning development is created. The conducive learning environment motivates both the learners and their teachers in their interaction as they engage in their day to day learning exercises. For instance, laboratories provide test for carrying out practicals in science subject, quality classrooms provide space for interaction between learners and teachers, quality dormitories provide conducive environment, dorm for sleep and play field moderate learners to undertake co-curricular activities which include games and sports. This provide holistic environment for learning. Holistic learning environment enhances student’s academic performance lg. In the absence of NGOs funding the school administration may not be able to construct these learning physical resources that are used by all the students to enhance their academic performance.

IV. Research Methodology

The study adopted descriptive and correlational research designs. The target population was 809 and consisted of 8 Non-Governmental Organizations officers, 25 Principals, 750 form four students in the year 2020, one (1) Sub-County Education Officer and 25 class teachers. The sample size consisted of 17 principals, 680 form four students of 2020, 1 Sub County Education Officer, 24 class teachers and 8 Non-Governmental Organization officers. Questionnaires, interview schedules and document analysis guide were used to collect data. To test the validity of instruments Piloting was conducted in 5schools (20%) of the schools. Reliability of instrument was as follows; Principals Questionnaires had a coefficient 0.7; Students’ Questionnaires had a coefficient of 0.8 and Class teachers Questionnaires had a coefficient of 0.9 therefore they were reliable. Quantitative data was analyzed using frequency counts, percentages, means and regression analysis. Qualitative data was transcribed and analysed for content in emergent themes and sub themes.

V. Results

Demographic Characteristics of Respondents

Table 1: Gender of Principals

Gender of Respondents	Frequency	Percentage
Male	10	58.8
Female	7	41.2
Total	17	100

Table 1 indicates the gender of the principals who responded to the questionnaires. Out of the 17 Principals, 10 were male representing 58.8% and 7 were female representing 41.2%. This shows that most of the Principals in Suba Sub County were males. It also illustrates a representation of both genders in the administrative positions in Suba Sub County.

The academic qualifications of the principals is represented in Table 2.

Table 2: Academic Qualification of Principals

Academic qualification	Frequency	Percentage
Bachelors Degree	10	58.8
Masters Degree	7	41.2
Total	17	100

Table 2 illustrates the academic qualifications of the principals who responded to the questionnaires. Out of the 17 principals 10 were Bachelor degree holders representing 58.8% while 7 were Masters Degree holders representing 41.2%. This implies that the principals were well educated and were in a position to properly respond to the requirements of this study.

The teaching experience of the principal is indicated in Table 3.

Table 3: Teaching experience of Principals

Teaching experience in Years	No. of Principals	Percentage
1-5	0	0
6-10	1	5.9
11-15	1	5.9
16-20	6	35.2
21-25	5	29.4
26-30	2	11.8
31-35	2	11.8
Total	17	100

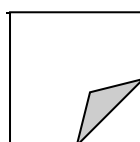
From Table 3, no principal had a work experience of 0-5; one (1) principal had 6-10 years of work experience representing 5.9%; 1 Principal had a work experience of 11-15 years representing 5.9%; 6 principals had 16-20 years of work experience representing 35.2%; 5 principals had a work experience of 21-25 years representing 29.4%; 2 principals had a work experience of 26-30 years representing 11.8% and 2 principals had a work experience of 31-35 years representing 11.8%. From the data collected, a majority of the principals have stayed in their schools for more than 6 years and have a wider knowledge spectrum on what NGOs do and what they did not in their respective schools and therefore benefiting the study more. This is because they had seen many students enter and finish school under NGO sponsorship, they had a clear understanding of how the NGO support had helped enhance students' academic performance over the years.

Table 4 indicates the Kenya Certificate of Secondary Education examination performance of the sampled schools that received NGO funding

Table 4: Kenya Certificate of Secondary Education Mean score of Schools for 2016-2019 Academic Year

Mean score Points	No. of Schools	Percentage
1	0	0
2	0	0
3	7	41.2
4	7	41.2
5	3	17.6
Total	17	100
Interpretation of Mean Scores		
Mean Score Points	Mean Grade	
1	E	
2	D- (minus)	
3	D (Plain)	
4	D+ (Plus)	
5	C- (Minus)	
6	C (Plain)	

Out of the 17 sampled schools in Suba Sub County; No school had a mean score of one. While 7 schools had a mean score of 3 representing grade D plain which was 41.2%; 7 schools had a mean score of 4 representing mean grades D+ which was 41.2%; and 3 schools had a mean grade of 5 representing mean grades C- which was 17.6%. This implies that a majority of these students will end up in middle level colleges and train as artisans and consequently get employed in blue collar jobs while a few will be employed in white collar jobs like front office, technicians among others. This means the NGO funding of their education shall



have boosted their social and economic status in the society in the long run. It is important to note that in spite of the NGO funding, the schools still continue to register low enrolment. This can be attributed to inadequate physical facilities as most of the schools are County and Sub County Mixed Day and Boarding schools.

Table 5: Students' Population between 2016-2019

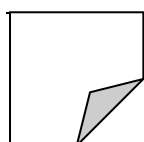
No. of Students	No. of Schools	Percentage
150-250	2	11.8%
251-350	0	0
351-450	1	5.9%
451-550	1	5.9
551-650	0	0
651-750	2	11.8
751-850	0	0
851-950	4	23.6%
951-1050	2	11.8
1051-1150	1	5.9
1151-1250	1	5.9%
1251-1350	1	5.9%
1351-1450	1	5.9
1451-1550	1	5.9
Total	17	100

Table 5 illustrates the population of students in the 17 schools sampled for the study. Most of the schools were not well populated. From the schools sampled, 2 schools had a population of between 150-250 students representing 11.8%; 1 school had a population ranging between 351-450 representing 5.9%; 1 school had a population of between 451-550 representing 5.9%; 2 schools had a population of between 651-750 representing 11.8%; 4 schools had a population ranging between 851- 950 representing 23.6%; 2 schools had a population of between 951-1050 representing 11.8%; one school had a population of between 1051-1150 representing 5.9%; 1 school had a population of 1151- 1250 representing 5.9%; 1 school had a population of between 1251-1350 representing 5.9%; one school had a population of ranging between 1351-1450; and 1 school had a population of between 1451-1550 representing 5.9%. From this data it can be seen most of the schools had a high population of above 550.

Table 6: Period of stay in particular schools by Principals

Duration of Stay in a School in Years	No. of Schools	Percentage (%)
2	2	11.8
3	1	5.9
4	2	11.8
5	1	5.9
6	6	35.3
7	1	5.9
8	2	11.8
9	1	5.9
10	1	5.9
Total	17	100

Table 6 illustrates data on the duration in years each principal has stayed in each station. Out of the 17 principals, 2 principals had stayed for 2 years in their schools therefore representing 11.8%; 1 principal had stayed for 3 years representing 5.9%; two principals had stayed for 4 years representing 11.8%; one principal had stayed for 5 years representing 5.9%; 6 principals had stayed for 6 years representing 35.3%; 1 principal had stayed for 7 years representing 5.9%; 2 principals had stayed for 8 years representing 11.8%; 1 principal had stayed for 9 years representing 5.9%; and 1 principal had stayed for 10 years representing 5.9%. From the data collected, a majority of the principals had stayed in their schools for more than four years, therefore implying that most of them were well versed with issues of NGO activities as relates to academic



performance. The principals will therefore provide relevant information for the study.

Table 7: Type of School

Type of School	No. of Schools	Percentage (%)
Girls	3	17.6
Boys	4	23.5
Mixed	10	58.8
Total	17	100

Table 7 illustrates the types of schools that were sampled in the study. The mixed schools were 10 representing 58.8%; the boy schools were 4 representing 23.5% and the girls schools were 3 representing 17.6%. As can be seen in the table, schools of both genders are represented in the schools under study. Mixed schools were also well represented of (58.8%).

VI. Background Information of Non-Governmental Organizations

Share Kenya

SHARE Kenya was established by Dr. Bobby MacGuffie (1987). It began its activities in 1998 in Suba which were to improve the living conditions in this part of the world by supporting vulnerable children who were either affected or infected with HIV and AIDs and other life-threatening diseases and abject poverty. They educate people to eradicate poverty. The sponsorship activities of SHARE Kenya in Suba are of importance to this study as they help create a conducive environment for the affected and infected students which consequently helped to enhance the academic performance of students (Leah Jeff, 2020, October 7th).

SOS Children

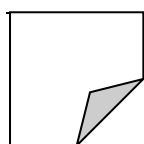
This is a Canadian based Non-Governmental Organization operating in Africa and Suba in particular. In collaboration with local authorities and other service providers, SOS Children's Villages in Suba works with families, clans, and communities such as schools to equip them to properly safeguard and care for their children in order to prevent separation. Established in 1949, SOS Children's Village has been guided by a basic principle of a loving home for every child. Currently, there are 2000 SOS Children's Village facilities worldwide. The activities of SOS Children in Suba stand out to be relevant to this study as it helps to better the academic attainment of students which this study seeks to establish (Marinda Onyango, 2020, December 9th).

Dream Girl International

The Determined, Resilient, Empowered, AIDS-free, Mentored and Safe (DREAMS) (2014) alliance is an innovative public-private cooperation focused at reducing HIV rates among adolescent females in the countries with the highest HIV burden. It enables young vulnerable women aged 10 to 24 to spark fresh ambitions. Dream Girl International is built on the decades of experience of USAID in empowering young girls and improving gender equality in global health, education, and economic prosperity. The group also provides guidance and counseling and empowerment sessions for the girl child. In 2015, the USAID based Dream Girl International began its activities in ten Sub Saharan Countries namely, Kenya, Tanzania, Eswatini, Lesotho, Malawi, Mozambique, South Africa, Uganda, Zambia, and Zimbabwe. By 2017, the five more countries implemented a targeted package of Dream Girl International. Dream Girl International has sponsored 250,000 adolescent girls since its inception. These girls receive sanitary towels, school fees, exam fees, uniforms, and tutoring fee. The support offered to the girl child by DREAM Girl International aptly fits to the objectives of this study which was to establish the influence of NGO activities in enhancement of students' academic performance in Suba. (Jessica Oburu, 2020, November 5th) at the DREAMS Office)

Churches (Catholic and Pentecostal Evangelistic Fellowship of Africa)

In the Suba region two churches, that is, Pentecostal Evangelistic Fellowship of Africa and the Catholic Churches were supporting education through infrastructural development in schools and sponsoring the payment of students' school fees. The Pentecostal Evangelistic Fellowship of Africa Mfangano Child Development Centre is a compassion assisted project based in Suba Central in Homa bay County. It runs a sponsorship program that has over 300 participants under the integrated program of survival, home based and sponsorship program. These programs began in the Suba region in 2018. The Roman Catholic church is always looking for sponsors to take the children who are vulnerable, and extremely needy. The sponsorship includes education, health care, social skills development and family empowerment (Akello, Opondo, 2020, November 25th)



Equity Bank

The Wings to Fly Scholarship initiative was developed by Equity Bank to fund secondary education for top-performing children from financially disadvantaged families. The program provides scholars with access to leadership training as well as comprehensive support for the four years of secondary education, including tuition, housing, books, uniforms, shopping, pocket money, and transportation to and from school. Wings to Fly has helped 26,304 bright but financially challenged students since its establishment in 2010. In the year 2023, 2000 students were sponsored by Equity bank under the sponsorship program of Wings to Fly. Upon completion of high school education, students under the Wings to Fly Sponsorship program who attain grade 'A' plain are offered employment opportunity in the banks as they await to join college. The effort of Equity bank to sponsor the bright needy scholars creates a suitable environment that enables the learners to stay in school as their fee is paid timely and all basic essential needs are provided hence creating an enhanced academic attainment of the learners. This happens to align well with this study. (Bella Akinyi, 2020, October 17th) at Equity Bank, Mbita.

Undugu Society of Kenya

The Undugu Society of Kenya is a charitable, non-governmental organization founded in 1973 by the late Dutch priest Father Arnold Grol. He created the group after observing a troubling trend of children working and living on the streets of Nairobi and its environs. Undugu society focuses on the rescue, rehabilitation, and reintegration of children and youth living or working on the streets, as well as the socioeconomic empowerment of Kenya's disadvantaged urban and rural populations. The company's headquarters are in Westlands, Nairobi, with satellite offices in Dandora, Kisumu, and Kajiado. In Nyanza, the organization's efforts are concentrated in Kisumu, Homa Bay, Migori, and Suba. (Peter Nyakiya, 2020 November).

One Kid One World

The organization offers a platform for education in disadvantaged areas within Kenya and Central America by educating children from basic school to secondary school, providing them the possibility for a better and brighter future. Since 2006, one child has been domiciled and working in Kenya. Their initial project was a basic science laboratory at Suba's Nyamasare Girls Secondary School. Since then, they have built hostels, science labs, classrooms, restrooms, and kitchens, installed solar power and water catchment systems, funded tuition for hundreds of students, teachers, and nurses, and donated feminine hygiene supplies to over 4,000 students at more than 22 institutions (Peter Odida, January 2021).

Development Link Africa (Devlink)

Development Link Africa is a non-profit non-governmental organization founded in 2003 with the aim of addressing the human rights concerns of vulnerable grass root women and children with special emphasis on health, education and livelihoods. The organization targets children and women living with HIV/AIDS, survivors of gender-based violence, orphans and vulnerable children (Akinyi Maklago, 2020 October).

Afya Ziwani

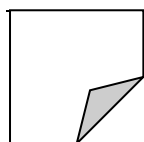
It's a non-profit NGO that was established by USAID in 2010 in the county of Homa Bay. Its main aim was to provide treatment care for persons living with HIV and AIDs in Homa Bay County and along the lake region as the name suggested. Ziwani is a Swahili name meaning the lake basins. Afya ziwani does a lot on counseling and guidance to adolescence. (Alice Akoth Ndege (2021, February, afya ziwani Homa-bay)

Wanga Girl Child Mentorship

This was a mentorship programme that was established by the office of county Member of Parliament Hon Gladys Atieno Nyasuna Wanga when she got into office in 2013. The programme pays secondary and tertiary school fee for brilliant but vulnerable girls. It also offered career guidance and provided the essentials required by a learner through their stay in school. They also gave sanitary towels to all the teenage girls in the county. Kefa Abongo (2020, September, at the Wanga mentorship office in Homa Bay town).

Farm Africa

Farm Africa is a charity-based organization that helps in poverty eradication by helping farmers in East Africa to grow crops and sell to get income to improve their livelihoods and sustain their children in school. Their motto is to help farmers grow more, sell more and sell for more. This organization was founded by Sir Michael Wood in 1988 and it has been active and of importance to local farmers by providing seeds which give great harvest, they also give guidance to local farmers on how best to practice agriculture to get good produce. Farm Africa receives grants from organizations that support farmers in Africa and shares this



grants to farmers in form of seeds, seedlings, mentorship and simple farm equipment.

Research Objective

The research objective was to assess the influence of Non-Governmental Organizations funding on provision of physical resources in enhancement of students’ academic performance in KCSE in public Secondary Schools in Suba Sub County, Kenya.

To establish influence of Non-Governmental Organizations funding on provision of physical resources in enhancement of students’ academic performance, regression analysis of NGO’s funding on school physical resources and students’ performance was computed. The results were as shown in Table 8.

Table 8
Regression Analysis on Influence of Non-Governmental Organizations Funding on provision of School Physical resources in Enhancement of Students’ Academic Performance

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.961	.924	.756	.31604	0.924	5.513	11	5	0.036

a, Predictors (Constant), Development link, One Kid One World, Afya Ziwani, Undugu Society, Farm Africa, Churches (Catholic and PEFA), SOS children , SHARE Kenya, Dreams Girl International

From Table 8, it can be observed that NGOs contribution to physical resources in laboratories, washrooms and dormitories was significant as the P-value was 0.036 less than the set p-value 0.05. Infact the contribution influenced significantly student’s performance as it accounted for 75.6% of the learners performance and 24.4% was due to other factors that were not factored in this model. Such factors include the Wanga Child mentorship, learner’s attitudes, teaching /learning resources among other factors.

To establish whether NGOs funding was a predictor of students learning outcomes, Analysis of Variance of NGOs funding on physical resources vis-a-avis learners outcome was computed and the results were as shown in Table 9.

Table 9
Analysis of Variance on influence of NGOs on provision Physical Resources in enhancement of Quality Education in Public Secondary Schools

Model	Sum of squares	df	Mean square	f	sig.
Regression	6.057	11	0.551	5.513	0.036
Residual	0.499	5	0.100		
Total	6.557	16			

a. Dependent Variable: School Physical Resources

b. Predictors: (Constant), Development link, One Kid One World, Afya Ziwani, Undugu Society, Farm Africa, Churches (Catholic and PEFA), SOS children, SHARE Kenya, Dreams Girl International

From Table 9, it can be noted that NGO’s funding was a significant predictor of learners’ academic performance as signified by p-value of 0.036 at the set p-value of 0.05. This means that NGO’s funding on provision of physical resources can be relied upon to generate desired performance by students.

To generate a model that could be used in prediction of learners’ performance based on NGO’s funding, Multiple Regression Analysis of NGO’s contribution to provision of physical resources in enhancement of students’ academic performance was computed. The results were as shown in Table 10.

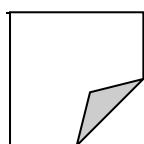


Table 10
Multiple Regression Analysis of the influence of Non-Governmental Organization funding on the provision of physical resources in enhancement of student academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.745	.122	-	14.310	.000
	Undugu Society of Kenya (X ₁)	-1.806	.885	-.294	-2.041	.097
	SHARE Kenya(X ₂)	-.090	.161	-.182	-.557	.602
	SOS children (X ₃)	-.038	.050	-.193	-.775	.474
	Dreams Girl International (X ₄)	.099	.030	2.059	3.339	.021
	Farm Africa (X ₅)	-2.198	1.247	-.688	-1.762	.138
	Afya Ziwani (X ₆)	-1.531	.486	-1.451	-3.149	.025
	Churches (Catholic &The Pentecostal Evangelistic Fellowship of Africa) (X ₇)	2.341	1.849	.757	1.266	.261
	One Kid One World(X ₈)	3.366	.573	.765	5.870	.002
	Development Link Africa (X ₉)	.048	.031	.447	1.520	.189

a. Dependent Variable: Student Academic Performance

$$\text{Regression Equation } Y = \beta_0 + \beta_1 X_4 + \beta_2 X_6 + \beta_3 X_8 + \epsilon$$

From Table 10, it can be deduced that for every one unit increase by Dream Girl International funding on provision of physical resources, learners performance improved by 0.099 units as signified by the coefficient 0.099. For every one unit increase by Afya Ziwani funding on provision of physical resources learners performance declined by 1.531 units as signified by the coefficient -1.531 units and for every one unit increase in funding on provision of physical resources by One Kid one World, learners' performance improved by 3.366 units as signified by the coefficient 3.366.

VII. Discussion

Non-Governmental Organizations funding of physical resources in schools is a deliberate move to enhance learners' outcomes which are measured by performance in Kenya certificate of secondary education examination for secondary schools. Thus performance index in terms of mean score is used to rate performance. Classrooms are essential structures from which teaching and learning takes place for more than three quarters of learning interaction. This means that classroom environment management strategies are critical. In a nutshell it suffices to assert that learners' success largely depends on physical environment of the classroom. Motivation is an essential factor in learning and consequently by extension learning is an emotional process such that learners must be excited to learn. The study established that well-constructed and maintained classrooms highly provided a conducive learning environment. It was observed that schools with well-structured classrooms and well painted were conducive for learning as learners were observed to be alert in most of the time when lessons were progressing on. Thus NGO's were noted to have contributed enormously in fostering face lift of classrooms in terms of construction and maintenance. However not many schools were funded by NGOs as such, but the value addition was evident. It was echoed by many principals who asserted that interaction by sharing ideas in a learning friendly environment is critical. Learning places should always be easy to clean, aerated and well ventilated. Such settings are conducive to learning as they encourage exchange of ideas, thoughts, attitudes and skills among learners and even teachers to achieve the desired learning outcomes considering the physical, psychological, social and cultural needs of learners. The added advantages include keeping at bay communicable diseases.

In keeping with the realization that washrooms and latrines are critical in schools, the safety standards manual for schools in Kenya (Ministry of Education, 2008) state that sanitation infrastructures in schools must be in accordance with the health guidelines to ensure that disposal of human wastage is managed for cleanliness. To meet these standards schools require assistance from stakeholders. This is the critical role that is taken up by some Non-Governmental Organizations and indeed schools have found them to be assets. To illustrate the need for NGO's funding in this case, the guidelines state that in the construction of sanitary facilities the following must be observed in relation to numbers;

- The first 30 learners 4 closets (holes)
- The next 270 learners, one extra closet for every 30 learners.
- Every additional learner over 270 learners, one closet for 50 learners.

All closets must be clean, well ventilated and properly maintained. Where ablution block is attached to the dormitory, a high degree of cleanliness must be maintained. The pit toilets should be 6 metres (20ft) deep, built at least 10 metres away from tuition and boarding facilities, 15 metres (50ft) away from a borehole or water supply point, regularly well disinfected and on the downwind site. For staff sanitation, at least one closet for 12 persons, ladies separated from gentlemen.

The library is another facility that NGOs are keen on construction for schools as it impacts positively on learners' academic achievement. The library is the centre of academic life of a school. It is the designated place for storing, lending and reading of books in a school. A library that meets safety standards should be rightly located in a quiet place and should have sufficient space in addition to being well ventilated and safe from invasion by destructive insects and pests. In the construction of libraries the following standards must be ensured:

- Adequate ventilation and lighting
- Wide alleys of passages to facilitate evacuation
- Spacious room for easy movement
- Dusting books regularly preferably every three days
- Properly reinforced and well-spaced bookshelves.

Indeed when NGOs provide such facilities learner performance get enhanced. It is important to note that to avoid duplication of construction of facilities, funds were vired say from classrooms construction to library construction vote heads.

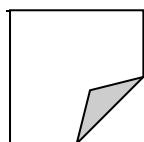
Dormitories or Halls of residents in boarding schools are the single most used physical facility, where learners spend the highest continuous period of time in a day. It is therefore important to keep these facilities clean and properly ventilated. In every school, care is expected to be taken to observe the following aspects:

- Wide enough doorways, at least 5ft wide and should open outwards. They must not at any time be locked from outside when learners are inside.
- The keys to the doors must be kept by the teacher in charge or the dormitory prefect
- Each dormitory should have a door at each end and an additional emergency exit at the middle clearly marked or labeled "Emergency Exit"
- The windows must be without grills and should be easy to open outwards
- Beds should be well spaced at least 1.2 metres while the corridor space should not be less than 2 metres.
- Bunk beds should be strong and firm and fitted with side grills to protect young learners against falling off.
- There should not be triple decker beds.
- Fire extinguishing equipment should be placed at each exit with fire alarms fitted at easily accessible points.

In view of the aforementioned requirements, it is clear that the contribution of NGO's to provision of physical resources is critical and greatly enhances the safety of learners and academic performance. Studies world over have established that experimental method of instruction yield higher mean scores than chalk and talk method. This brings to the fore the critical role of laboratories in enhancement of learner's academic achievement. As a matter of priority in Kenya, schools have laboratories for subjects like Biology, Chemistry and Physics. For Home science and Agriculture, they have workshops while computer studies are yearning for computer rooms. In Social Sciences, there are Laboratories like English laboratories among others. The contribution of NGO's towards laboratories construction is therefore very important and highly appreciated as it enhances learner's academic performance

VIII. Conclusion

From the findings of this study, it is important to note that physical resources constructed by Non-Governmental Organizations are of great importance to students' academic performance because there is no scrambling over space required by learners to learn. This implies that NGOs funding on provision of physical resources significantly influence students' academic performance



IX. Recommendations

- i) There are several needy cases in Suba and therefore more Non-Governmental Organizations should be encouraged to come forth so as to support the education of the many needy cases.
- ii) The schools and Non-Governmental Organizations should work in liaison to properly mentor the students under sponsorship programs in order to help improve their academic performance.
- iii) Non-Governmental Organizations should extend their support to other public secondary schools that urgently require the provision of physical resources.
- iv) Principals of schools should underscore the effective use of physical resources in enhancement of student academic performance.
- v) Learners in schools should be encouraged to use the available physical resources effectively and efficiently in enhancement of their academic achievement.

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