INFLUENCE OF SCHOOL RESOURCES ON ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN RABAI SUB COUNTY IN KILIFI COUNTY, KENYA

JANET WANJIKU WANGU

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DECLARATION AND APPROVAL

Declaration by the Candidate

This research project is my original work and has not been presented to any other examination body. No part of this research shall be reproduced without my consent and/or that of Mount Kenya University.

Signature:……...Date:……8th September 2024…..……

Janet Wanjiku Wangu

MED/2021/76633

Approval by the Supervisor

This research project has been submitted for examination with my approval as the University supervisor.

Signature:… …...Date:……10th September 2024……

Dr. Stephen Tomno Cheboi

School of Education

Mount Kenya University

DEDICATION

This research work is dedicated to my husband and children who have accorded me unwavering support and my all colleagues who have encouraged me to press on throughout my study period.

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First, I the Almighty God for His gift of life, strength and guidance, throughout study. I acknowledge my supervisor, Dr, Stephen Tomno Cheboi for the tireless support and guidance he has given to me. I also appreciate the input of the school of education administrators and teaching staff of Mount Kenya University.

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ABSTRACT

The purpose of this study was to examine the influence of school resources on performance of public primary schools in Kilifi County, Kenya. The study was guided by four specific objectives; to determine the influence of instructional resources on performance of public primary schools; to establish the influence of financial resources on performance of public primary schools; to find out the influence of infrastructural facilities on performance of public primary schools; to determine the influence guidance and counselling initiatives on performance of public primary schools in Rabai Sub County of Kilifi County, Kenya. The theory of education production served as the study's guide. A mixed method approach was adopted. Entailing a descriptive survey research design was used for the investigation. The target population was 505 respondents comprised of primary school teachers, head teachers as well as deputy head teachers. There are 47 public primary schools in the Rabai Sub-County. Since the number is large, 30% of the target population was selected for the study, resulting to 151 respondents. The research adopted a stratified random sampling with zones forming a stratum. A questionnaire was used to collect primary data, and secondary data from existing sources. To ensure reliability, this analysis employed the test-retest approach, in which two similar questionnaires were given to the same respondents two times and then comparing the results to achieve the reliability coefficient. The researcher also sought for specialists' in this case the supervisor as well as professionals to scrutinize the instruments and gave their thoughts to validate the instruments. SPSS software was used to analyze the data. Descriptive statistics was used to examine quantitative data, which was then displayed in tables. Content analysis was useful in analyzing qualitative facts. This investigation permitted assemblage of facts into codes, summarizing these into groups and even organize definite data to compute occurrence of certain objectives. The investigation used the regression analysis to establish the association amidst the dependent and the independent variables. Additionally, inferential statistics, correlation as well as regression was prepared. To evaluate the study hypothesis, regression analysis was performed on the independent and dependent variables. The majority of respondents with a mean of 30.5% felt that instructional materials enhance academic performance in public primary schools in Rabai Sub-County. This was because it places a focus on performance, instructional materials enhance performance in schools. They posited out that the finest possible teaching and learning must be conducted using contemporary instructional facilities. The study established those infrastructural facilities has a positive and significant influence on academic performance (β=.658, $p<.017$). The investigator concluded that when teachers use appropriate tools, resources, and equipment to teach basic learning is facilitated and student accomplishment is improved. Since teachers are not the ones who accomplish any of the attributed qualities on their own, the worth of any accessible educational facilities depends on what the teacher creates of them. The researcher recommended that it is crucial for schools to make use of their financial resources and talents as well as abilities to support infrastructural developments in order to promote the wellbeing and goodwill of their pupils and other members. Sufficient resources and proficient management leadership are essential for the smooth operation of any educational establishment. Allocating resources and establishing goals, objectives, and priorities are key components of most financial management competencies. All school managers must possess the three primary financial competencies of cost management, budgeting, and budget management in order to effectively carry out their roles.

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LIST OF ACRONYMS AND ABBREVIATIONS

KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
MKU	Mount Kenya University
MOEST	Ministry of Education Science and Technology
SPSS	Statistical Packages for Social Scientists

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights the background of the study, the problem statement, the purpose of the study, and the objectives of the study. There will also be presentations of the research questions, the significance of the study, their limitations and delimitations of the study, the scope and assumptions of the study, and the operational definitions of key terms.

1.1 Background to the Study

According to Arshad, Qamar, and Gulzar (2018), education is an essential right, the crucial to maintainable growth, a vital tool for actual contribution in the public in addition to augmenting harmony as well as constancy between nations. It is also developed as a process that involves the ongoing sharing of knowledge, encouraging personal interests and curiosity, instilling moral principles and positive attitudes, and developing vital skills that enable an individual to not only take charge of their surroundings but also reach their full potential, (Barrett et al., 2019). Students gain knowledge from this that improves their ability to develop life skills. People choose to succeed in school in order to gain power, and they choose their career routes in order to use their knowledge to benefit society in the long run. Education is a fundamental tool for national development as it furnishes individuals with appropriate knowledge, skills and attitudes, (Nyamwange, Onderi & Ondima, 2023). This means that because of the interaction that exists between the educational systems and the society, educational institutions should produce intelligent, respectful and responsible individuals.

Subjects, teaching styles, teacher-student interactions, and other tangible and intangible resources are all part of the educational environment. A pleasant and healthy school atmosphere improves learning and encourages students' pride in their institutions and desire to pursue higher education

(Adeyemi, 2018). According to Atkinson et al. (2020), learning involves more than merely dispensing information; it also involves fostering students' curiosity, ambitions to learn, and desire to improve their own proficiency. Not just the environment in which people live or learn, but also the influence on how they learn throughout their time in school. According to Likoko, Mutsotso, and Nasongo (2013), a student's learning environment has a significant impact on their ability to think critically. Instructional facilities include classrooms, seminar rooms, instructional labs, computer labs, libraries, and other spaces primarily used for providing students with formal education, (Owoeye, 2011).

While appropriate books in the library are another example of a learning resource that helps teachers instruct students, the absence of appropriate books in the library deters students from expanding their horizons beyond what they are taught in class because books are meant to be their best friends. Because these facilities improve, support, and make learning simple, brilliant, and tangible, their relevance to the learning process is unavoidable. In the UK, for successful educational delivery and systemic monitoring to occur, instructional facilities must be available, (Olumorin, 2010). Textbooks, whiteboards, and other essential equipment speed up education, and because of these resources, students can learn without difficulty, (Ogbondah, 2013). In order to expand on concepts and pique students' interest in the subject, teachers must look for instructional resources to supplement what is provided in textbooks.

A study conducted in the US found that there is a clear correlation between the resources that teachers employ and the learning outcomes that their students achieve, according to theories about educational facilities in schools. Enhanced learning capacity, improved learning and completion abilities, and a positive attitude toward learning are some of these effects. By providing step-by-step instructions on how to follow laws and principles and expound on concepts, educational institutions can support the development of students' highest level intellectual skills, which will help them solve new challenges (Limon, 2016).

Because they play a major role in determining education performance, facilities and infrastructure rank among the indicators of the quality of education. The quality of the infrastructure and instructional resources available in schools has a big impact on how well students learn both inside and outside of the classroom, (Vincent, 2006). Nonetheless, it is evident that in many schools in isolated places like Malindi that there are not enough resources to facilitate instruction. All types of buildings or items that are utilized to enhance the educational process in schools, including classrooms, learning media, instruments, and supplies, are considered educational facilities. Infrastructure include land, yards, school buildings, roads leading to schools, sports fields, water, telephones, and furniture, among other items that indirectly enhance the teaching-learning process, (Herwan et al., 2018). Infrastructure and facilities have a significant impact on students' capacity to learn, (Herwan et al., 2018). As a result, well-maintained school infrastructure and amenities will assist the advancement of student outcomes, draw and retain teachers, and benefit society.

To accomplish educational objectives, keeping the school buildings require high-quality human and material resources. The management of resources in educational institutions is crucial to achieving desired results. Principals of African schools are appointed mostly on the basis of their prior classroom experience. While it is a prerequisite, a teacher's prior teaching experience shouldn't be the sole factor in their appointment as principal (Oplatka, 2004). Proficiency in fundamental financial management is similarly crucial. According to Nyamweya (2006), financial management skills introduction programs and support are typically lacking in African nations. This issue is mirrored in the Rabai Sub-County, where the majority of school heads oversee inadequately equipped institutions. To get good academic performance, the available resources must consequently be carefully allocated and used. The goals of financial management in modern education management are to assess the financial requirements for educational instruction, get funding in line with those demands, and oversee those funds. Burke (2001) notes

that managing an organization requires a significant commitment of resources, therefore obtaining a return on that investment necessitates high levels of transparency from those in authority.

For instance, in Kenya, the Ministry of Education assigns headteachers the responsibility of overseeing the resources in their schools. They oversee all financial, human, and material resources in their school system as chief accounting officers (Nyongesa, 2007). This gives them the authority to allocate funds and guarantee the efficacy of the school by raising student achievement in the classroom and other domains. Nonetheless, it has been noted that some principals of schools function without adhering to established protocols for the management of financial resources or the budget (Akungu, 2014).

Financial proficiency is important because effective financial management necessitates that school administrators have and utilize fundamental financial management abilities (Owen, 2006). Having sound financial management abilities enables the appropriate distribution of resources and the establishment of goals, expectations, and priorities. But despite all of the government's and other stakeholders' efforts, management—particularly financial management—has fallen short. Primary schools have had disagreements over the use of public funds, the tendering process, conflicts of interest with relation to school supplies, misappropriation, and budget diversion, among other issues. Learners' performance has been declining in areas where resource management difficulties have been made clear. Rabai Sub-County is no exception, with most residents being rural impoverished people whose future and means of subsistence are largely determined by their level of education.

Leung and Lee (2012) define academic success as a student's ability to pass academic courses with good grades and benchmark test scores. Mudulia (2012) states that several elements are known to affect students' learning in educational environments, such as the caliber of the faculty, the size of the classrooms, and the accessibility of the infrastructure. According to Livumbaze,

Achoka, (2017) and Kapur (2018), schools in rural areas are more likely to struggle with low academic performance due to an uneven distribution of the human and material resources needed for high educational attainment. Schools with adequate learning environments enhance student accomplishment by promoting effective teaching and learning strategies, claim Ochwada, Oseko, and Murunga (2020). Malindi Sub-County's public elementary schools have a history of receiving low results on national exams. Just a little percentage—about 25.6%—achieve a mean grade of 250 or higher, while roughly 21.5% record a mean grade of 200–250 (Kilifi County Education Office, 2023). Moreover, half of the applicants who take the national examinations for primary education receive mean scores of 200 or lower, making it impossible for them to get into the nation's top secondary institutions. In order to better understand how school resources impact performance, this study will look at public primary school performance in Kenya's Rabai Sub-County.

1.2 Statement of the Problem

The 2019 KCPE results in Kenya indicate a significant improvement over all prior years. Nonetheless, individuals who took the KCPE in 2019 had significantly lower scores than those who did so in 2018. There was an increase in the number of applicants scoring between 301 and 400 points, rising to 1.13% in 2018, even though the number of candidates earning 400 marks and above decreased to 97 (0.90%) from 115 (1.10%) in 2018. Candidates who scored between 101 and 201 were 262 as opposed to 235 in 2018, and those who scored between 201-300 were 566 as opposed to 576 in 2018. Between 2019 and 2023, the sub-county's downward tendency persisted with a little upward movement.

Based on 2020 - 2022 national examination results, the trend has slowed. Still, the larger number of schools that perform poorly in national examinations are found in marginalized areas and along the Kenyan coast region. The schools fail to attract or even motivate teachers and learners and

constantly posted poor grades, report high cases of drop-out, low enrollment and school repetition among others. Rabai Sub-County's public elementary schools have had low results in the last five years on national exams. At least 23% of children received 250 or more points, while 77% of the pupils scored received less than 200, making it impossible for them to continue their education. This has raised concern among stakeholders in the education system, hence the need to undertake this analysis. Still, no known study has tackled the effect of school resources as a contributor to poor performance in Rabai Sub-County public primary schools. The current study looks at the school resources that affect academic performance at public primary schools in Rabai Sub-County, Kenya, in light of the gaps that need to be filled.

1.3 Purpose of the Study

To examine the influence of school resources on academic performance in public primary schools in Rabai Sub-County, Kilifi County, Kenya.

1.4 Objectives of the Study

The specific objectives were: -

i) To determine the influence of instructional materials on academic performance in public primary schools in Rabai Sub-County, Kenya.

ii) To establish the influence of school financial resources on academic performance in public primary schools in Rabai Sub-County, Kenya.

iii) To find out school infrastructural facilities influencing academic performance in public primary schools in Rabai Sub-County, Kenya.

iv) To establish the influence of guidance and counselling initiatives on academic performance in public primary schools in Rabai Sub-County, Kenya.

1.5 Research Questions

i. How does instructional materials influence academic performance in public primary schools in Rabai Sub-County, Kenya?

ii. How does school financial resource management influence academic performance in public primary schools in Rabai Sub-County, Kenya?

iii. To what extent do school infrastructural facilities influence academic performance in public primary schools in Rabai Sub-County, Kenya?

iv. How does guidance and counselling initiatives influence academic performance in public primary schools in Rabai Sub-County, Kenya?

1.6 Hypothesis of the Study

Through this study, the following null hypothesis was examined:

H0: There is statistically significant correlation between school resources and academic performance in public primary schools in Rabai Sub-County, Kenya.

1.7 Justification of the Study

Despite government funding for the schools, academic achievement at Kenya's public primary schools in the Rabai Sub-County has lagged behind the country as a whole. Students transiting to secondary schools therefore fail to meet admission requirements hence creating a cycle of poor performance in the region. Education stakeholders have attributed this challenge to the school factors which shape the learning environment inability to steer schools to achieve desirable grades. Thus, the conduct of this study to investigate the influence of school resources on academic performance in Rabai Sub-County's public primary schools is justified.

The targeted school resources will include; infrastructural facilities, availability of learning materials, instructional methods, and guidance and counselling linking them to the performance.

There is need to match these attributes with the academic performance. To get credible information, the study target to gather data from students and teachers.

1.8 Significance of the Study

The study findings aided the Ministry of Education while evaluating budgets for funding schools and gave priority to schools that are in most need of resources to help them improve performance in schools not only within Rabai Sub-County but also Coast region and in the country as a whole. Findings would be used to correct the gap that exists not only in Rabai Sub-County, but in the entire Coast region, Kenya. The parents and county government would be guided by findings of this study on their need to support school development agenda through funding infrastructure and provision of learning materials to enhance proper environment for learners.

Kenya Education Management Institute (KEMI) could also be guided by the findings to offer school heads training and workshops to bridge any competency gaps arising. School teachers would be guided by findings on this study to bridge the gaps that exist between the school actors and teachers, an issue that could be derailing performance in the region. The community such as parents/guardians and stakeholders could also benefit from the findings of this study through learner improved performance in Malindi Sub-County.

Future scholars may also use this study as a reference point. This study could also contribute to the existing literature by providing insights on the effect of school resources on academic performance. Theoretically the study advanced predictive insights of Education Production Theory and the theory of educational productivity in explaining the connectedness of school based factors and academic performance in public primary schools.

1.9 Scope of the Study

The study commenced on June 2023 and completed in August 2024. Every public primary school in the Rabai Sub-County was focus of the study. Teachers and students in schools made up the

study's respondents. Rabai Sub-County performance in national examinations, and particularly KCPE is wanting. The region also registers high school dropout rate. Additionally, it took into account four independent variables, infrastructural facilities, availability of learning materials, instructional methods and guidance and counselling. The investigator collected primary data for the independent variables using a questionnaire and interviews schedule.

1.10 Limitation of the Study

The research encountered the following constraints:

i. The study population is spread across 47 primary schools in Rabai Sub-County which limited the study. To overcome this challenge, sampling was done to acquire a sample from a target population.
ii. Respondents posed a limitation by failing to provide important information for fear of victimization by the school heads. As a result, the respondents assured them of confidentiality of any data they availed, non-disclosure of their identities and where possible, they filled the questionnaire online.
iii. Availability of respondents to fill the research instrument was difficult to fit in their time. Prior appointment was sought to ensure the researcher was accommodated into the teachers' time frame. Appropriate arrangement was made to reach out to teachers during break time.

1.11 Delimitations of the Study

The focus of this study was the public primary schools in Kenya's Rabai Sub-County and Kilifi County. The coastal areas that performed poorly in national exams include Rabai Sub-County. The Rabai Sub-County, which is home to multiple public primary schools, were the study's exclusive focus. The head teachers and teachers employed by public primary schools were the only participants in the study, as they were the most qualified to supply the data needed for it. The

study focused on how school-based variables affected students' academic achievement in public primary schools. Every school in the Rabai Sub-County was taken into account for research, from which a sample was taken.

1.12 Assumptions of the Study

In this study these assumptions were made;

i) The academic performance was thought to be a function of the school resources.

ii) It was also expected that educators and learners were aware of the aspects of schooling that influence output.

iii) Another presumption was that every respondent voluntarily gave honest, objective answers.

1.13 Operational Definition of Key Terms

Academic performance –refers to scores attained by pupils which ensures proper transition to the next level as well as completion of primary school level.

Financial Resource Management –It implies that financial resource management in education involves managing the money allocated to construction projects, ongoing expenses, student initiatives, supplies, and technology. In order to promote performance, the manager of a school must carefully distribute these monies and maintain proper records, or paperwork, pertaining to these expenditures.

Guidance and Counseling –It denotes the role of teachers and guardians in imposing proper attitudes such as honesty, self-discipline, dignity and self-control among other right moral values to help student maximize their potential.

Infrastructural Facilities – It implies that classrooms, science labs, open spaces for games, dormitories, water and sanitary facilities, and other amenities that support competent learning are all part of the school's infrastructure.

Instructional Materials – It is used in the study to imply that materials are tangible objects such as information books textbooks, plays, radio programs, digital learning resources including video, audio, text, images etc. used by a teacher or school to aid students to function effectively and improve performance.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Empirical literature that explains the relationship between study concepts is discussed in this chapter. The empirical review of various variables was carried out among the effective instructional materials, financial resource management, infrastructural facilities, guidance and counselling and academic performance. Theoretical foundation is also discussed in this chapter.

2.2 Empirical Literature Review

This section provided the empirical literature related to the study in four subsections as follows.

2.2.1 School Instructional Materials and Academic Performance

One could argue that instructional facilities play an incalculable significance in the educational system. The school system needs to incorporate learning with instructional materials if it is to meet educational objectives. According to Khal and Igbal (2012), sufficient and high-quality instructional resources are essential components of high-quality education that help tertiary institutions accomplish their intended goals. The finest possible teaching and learning must be conducted using contemporary instructional facilities. When it is employed, there are significant benefits for both the teacher and the student. When a teacher uses subpar instructional facilities rather of providing a practical example of what they are teaching, students become disinterested and learning becomes meaningless. If the job is to be done, it is imperative that teachers use instructional resources with awareness. According to Fafunwa (2010), a lot of kids are packed into classrooms with outdated and insufficient technology, and the teachers are fed up with their jobs.

According to Awobodu (2020), when teachers use appropriate tools, resources, and equipment to teach basic electrical, learning is facilitated and student accomplishment is improved. Since teachers are not the ones who accomplish any of the attributed qualities on their own, the worth of

any accessible educational facilities depends on what the teacher creates of them. Thus, the degree to which resources—such as services, facilities, or functional materials—are made available and prepared for use is known as availability. The term "availability of instructional facilities" refers to the state of education as a whole, (Amesi & Giami, 2016).

The technique of using purchased and easily accessible facilities, tools, parts, appliances, and equipment to make teaching and learning more straightforward, engaging, and fulfilling is known as "using instructional facilities." According to Aromolara (2015), the Nigerian educational system has serious issues with a shortage of supplies and tools. The rigidities of a centralized curriculum and a shortage of human resources are two other characteristics of the educational system that prevent institutions from experimenting with more innovative and flexible approaches to give students the tools they need to succeed in an era where science and technology curricula are changing quickly. It is time to stop depriving schools of supplies and money, (Nwana, 2013).

Instructional facilities include classrooms, seminar rooms, computer labs, instructional labs, on-campus clinics, libraries, and other spaces primarily used to provide students with formal education. Instructional facilities are everything that is used to support, facilitate, influence, or encourage the acquisition of skills, knowledge, and abilities, (Owoeye, 2011). Among these educational facilities are: Computers in the classroom, which have a significant impact on students' career development. Another educational resource that helps teachers educate their pupils is the library. However, if the library lacks appropriate materials, students may feel discouraged from expanding their knowledge outside of the classroom. Literature is the center of every person's existence. Our greatest pals should be books.

The importance of educational facilities in the learning process cannot be overstated. This is so that learning can be made easier, more vivid, and more palpable with the help of such facilities. Olumorin (2010) claims that having access to instructional facilities is essential to ensuring that

the school system's oversight and delivery of education are effective. According to Mathew (2013), in order to enhance their courses, educators should make every effort to provide locally made facilities rather than ones that are standard. Wherever possible, textbooks, a whiteboard, and essential devices like a computer, projector, television, and video should be easily accessible in classes. Because of the instructional facilities in this style, teaching moves more quickly and pupils can learn without difficulty, (Ogbondah, 2013).

Learning is enhanced when students use sight, hearing, and touch—that is, at least three senses. Therefore, in order to expand on concepts and pique students' interest in the subject, teachers should look for additional teaching resources to supplement what is provided in textbooks. Numerous studies on how educational facilities affect students' opinions of their academic success have been conducted in Africa and other parts of the world. This study was necessary because there aren't many empirical studies on how instructional facilities affect academic performance in public schools in Kilifi County. Its goal was to find out how instructional facilities affect academic performance in public primary schools in Rabai Sub-County, among other things.

Research indicates that instructional facilities and perceived academic success are highly correlated, (Adeogum, 2001). He thinks that educational institutions with larger classrooms performed better than those with smaller resources. Research demonstrating that private schools performed better than public schools due to the availability and suitability of teaching and learning tools bolstered this conclusion. It was observed that both teaching and learning resources were in short supply in public schools due to the restricted number of instructional facilities available (Adeogun, 2001). Both the amount and quality of teaching and learning resources have an impact on student progress. This suggests that schools are more likely to achieve academic achievement when they have the right teaching and instructional resources, like textbooks, charts, illustrations, and actual objects for students to see, hear, and interact with, (Mwiria, 2005).

The aforementioned presumptions are supported by research of the physical instructional facilities and teaching instructional facilities in Tanzanian primary schools (Ngwenya, 2015). The author interviewed teachers and students on how instructional facilities affect effective learning. His research suggests that instructional resources and skilled teachers may have an impact on how well a school is regarded to have accomplished academically. In order to provide Tanzanian students with high-quality education, he made the case for the provision of sufficient learning spaces. Nevertheless, it ignored educational facilities in favor of focusing primarily on the physical infrastructure. In my opinion, physical amenities like desks, chairs, and classrooms are insufficient to support efficient teaching and learning. Furthermore, educational facilities are required. Additionally, most of the aforementioned studies were carried in different expanses or countries but not in Rabai Sub-County Kilifi County where the current study was carried.

2.2.2 School Financial Resource Management and Academic Performance

According to Bhunia, Kumar, and Duary (2012), one of the main variables influencing the development of infrastructure facilities is the availability of financial resources. It is imperative that educational institutions properly budget for the purpose of implementing infrastructure upgrades. There are several well-established schools in urban areas with sufficient physical infrastructure. Due to their financial capabilities, these schools are able to both build new infrastructure and make upgrades to the already-existing infrastructure. However, there are still deficiencies in the physical infrastructure of schools in remote regions. As a result, the rate of student enrollment has decreased, and people are less inclined to look for work opportunities in schools, especially in areas with inadequate infrastructure, (Bilkisu, 2018). Thus, it is imperative to develop plans and initiatives to support school financial management in both urban and rural areas. As a result, it is seen as essential to achieving academic objectives.

It is crucial for schools to make use of their financial resources and talents and abilities to support infrastructural developments in order to promote the wellbeing and goodwill of their pupils and other members. Sufficient resources and proficient management leadership are essential for the smooth operation of any educational establishment as well as performance of learners. Diverse approaches have been taken by academics to explain resources. According to Wushe, Ndlovu, and Shenje (2014), a resource is an asset that is beneficial to a nation, group, or individual.

Therefore, effective financial management is crucial to the administration of a learning institution. Burke (2017) notes that managing an organization requires a significant commitment of resources, therefore obtaining a return on that investment necessitates high levels of transparency from people in authority. Most nations give the education sector great importance because of its significant impact on development. UNESCO (2000) asserts that poor educational attainment is detrimental to any country. This finding has prompted the United States, Canada, the United Kingdom, Egypt, and Nigeria to fully finance education. In Kenya, parents and the government split the cost of elementary education. Public primary schools account for 23% of the Ministry's annual budget, according to the MoE (2020). The Board of Management has given its approval for the principal to oversee financial management in public schools. It is their duty to make sure that the resources at their disposal are used appropriately so that their schools excel in the classroom and other areas. Nonetheless, it has been noted that several principals of educational institutions function without adhering to established budgetary guidelines or financial resource management protocols.

School managers must have and use fundamental financial management abilities in order to practice effective financial management. According to Owen (2006), financial numeracy is a fundamental competency for managers. Allocating resources and establishing goals, objectives, and priorities are key components of most financial management competencies. All school managers must possess the three primary financial competencies of cost management, budgeting,

and budget management in order to effectively carry out their roles. Furthermore, a crucial component of financial management is communication.

According to Bisschoff and Mestry (2007), it's critical for internal stakeholders to communicate with one another on financial school management so that everyone is aware of deadlines and appropriate spending practices for their assigned cash. Thus, identification, mobilization, acquisition, accumulation, analysis, reporting, interpretation, and communication are all processes that make up financial management. At a primary school, financial management is the process of making sure that the administrators allocate, manage, and organize the school's finances so that the goals and objectives are met.

Ensuring that the funds are spent most efficiently and, in the institutions, best interest is the major goal of financial management in elementary schools, according to Bilkisu (2018). Principals of secondary schools in Kenya are in charge of their respective secondary schools' finances. In addition to ensuring that finances allocated by the government and donor partners are appropriately managed, they are expected to create funds internally to run their schools, (Olembo, 2005). One difficulty that principals mention is not having enough money to run their schools. The public's and government's interest in the management of funds allocated for secondary school program implementation has grown as a result of inadequate teaching and learning resources, among other demands, (Akpakwu, 2018).

The public and other pertinent education stakeholders anticipate that school administrators will make sure that the allocated monies are managed properly in order to improve the caliber and scope of instruction and guarantee that students' performance is improving. Therefore, financial management is a control system that decides how to use the resources available as efficiently as possible to achieve high-quality results, which are frequently observed in the exam performance of students, both nationally and internally. Even with the checks and balances in place, schools continue to face problems such improper funding distribution to different vote heads, missing

funds, embezzlement, corruption during the tendering process, and inadequate accounting systems, all of which have a negative impact on students' academic achievement. Most of the aforementioned studies were carried in different expanses or countries but not in Rabai Sub-County Kilifi County where the current study was carried to bridge the gap.

2.2.3 School Infrastructural Facilities and Academic Performance

Stewart (2007) compares the management of school infrastructure to the construction of schools, which consists of a number of systems or components that are inextricably linked to the function of infrastructure management and its guiding principles. In order to obtain the best possible results, there are a number of factors that must be taken into account when managing the infrastructure and amenities of schools. According to Barnawi and Arifin (2012), facilities and infrastructure have a huge impact on learning in the twenty-first century because these resources are starting to change as their functions change and become more tailored to the techniques and approaches employed.

If there is infrastructure or amenities available in the school, learning will proceed even more smoothly. The efficiency of the learning process is impacted by the availability of facilities, which makes learning easier for pupils and boosts their total academic achievement, (Owoeye, 2011). The way in which students engage in the learning process and how teachers connect with them decide whether or not the infrastructure is used effectively. However, in the twenty-first century, infrastructure development has to give priority to projects that enhance elements of infrastructure more closely associated with education, such as public libraries, scientific labs, computer labs, and public spaces.

The physical assets that schools possess are essential. Insufficient infrastructure will make it difficult for people working in schools or for students to feel happy and fulfilled while performing their jobs. Although these facilities are necessary, they aren't always productive, (Murillo & Román, 2019). These resources are necessary in order to start any form of productive activity.

Since facilities and infrastructure are key components of education and have a major role in its success, they rank among the indicators of the quality of education. The efficiency of learning, both within and outside of the classroom, is significantly impacted by the state of the educational infrastructure and amenities in the school, (Akhihiero, 2011).

Nonetheless, it is still frequently observed in many schools in rural regions, like Rabai Sub-County, that there are insufficient resources to facilitate learning, (Vincent, 2012). Infrastructure include land, yards, school buildings, roads leading to schools, sports fields, water, telephones, and furniture, among other items that indirectly enhance the teaching-learning process (Herwan et al., 2018). Infrastructure and facilities have a significant impact on students' capacity to learn (Herwan et al., 2018). Good infrastructure and amenities for schools will promote the wellbeing of teachers, draw them in and keep them, help students achieve better results, and benefit society's economy. Thus, it can be said that the entirety of a school's infrastructure and amenities can influence how many kids attend, (Vincent, 2012). As a result, facilities and infrastructure play a crucial part in drawing people to schools, (Alkadri et al., 2017).

When schools have the necessary infrastructure in place, the staff members can perform their jobs in an efficient and well-organized way. In order to carry out their jobs effectively, staff members typically employ computers and other technology, as well as the right furniture, supplies, and equipment in their offices, (Bandhopadhyay, 2019). On the other hand, teachers can perform their jobs more effectively when the classrooms are equipped with the necessary infrastructure. They will be able to make a crucial contribution to the pupils' growth and development by helping them understand academic topics. There will also be a rise in the number of pupils enrolled in schools. The pupils would enjoy going to school and be able to focus on their studies with efficiency. Students will be able to meet their academic goals and objectives if there are playgrounds, basketball courts, tennis courts, swimming pools, and other sports facilities available, (Amsterdam, 2013).

2.2.4 Guidance and Counseling and Academic Performance

Parents form a partnership with teachers as their children explore the world of education outside of the home environment. For meaningful success to be realized in this partnership, active engagement of both is paramount, (Sibanda, 2014). Teachers primarily communicate with parents about their students' learning needs through note writing diaries, texts and phone calls. Teachers inscribe notes in children's diaries accompanying homework to allow parents an opportunity to partake in their children's school developments, (Hill et al., 2014). According to Eamon and Jeynes (2015), teachers are supposed to create a conducive and responsive atmosphere around school to ensure that parents are constantly well informed of learner's development and progress whether positive or negative. Parents should be participative enough to cooperate and offer feedback or personally pay school visits to check on their children's academic progress. This includes parents helping children with schoolwork, discussions about peers, school, extracurricular activities, encouragement and compliment and general welfare of learners.

Parents are expected to look after their children's needs, which is not always the case because they spend lots of time on farms and in social groups. Absence of parents from their children lives for long hour was suggested by Velocia and Ronald (2012) as an influence on some of teenagers to fall out from school during learning hours. Kilemi (2017) put forward that students miss school to engage in harvesting and chewing of Miraa with friends at shopping centers with adults and parents unperturbed by such behaviour. The findings further revealed that the major concern was the high population of learners that veer off the school route to follow those engaged in Miraa trade. This deviation from school activities in turn leads to serious addiction to substances which jeopardize learners' safety, health creates difficulties for families and the larger community.

It is an undeniable reality that the more time mothers spend away from families, the more time is missed out in fostering their schooling children and consequently leading to poor school grades (Mbugua, 2007; Wachira, 2000). The drift in the examination results is possibly ascribed to the

reality that most of parents lack proper schedule that allow time with their children and thus denying them proper guidance in social and school life and to satisfy their basic or physiological needs, (Eddoin, 2012).

Family discord may lead to rebellious behavior among family members. When a family is dysfunctional, children in such families receive inadequate care. Teenagers frequently seek affection and love from their peers, (UNDPA, 2013). When parents reject their children, adolescent pregnancy can occur. Parents who neglect children and fail to provide for basic necessities also play a significant role in teen pregnancy. In this context, adolescent endeavour to gain a sense of pomposity by engaging in sexual habits at a young age in order to feel a sense of acceptance. Whilst parents bear a vital duty in the upbringing of their children, young people stray and demonstrate insufficient parental control and monitoring.

According to Cunningham and Boult (1996), early pregnancy has a wide range of social consequences, including interrupted or dropped schooling, abortion, criminal activity, school adjustment difficulties, lack of social security, and general child neglect. This raises concern for the society and government leaders, who have come out to denounce the actions. Particularly the women representatives from different parts of Kenya have supported protection of school girls from teenage pregnancy. Chaaban and Cunningham, (2017) have divulged that pregnant and parenting students frequently exhibit behavioral issues. However, teenage pregnancy remains a monster among schoolgirls although the ministry of education (MOE) and society are devising ways to confront the impediment by introducing sex education. This study is focusing on the impact of school resources on performance for primary school students.

Parents do not provide sex education information to nearly 30% of students, (Guttmacher, 2017). From the standpoint of Guilama-Ramos et al. (2008), a parent may be unable to explicitly discuss sexual health with their children due to a lack of knowledge, embarrassment, or self-efficacy in caring for one's child. According to (Eddoin, 2002), family of orientation plays an important role

in HIV/AIDS awareness among young people; however, due to their own unawareness of the issue, caregivers may be less effective to create any meaningful HIV/AIDS awareness among youngsters. However, Dilliorio et al., (2003) noted that parent play a critical task in championing adolescent sexual health. Evidence has confirmed that HIV transmission risk is lower among teens engage in sex discussions with caregivers. According to research, adolescents who had more discussions with their parents felt bonded to parents and were better able to converse sex matters (Martino & Colleagues, 2008). It is clear that parental guidance has the potential to raise youth awareness, but it is underutilized. Most of the above-mentioned studies were carried in different countries or areas but not in Rabai Sub-County Kilifi County where the current study was carried to bridge the gap.

These activities eventually affect their learning process adversely and worse still leads to school dropout, (Dismas, 2015). In some cases, poor parenting has contributed to teen pregnancy where children are abandoned to fend for themselves. This laxity has resulted in a large number of teenage pregnancies. This notwithstanding, caregivers must provide due care for the children by providing them with what they require at home and in school and guiding them constantly as needed. The literature on the relationship between parents' interest in their children's schoolwork revealed a positive linkage. This level of parental interest appears to connote that caregivers understand the link between parenting and children's accomplishments, (Arudo, 2008). Jeynes (2018) discovered that parents who were interested in their children's schoolwork had a greater and optimistic control on their children's academic attainment than those who were not.

2.3 Theoretical Framework

The pertinent hypotheses that clarify the connection between academic achievement and school-based variables are discussed in this section. The study is based on Herbert Walberg's idea of educational productivity and Coleman et al.'s Education Production idea (1966). The other theory that served as the basis for this investigation was Benjamin Bloom's Instructional Theory (1971).

2.3.1 Education Production Theory

This study was anchored on the Education Production Theory. In 1966, Coleman et al. created the Education Production Theory, which Mace John expanded upon in 1979. All possible combinations of inputs that result in a specific set of outputs are referred to as theories. It can also be defined as the correlation between student inputs and a school's output measurement. According to the idea, the output of the educational system in terms of graduation and completion rates would depend on a number of factors, including the quantity and quality of inputs and the performance of public elementary schools. The performance of learners in KCPE is ultimately employed as a standard measure of success in the educational process once inputs have been utilized.

Academic settings have been linked to improvements in students' skills, interests, and attitudes, according to research (Feldman, Ethington, & Smart, 2001). Environments encourage the growth of competences, inspire individuals to participate in diverse activities, and recognize and reward those who demonstrate their values and attitudes. Good performance is a result of personal views, competencies, attitudes, interests, and values that are influenced by the school environment. Since the theory discusses the relationship between the study's independent and dependent variables, it is pertinent to the investigation. The current study's inputs, or independent variables, are parent economic status, school infrastructure, learning resources, and instructional strategies.

Herbert Walberg's idea of educational production serves as the foundation for this investigation. Walberg's theory addresses the factors in the learning environment that have an impact on a student's academic achievement. In this investigation on academic achievement, Walberg employed a range of techniques to pinpoint the elements that influence a student's academic performance. Eight of the eleven significant domains of variables that Walberg identified in his theory—the school environment, classroom management, parental support, student-teacher interactions, social-behavioral traits, motivational-effective attributes, and the peer—were

impacted by social-emotional influences.

There are variations in the depiction of the variables. Age, motivation, and ability—the first three items—reflect the student's attributes. The final four elements—classroom atmosphere, school environment, peer group, and media exposure—reflect characteristics of the psychological environment, whereas the fifth and fourth items address instruction (amount and quality). He clarified that these products have certain consequences that, if improperly handled, could affect kids' academic performance. According to Kathleen (2018), a student's academic performance can be significantly impacted by the significance placed on specific variables, such as the family and school environments. After considering a few of Walberg's suggestions, it was determined that the theory would work well to direct this investigation. In the teaching and learning process, the dependent variables, or predicted outputs (academic accomplishment), are evaluated in relation to students' net completion rates and their performance on the KCSE exams.

2.3.2 Resource Dependency Theory (RDT)

RDT explores the interdependencies between organizations and their external environment, emphasizing the role of resources in shaping these relationships. The work of Ali and Kamraju (2023) shows how strategies like diversification, collaboration, and resource acquisition help manage dependencies and mitigate risks. The theory work on assumptions that organizations are dependent on external resources for their functioning, that environmental uncertainties impact resource availability and that organizations establish relationships with other entities to manage these uncertainties and meet their internal resource needs.

In the context of school resources, schools, like any other organizations, rely on external resources such as funding, teaching materials, technology, and expertise. By understanding their resource dependencies, schools can identify critical resources which determine which resources are essential for effective teaching and learning. Schools can also use their resources to build

partnerships. This helped in collaborating with other educational institutions, local communities, and businesses to access additional resources. Prioritizing resource allocation based on educational goals and student needs is key in school resources utilization.

2.4 Conceptual Framework

The variables in the study were conceptualized as presented in Figure 1.

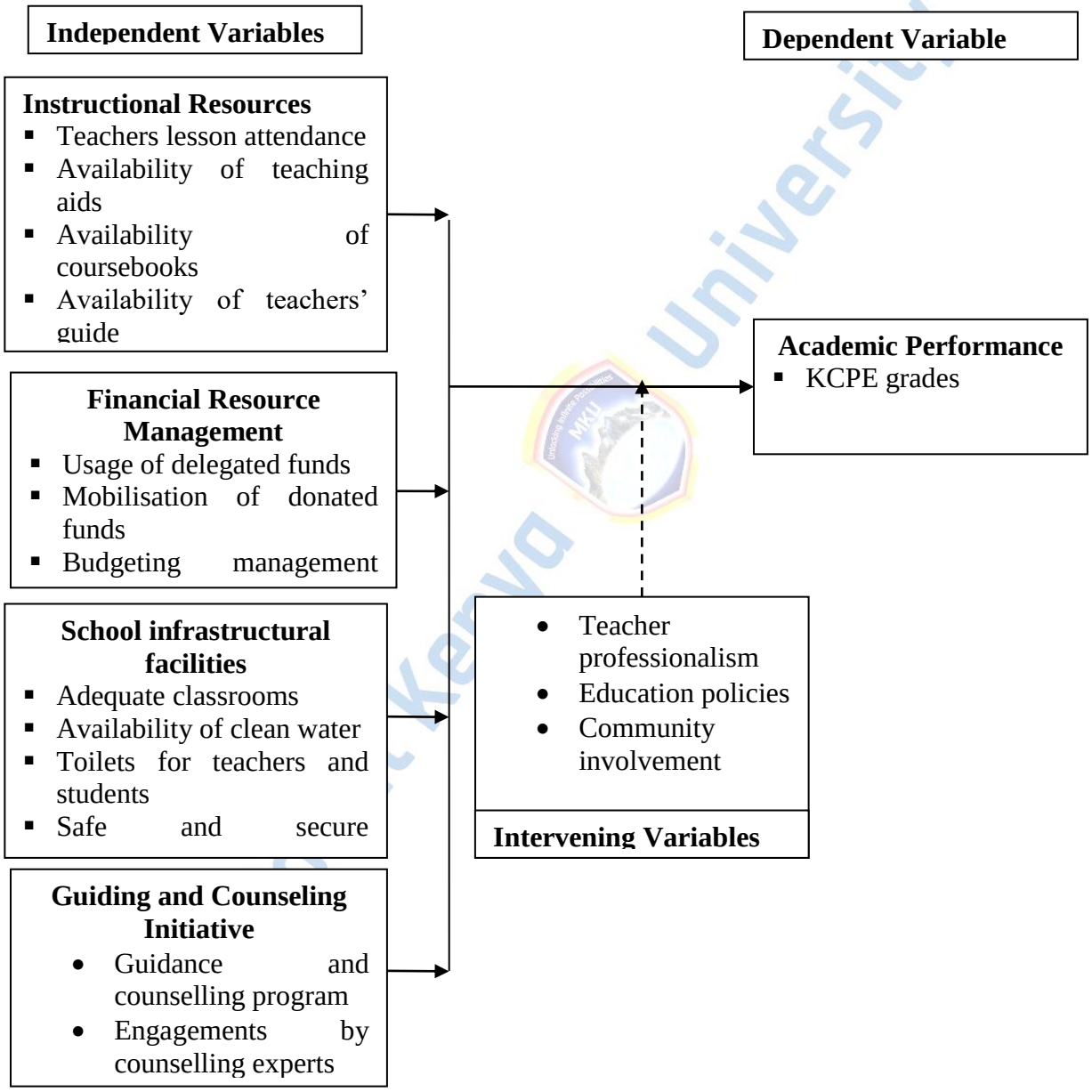

Figure 1 Conceptual Framework

In the current study, the independent variables school resources which is designated as; instructional methods, learning resources, school infrastructural facilitiesas well as guidance and counselling while dependent variable is academic performance of pupils as indicated by transition to higher learning and completion of studies.

2.5 Summary of Literature and Gaps

The reviewed literature shows that the schools with inadequate textbooks tended to have below-average academic performance. This forms the basis of encouraging teachers to undergo professional growth to improve teaching quality, classroom maintenance, and learner performance. Fafunwa (2010), indicated that a lot of kids are packed into classrooms with outdated and insufficient technology, and the teachers are fed up with their jobs. The study was carried out in different countries. Visible Learning Plus identifies factors that contribute to achievement gaps. While various sources do not specifically focus on public primary schools, they provide valuable insights into educational factors that impact student learning. For a more comprehensive understanding, the study proposes to consider exploring other studies related to school factors and student performance. Moreover, there is need to delve deeper into specific aspects, such as teacher quality, classroom management, and school leadership.

Instructional facilities play a crucial role in the educational system, as they help students learn and achieve their goals. High-quality instructional resources are essential for tertiary institutions to achieve their objectives. Teachers should use these facilities with awareness, as subpar facilities can lead to disinterest and meaningless learning. Accessibility of instructional facilities refers to the state of education as a whole, including classrooms, seminar rooms, computer labs, on-campus clinics, and libraries.

Bhunia, Kumar, and Duary (2012) emphasize the importance of financial resources in influencing infrastructure development in educational institutions. While urban schools have sufficient infrastructure, remote areas have deficiencies, leading to decreased student enrollment and

reduced job opportunities. Therefore, it's crucial to develop plans for renovating and constructing new infrastructure in both urban and rural areas. Schools should utilize their financial resources and management skills to promote student wellbeing and goodwill. Resources are beneficial assets for a nation, group, or individual.

According to Hau, Geshe and Medcof (2017), half of difficulties in implementation and accomplishment of school projects resulted from technical components. Whereas the study analyzed the technical skills of a project manager, current study sought to analyze the influence of school resources on academic performance in public primary schools in Rabai Sub-County, Kilifi County, Kenya. The study also focused on technical skill to determine its influence on performance of projects, but the current study was to examine four independent variables. Musya (2015) investigated the impact of problem-solving methods on Kenyan high school chemistry students' academic performance. One subject served as the unit of analysis for the study, which looked at high school achievement, hence presenting conceptual and contextual gaps. The current study would evaluate primary school students' academic performance.

Stewart (2007) argues that school infrastructure management is likened to the construction of schools, with various systems and components interconnected. In the 21st century, facilities and infrastructure significantly impact learning, as they adapt to changing techniques and approaches. The efficiency of the learning process is influenced by the availability of facilities, making it easier for students and boosting their academic achievement. Parents and teachers play a crucial role in their children's education, but their active engagement is essential for success. Teachers communicate with parents about their children's learning needs through various methods, such as note writing diaries, texts, and phone calls. Teachers should create a conducive environment for parents to stay informed about their children's progress. Parents should be participative, offering feedback and attending school visits to check on their children's academic progress.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter highlighted the specifics of the research approach that were applied in the study. The study design, target population, selection process, sample size, and data collection methods were all examined. Furthermore, discussed were the data collection techniques, data processing, and validity and reliability of the study tools.

3.1 Research Methodology

The proposed study adopted the mixed methods approach. Through this, both the qualitative and quantitative data was gathered and analyzed. This approach helped in triangulation of the study findings to be as exhaustive as possible. Proponents of the mixed research methods (Cresswell, 2014) argue that this method is superior to other one side methods that each individually suffer own limitations. Thus, the mixed method is comprehensive and hence expected to yield more reliable study findings.

3.2 Research Design

In order to ensure that the research problem was effectively addressed, Gay, Mills, and Airasian (2018) and Leedy and Ormrod (2016) define research design as the overall strategy you choose to integrate the various study components in a coherent and logical way. It also constitutes the plan for the data collection, measurement, and analysis. In order to characterize the attitudes, opinions, behaviors, or other characteristics of the population, the researcher in this study employed the descriptive research design approach, which projects procedures in quantitative research and involves giving a survey to a sample or the entire population, (Creswell, 2012).

The descriptive research approach was chosen for this study because to its high degree of reproducibility, preference for random sampling to minimize bias, and ability to capture both

quantitative and qualitative data. Additionally, survey research gives the researcher access to primary data that was gathered, preserved, and examined for predetermined goals. The data was the most accurate, dependable, and pertinent to the objectives of the study since the researcher intended to do survey research.

Quantitatively oriented research designs involve methods connected to gathering, analyzing, interpretation and presentation of numerical information. The methodology is best suited since it permits researchers to investigate hypothesized occurrences of two or more observable constructs in cross-sectional populations at a point in time, (Babbie, 2012). The quantitative approach consisted of closed-ended questions framed to collect information for inferential and descriptive purposes.

3.3 Location of the Study

Location of the study is Rabai Sub-County in Kilifi County, Kenya. According to (MOE, 2021) statistics on primary school National examinations, Rabai Sub-County has averaged 230 marks with a small percentage securing admission to national and extra-county public secondary schools while the large proportion terminating their education at class eight level. The county also records a substantial number of public primary school learners' failing to compete their school course and sit for final examinations.

The county records high number of pupils (approximately 340,700 pupils) but still whereas the highest percentage perform poorly in national examinations hence suitable for a better representation of the coastal region. Also the primary schools are spread in vast Rabai Sub-County, hence makes its difficulty to sample all schools in the Sub-County. Rabai Sub-County has been experiencing challenges in school infrastructure and instructional material among others for a long time and still records dismal performance in national examinations.

3.4 Target Population

Best and Kahn (2003) define the study population as the group of people on whom a researcher plans to conduct research and make conclusions. The 47 public primary schools in the Rabai Sub-County were the target population, and the total respondents were 505 comprising of teachers, head teachers and deputy head teachers employed by these schools participated in the study.

3.5 Sample Size and Sampling Procedures

There are 505 primary school teachers based in the 47 public primary schools. Private schools' performance in national examinations is far much better and non-comparable to the public schools in the region, hence all private schools are excluded from the study subjects in Rabai Sub-County. Special schools were also excluded from the study. Since the number is large, 30% teachers were selected for the study, resulting to about 123 primary school teachers, 14 deputy head teachers and 14 head teachers. Final sample size involved proportionate number of teachers from every zone to allow each zone to be represented, they will be selected randomly.

Table 1: Population and Sample Size

	Population	Sample size (30%)
Head teachers	47	14
Deputy headteachers	47	14
Teachers	411	123
Total	**505**	**151**

Source: Researchers, 2024

3.6 Research Instruments

Data collection was done through the usage of questionnaires ad interview schedule. The questionnaire comprised seven parts to capture bio data, instructional methods, financial resource management, infrastructural facilities and guidance and counselling as well as student

performance to be filled by the school teachers. Since most primary school teachers own a smart phone and they can access emails, the researcher sought contact of all teachers through school head or references and later email the questionnaires.

3.6.1 Research Questionnaire

Quantitative data from the teacher and students were gathered via a questionnaire. The survey's questions were constructed using a Likert scale with a range of 1 to 5 to capture both closed- and open-ended items. In order to provide more specific recommendations, closed-ended questions were employed in the collecting of structured responses. The fundamental benefit of closed-ended items is that they are simpler to analyze because they are readily available. The questionnaire contained five sections. Section one covered the profile of the respondents. Sections two, three, four and five covered information on infrastructural facilities, instructional facilities, learning materials and parent financial status respectively. Questionnaires for public primary schools sought the general information about school resources.

3.6.2 Interview Guide

An interview guide/schedule was used to gather information from the headteachers. In this case, the interview questions were open ended so that the headteachers could fully reply to the actual issues that surround the academic performance of the public primary schools they work for. The interview responses helped gather much deeper information to enhance some optimized understanding situation between school resources and academic performance in public primary schools in Rabai Sub-County, Kilifi County, Kenya.

3.7 Piloting of the Research Instruments

A pilot study, according to Donald (2006), is a preliminary investigation conducted on a small scale to analyze feasibility, cost, time and difficulties in some scenarios, as well as to allow for the enhancement of best tools to use in the actual research. Piloting was done on 15 respondents from the neighboring Ganze Sub County to test the research instruments.

3.7.1 Validity of the Instruments

Instrument validity measures what it is supposed to measure in a meaningful and accurate way (Mugenda, 2003). If a questionnaire truly measures the desired parameters, it is considered valid. The real research was preceded by a pilot study. It engaged educators who were not eligible to participate in the research's final sample. The researcher also sought for specialists' in this case the supervisor as well as professionals scrutinized and gave their thoughts. This allowed the investigator to evaluate the eminence of the piloted questionnaires which enabled this work to describe the reliability of answers and made modification as was required. Simple words were used to certify easy indulgent by participants**.**

3.7.2 Reliability of the Instrument

Orodho (2004) defined reliability as the degree to which a certain measuring procedure yields data that remains constant over several iterations. It is a measurement of how reliably a research study yields results after it has been carried out several times, according to Yin (2014). A random error has a significant impact on study dependability; as a result, reliability tends to decline as the error rises. To ensure reliability, this analysis employed the test-retest approach, in which two similar questionnaires were given to the same respondents two times and then comparing the results to achieve the reliability coefficient. Assuming that the reliability of the positive co-efficient varies from 0 to 1, whereas values of 0.7, is viewed as most appropriate to indicate good reliability (MacKenzie, 2003).

Authority to carry out research was first sought from Mt. Kenya University. A copy of the research permit was requested from the National Council of Science, Technology, and Innovation and sent to the Sub-County Education Officer of Rabai Sub-County. Permission and introductory letters to the head institutions of the participating schools were sent by the sub-county office. On certain dates, the researcher gave the study's instruments to primary school teachers, who were then promptly picked up once they were completed.

3.8 Data Collection Procedures

Before dropping the tools to the field, the researcher obtained research authorization letters from various institutions. Authority to carry out research was first sought from Mt. Kenya University which was in form of ERC letter from the school of postgraduate. From the National Council of Science, Technology and Innovation research permit was obtained, a copy of which was forwarded to the County Education Officer, Rabai Sub-County. From the sub county office, permission and introductory letters were dispatched to the heads of institutions of the participating schools. The researcher administered the instruments of the study to the teachers of primary schools on agreed dates and collected them once they were filled in. Interviews were conducted as per prior arrangement with the school head teachers. Respondents were given ample time to read, understand and fill in their feedbacks and opinions in the questionnaire and return them to be compiled for the next process of data cleaning and analysis.

3.9 Data Analysis and Presentation

The data obtained from the field had sub-headings derived from study objectives and questions that were revised, coded, and interpreted. According to Yin (2014), such data needs to be cleaned, coded, input into a computer, and then examined. Data collected by questionnaire were converted to quantitative data through a Likert scale. Longitudinal data collected for KCPE grade over the years were aggregated to harmonize with cross-sectional data collected by the questionnaire. To tabulate and analyze quantitative data using frequencies and percentages, descriptive statistics were applied. Qualitative data gathered via interview were analyzed as narrations and compared with the quantitative analysis to draw conclusions. Initially, the data was sorted into subheadings that align with the research goals, enabling an analysis using the Statistics Package for Social Sciences (SPSS Version 25) tool. Inferential statistics, such regression analysis and correlation, were used to assess the study hypothesis by revealing the strength and direction of the variable link.

3.10 Ethical Considerations

Neumann (2013) describes ethics in research as the correct rules of action, particularly those of a particular profession or community. In addition, consent from all the respondents were sought and were assured of voluntarily participation and no liability was attached to any respondent who wished to withdraw from the exercise at whatever point. Respondents needed not disclose personal identification details.

To conduct research, the researcher applied for authorized research letter from the National-Commission-for-Science-Technology-and-Innovation-NACOSTI. The researcher similarly needed an approval from Mount Kenya University, school of graduate studies or administration. The researchers adhered to strict ethical and integrity norms. Participants were educated about the type of feedbacks the researcher was expecting, why the feedback is being needed, how it was used, how respondents were asked to take part in giving their opinions in raised queries and finally how the findings directly or maybe indirectly influenced them.

The researcher did not misuse any authority he or she had over the participants in this study, whether technical, administrative, and professional by asking them to perform activities that ostracized them. Respondents were assured that their anonymity was protected and that the research feedback was conducted solely for academic reasons only. The individual's identity was not revealed, and any identifying information other than pseudonyms was not used. The researcher coded the instruments in different ways without asking for the respondents' official names. Furthermore, responders were not compelled to recall any negative events that generated resentment or discomfort. The researcher ensured that all data gathered was well protected or safeguarded while accorded high privacy and saved in utilizable forms and that it was readily available upon request by the participants. The data gathered was only used for academic purposes as stipulated in the study.

CHAPTER FOUR

RESEARCH FINDINGS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter provided information on the influence of school resources on academic performance of public primary schools in Rabai Sub-County, Kilifi County, Kenya. Analysis was done with the help of SPSS version 28. Standard deviation and mean were similarly applied to investigate the influence of school resources on academic performance of public primary schools in Rabai Sub-County.

4.1 Research presentation, interpretation and discussions

This part of the research examined the research presentations, interpretations and discussion rendering to the study purposes.

4.1.1 Response Rate

The response rate is derived by dividing the total number of questionnaires received by the total number of people in the sample, and is commonly expressed using the percentage approach. 151 respondents were targeted in lieu of the inquiry, and 105 surveys had precise responses of 70%. A response rate of 50% was deemed satisfactory by Mugenda & Mugenda (2008); 60% was deemed good; and over 70% was deemed exceptional. In order to determine the influence of school resources on academic performance of public primary schools in Rabai Sub-County, Kilifi County, the response rate of 70% was deemed exceptional.

4.1.2 Reliability of the data

Reliability result showed that guidance and counselling initiatives had an acceptable reliability of 0.904, infrastructural facilities had a satisfactory dependability of 0.757, instructional materials had a satisfactory reliability of 0.750, as well as financial resource management had a satisfactory

reliability of 0.790. Lee Cronbach pointed out that the acceptable reliability threshold is above 0.70. Table 4.1 presents the reliability outcomes.

Table 2: Reliability

Variable	Number of items	Cronbach's Alpha	Decision
Instructional materials	6	0.750	Acceptable
Financial resource management	5	0.790	Acceptable
Infrastructural facilities	6	0.757	Acceptable
Guidance and counselling initiatives	6	0.904	Acceptable

4.2 Demographic Characteristics of Respondents

In this study, it was imperious in lieu of the investigator to know about the participants' backgrounds, including their ages, genders, as well as their professional and educational backgrounds.

4.2.1 Gender of the respondents

The investigator wanted to know the gender of the participant which was essential to this research. Table 3 encompasses a list of the upshots.

Table 3: Gender of the Respondents

Gender	No. of respondents	Percentage %
Male	48	46
Female	57	54
Total	**105**	**100**

Male participants were outnumbered by female respondents, as shown in the table 4.2 where 46% were males whereas 54% of the total respondents' women. This demonstrates that most of the participants who are female are more involved in school management.

4.2.2 Professional qualifications of the respondents

In this study, the academic and professional background of the participants were similarly considered. The investigator wanted to understand the qualification of the respondents and the responses are as stated below.

Table 4: Academic and professional qualifications

Qualification	Teachers	%
Bachelor degree	11	10
Diploma	80	76
Masters	7	7
Certificate	7	7
Totals	**105**	**100**

In accordance with Table 4.3, 76% of participants have a diploma. This suggests that the majority of the participants' responses possess high-caliber credentials that could have a favorable impact on pupils' academic progress.

4.2.3 The age of the respondents

It has been established that the age of a person affects how they act and, to some extent, how they rule. This might eventually have an effect on how they handle issues. The goal of this study was to ascertain whether age of the participants has any influence of school resources on academic performance of public primary schools in Rabai Sub-County. Consequently, responses were provided as follows.

Table 5: Age of the participants

Age	Respondents	Percentages %
Below 30	6	5
31-40	66	63
41-50	25	24
Above 50	8	8
Totals	**105**	**100**

According to the participants, 63% of respondents were between the ages of 31 and 40, 24% were between the ages of 41 and 50, 8% were over the age of 50, and 5% were below 30. This demonstrates that the majority of responses were between the ages of 31 and 50. This indicates that most of the participants understand very well about the management of school resources in public primary schools. This affects the pupils' academic performance in public primary schools.

4.3 Descriptive Analysis

4.3.1 Influence of instructional materials on academic performance in public primary schools

The first objective was about the influence of instructional materials on academic performance in public primary schools in Rabai Sub-County, Kenya. Data was amassed as well as scrutinized as displayed below. A likert scale was used to evaluate and summarize the replies, with the numbers 1, 2, 3, 4, and 5 standing for Strongly Disagree, Disagree, Do not know, Agree, and Strongly Agree, respectively. These made it possible to tabulate and analyze the data from the research instrument. They demonstrated how much the participants agreed or disagreed with the arguments made about the influence of instructional materials on academic performance. The table below provide a thorough explanation of this.

Table 6: Influence of Instructional Materials on Academic Performance on Academic Performance

Statement on instructional materials	SD	D	N	A	SA
Teachers' lesson attendance improves quality of learning	6%	18%	21%	42%	13%
Availability of teaching aids facilitate learning	16%	32%	11%	27%	14%
Leaners supplement learning materials with more from home.	20%	32%	16%	23%	9%
Teachers utilize learning materials provided	16%	18%	28%	36%	2%
Coursebooks provided are sufficient for teachers and learners	14%	21%	18%	25%	22%
Course books are available to facilitate learning	26%	14%	14%	30%	16%
Mean	**16.33**	**22.5**	**18**	**30.5**	**12.6**

Regarding the statement, "teachers' lesson attendance improves quality of learning," 13% strongly agreed and 42% just agreed, giving a total of 58% of those who supported the statement. Conversely, 6% strongly disagreed and 18% disagreed, giving a total of 24% of participants who had a diverse view. The assertion that "availability of teaching aids facilitate learning" received support from 41% of respondents overall, including 14% who strongly agreed with the statement. A total of 50% of respondents disagreed with the statement, with 16% strongly disagreeing and 32% disagreeing, while 11% of respondents were neutral. The findings concur with those of Vincent, (2006) who posited that the quality of the infrastructure and instructional resources available in schools has a big impact on how well students learn both inside and outside of the classroom.

A total of 32% agreed with the assertion that "leaners supplement learning materials with more from home," with 9% strongly agreeing and 23% agreeing. However, 20% strongly disagreed with the statement, 32% disagreed, for a total of 52% who had diverse opinion, and 16% were neutral.

2% of the respondents strongly agreed that, "teachers utilize learning materials provided," 16% of respondents strongly disagreed with the statement, 18% disagreed with the statement, and 28% were neutral. 36% of respondents agreed with the declaration that teachers utilize learning materials provided. The Coursebooks provided are sufficient for teachers and learners, 22% of the total participants strongly agreed with the declaration, 25% of respondents agreed with the statement, 14% of respondents strongly disagreed with the statement, 21% of respondents disagreed with the statement, whereas 18% of the total participants were neutral. These findings agrees with those of Olumorin (2010) who posited out that having access to instructional facilities is essential to ensuring that the school system's oversight and delivery of education are effective.

In response to the question of whether course books availability facilitate learning in schools, 16% of respondents strongly agreed, 30% of respondents agreed, 26% of respondents strongly

disagreed, 14% of respondents disagreed, and 14% of all participants were neutral. This shows that the number of respondents who agreed with the statement was 46% (30%+ 16%), which was higher than the number who disagreed. The investigator found out that the teachers' lesson attendance improves quality of learning. This was supported by the 13% of the participants who strongly agreed that teachers' lesson attendance improves quality of learning while 42% of the total participants agreed with the statement. It is vital for the relevant bodies to ensure that right policies are put in place and implemented to ensure the quality of learning is enhanced. The findings agrees with those of Adeogum, (2001) who posited out that instructional facilities and academic success are highly correlated. He added that educational institutions with larger classrooms performed better than those with smaller resources.

The majority of respondents with a mean of 30.5% felt that instructional materials enhance academic performance in public primary schools in Rabai Sub-County. This implies that because it places a focus on performance, instructional materials enhance performance in schools. The results agreed with the views of Khal and Igbal (2012) who posited out that sufficient and high-quality instructional resources are essential components of high-quality education that help tertiary institutions accomplish their intended goals. They posited out that the finest possible teaching and learning must be conducted using contemporary instructional facilities. They concluded that when contemporary instructional facilities are employed, there are significant benefits for both the teacher and the student.

4.3.2 Influence of the school financial resource management on academic performance

The study employed a likert scale with 1, 2, 3, 4, and 5 representing continuum values for Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, respectively, in order to examine the influence of the school financial resource management on academic performance. These made it possible to compile and analyze the research instrument's response data. The table

and narratives following, which display the respondents and data, provide a thorough explanation of this.

Table 7: Influence of the school financial resource management on academic performance

Statement on financial resource management	SD	D	N	A	SA
School administration solicit for school funding from multiple sources	8%	23%	29%	26%	7%
Bigger percent of school budget prioritize learning materials	12%	19%	14%	35%	10%
There is a accountability of how school fund is spent	15%	22%	16%	33%	14%
Usage of delegated school funds enhance teaching	3%	19%	14%	47%	17%
School administration possess adequate budgeting skills	35%	20%	15%	20%	10%
Mean	**14.6**	**20.6**	**17.6**	**32.2**	**11.6**

The first declaration was, "school administration solicit for school funding from multiple sources." 7% of the total responders agreed with the statement very strongly. This results in a total of 33% of the total participants who favor the statement, compared to a total of 31% (13%+8%) who did not agree with the declaration, and 29% were neutral. As an upshot, the percentage that agreed with the statement is approximately equal to the percentage who disagreed with the declaration.

10% of respondents strongly agreed with the second declaration that "bigger percent of school budget prioritize learning materials," and 35% of the participants agreed with it. These results in a total of 45% in favor of the declaration, compared to a total of 31% (12%+19%) opposed to it and 24% who were neutral. As a result, the percentage that agreed with the statement is higher than those who had diverse opinion. The findings agrees with those of Bilkisu, (2018) who indicated that it is imperative to develop plans and initiatives to support school financial management in both urban and rural areas. As a result, it is seen as essential to achieving academic objectives.

14% of respondents strongly agreed with the assertion that "there is an accountability of how school fund is spent," and 33% agreed with the statement as a whole. As a result, the statement is supported by 47% of respondents, compared to 37% who are not (15%+22%) and 16% who are

neutral. As a result, a greater proportion of participants supported the declaration than those who disagreed with the declaration that here is an accountability of how school fund is spent.

17% of respondents strongly agreed with the assertion that "usage of delegated school funds enhance teaching," while 47% just agreed. As a result, the statement is supported by a total of 64%, as opposed to 22% (3%+19%) who are opposed to it and 14% who are neutral. In comparison to those who held opposing views, the number of respondents who thought that the usage of delegated school funds enhance teaching significantly impact their academic performance in schools with feeding programs was very considerable. The findings concur with those of Burke (2017) who posited out that managing an organization requires a significant commitment of resources, therefore obtaining a return on that investment necessitates high levels of transparency from people in authority. 10% of respondents strongly agreed that school administration possess adequate budgeting skills, 20% agreed, 35% strongly disagreed with the declaration, 20% disagreed while 15% were neutral. This is a clear indication that school administration possess adequate budgeting skills.

The majority of the total participants with a mean of 32.2% believed that school financial resource management influences academic performance. This suggests that school financial management is vital especially running the school which enhances schools in terms of academic performance. The results agree with Bhunia, Kumar, and Duary (2012) who posited out that one of the main variables influencing the development of infrastructure facilities is the availability of financial resources. They added that, it is imperative that educational institutions properly budget for the purpose of implementing infrastructure upgrades.

4.3.3 Influence of school infrastructural facilities on academic performance

The study employed a Likert scale with 1, 2, 3, 4, and 5 representing continuum scores for Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The investigator will analyze

the influence of school infrastructural facilities on academic performance. The table and narratives following, display the respondents and data, provide a thorough explanation of the subject matter.

Table 8: Influence of school infrastructural facilities on academic performance

Statement on school infrastructural facilities	SD	D	N	A	SA
Teachers have a decent staff room to allow comfortable work environment.	8%	23%	29%	28%	12%
School facilities are well-ventilated and clean	12%	19%	14%	35%	10%
The school has adequate classrooms	15%	22%	16%	33%	14%
Toilets for teachers and students are available	9%	15%	20%	38%	18%
Learners experience congestion in classrooms	10%	30%	25%	20%	15%
Safe and secure playgrounds	13%	15%	18%	30%	24%
Mean	**11.2**	**20.7**	**20.3**	**30.7**	**15.5**

Teachers have a decent staff room to allow comfortable work environment, to which 12% of respondents strongly agreed and 28% agreed with this declaration. This results in a total of 40% of the participants who supported the declaration, as opposed to a total of just 31% (8+23%) opposing it. 29% of the total respondents had no opinion or rather were neutral. As a result, there were more respondents who indicated that teachers have a decent staff room to allow comfortable work environment which is essential for enhancing pupils' academic performance which were more than the participants who did not. The findings agrees with those of Akhihiero, (2011) who indicated that the efficiency of learning, both within and outside of the classroom, is significantly impacted by the state of the educational infrastructure and amenities in the school.

Regarding the second assertion, that school facilities are well-ventilated and clean, only 35% of the total respondents agreed with the declaration, while 10% strongly agreed. This results in a total of 45% in favor of the declaration as compared to a total of only 31% (12%+19%) who were against it. 14% of respondents exhibited neutrality. Accordingly, the percentages of respondents who said that school facilities are well-ventilated and clean were lower than those who had contrary opinions.

The majority of employees indicated that the school has adequate classrooms. 14% strongly agreed and 33% agreed with the statement. As a result, the statement is supported by 47% of respondents, compared to 37% who had contrary opinion (15+22%) whereas 16% who are neutral. In light of this, more respondents expressed that school has adequate classroom, ultimately affecting pupils' academic performance than those who had a diverse opinion.

18% of respondents strongly agreed with the statement, and 38% of respondents agreed, that toilets for teachers and students are available. This indicates that 56% (18%+38%) of the respondents were in favor of the declaration, as opposed to 9% who strongly disagreed with the statement and 15% who agreed with it. This indicates that 20% of respondents were neutral, while 24% (9% + 15%) disagreed with the statement. It indicates that there were more responders who agreed with the declaration than those who did not. The findings agreed with those of Bandhopadhyay, (2019) who indicated that when schools have the necessary infrastructure in place, the staff members can perform their jobs in an efficient and well-organized way.

Regarding the claim that learners experience congestion in classrooms, 10% of respondents severely disagreed with the statement, 30% of respondents disagreed, 15% of respondents strongly agreed, 15% of respondents agreed with the declaration, and 25% of the participants were neutral.

The statement that it is safe and secure playgrounds received responses from 24% of respondents who strongly agreed, 30% of respondents who agreed, 13% of respondents who strongly disagreed, 15% of respondents who disagreed, and 18% of respondents who were neutral.

The participants clearly posited out that safe and secure playgrounds. This declaration was supported by 18% of the total participants who strongly agreed with the declaration whereas 38% of the participants agreed with the declaration that insufficient resources for the school feeding program result in disparities in academic performance among pupils in public primary schools.

With a mean of 30.7, the majority of respondents believed that school infrastructural facilities influencing academic performance in public primary schools in Rabai Sub-County. This demonstrates the necessity of availability of resources for school infrastructural facilities. The results agree with the findings of Barnawi and Arifin (2012) who indicated that facilities and infrastructure have a huge impact on learning in the twenty-first century because these resources are starting to change as their functions change and become more tailored to the techniques and approaches employed. They also added that if there is infrastructure or amenities available in the school, learning will proceed even more smoothly. The also posited out that the efficiency of the learning process is impacted by the availability of facilities, which makes learning easier for pupils and boosts their total academic achievement.

4.3.4 Influence of guidance and counselling initiatives on academic performance

The influence of guidance and counselling initiatives on academic performance was assessed using the Likert scale, which has continuum scores of 1, 2, 3, 4, and 5 for Strongly Disagree, Disagree, Do Not Know, and Strongly Agree. These made it possible to tabulate and analyze the data from the research instrument. They demonstrate how much the respondents agreed or disagreed with the assertions made about the guidance and counselling initiatives. The table and narratives displays the respondents and data, provide a thorough explanation of this.

Table 9: Influence of guidance and counselling initiatives on academic performance

Statement on guidance and counselling initiatives	SD	D	N	A	SA
Guidance and counselling program prepare learners for external challenges	10%	18%	10%	40%	22%
The school have active guidance and counselling programs	8%	23%	29%	28%	12%
Students who withdrawn from learning and reached through the programs	12%	19%	24%	35%	10%
School encourages parents to take active role in guiding the learners	14%	16%	12%	40%	18%
Intervention of religious leaders and other experts is practiced	29%	40%	10%	15%	6%
Guidance and counselling activities are proactive	30%	20%	10%	25%	15%
Means	**17.2**	**22.7**	**15.8**	**30.5**	**13.8**

The results suggest that 22% strongly agreed and 40% agreed with the assertion that guidance and counselling program prepare learners for external challenges. This results in a total of 62% in favor of the statement, compared to a total of just 28% (10%+18%) who were against it and 10% in the neutral category. As a result, more respondents were in support of the declaration that guidance and counselling program prepare learners for external challenges than respondents who disagreed with the declaration. The findings concur with those of Dismas, (2015) who posited out that caregivers must provide due care for the children by providing them with what they require at home and in school and guiding them constantly as needed.

In reference to the claim that " the school have active guidance and counselling programs" 28% and 12% of respondents, respectively, agreed and strongly agreed with the statement. This results in a total of 40% in favor of the statement, compared to a total of 31% (8% + 23%) who were against the declaration, while 29% were neutral. As a result, a significantly higher number of participants supported the declaration than those with differing opinions about The school have active guidance and counselling programs, which positively influences pupils' motivation to excel academically.

10% strongly agreed and 35% agreed with the statement that "students who withdrew from learning were reached through the programs." This results in 45% of respondents supporting the statement overall, contrasted to 31% (12%+19%) who had diverse views, and 14% who were neutral. Thus, those who believed that the students who withdrew from learning were reached through the programs held a somewhat higher percentage of participants than those who held the opposing view.

40% of the respondents agreed that school encourages parents to take active role in guiding the learners. 14% of respondents' strongly disagreed that school encourages parents to take active role in guiding the learners. 16% of those surveyed disagreed with the declaration. 12% of those surveyed expressed no opinion/ neutral. 18% of respondents strongly agreed that school encourages parents to take active role in guiding the learners. 58% of the participants supported the declaration that school encourages parents to take active role in guiding the learners as well as influencing pupils' academic performance.

The statement that intervention of religious leaders and other experts is practiced was strongly disagreed upon by 29% of respondents, disagreed upon by 40% of respondents, strongly agreed upon by 6% of respondents, agreed upon by 15% of respondents, and 10% of respondents were neutral. Guidance and counselling activities are proactive. This was according to 15% of the total participants who strongly agreed with the declaration; 25% of the total participants agreed with the declaration; 30% of the respondents strongly disagreed with the statement; 20% of total respondents agreed with the statement that guidance and counselling activities are proactive; and 10% of respondents who were neutral. The findings agreed with those of Eddoin, (2012) who indicated that examination results is possibly ascribed to the reality that most of parents lack proper schedule that allow time with their children and thus denying them proper guidance in social and school life and to satisfy their basic or physiological needs.

The investigator found out that guidance and counselling initiatives are imperative to academic performance. This is because, majority of the respondents indicated that guidance and counselling program prepare learners for external challenges. 22% of the total respondents strongly agreed that guidance and counselling initiatives are imperative to academic performance while 40% of the total participants agreed with the declaration. With a mean of 30.5, the majority of participants believed that guidance and counselling initiatives are imperative to academic performance. This suggests that guidance and counselling initiatives influence academic performance in public primary schools. The findings were in agreement with those of Eamon and Jeynes (2015) who posited out that teachers are supposed to create a conducive and responsive atmosphere around school to ensure that parents are constantly well informed of learner's development and progress whether positive or negative. They added that parents should be participative enough to cooperate and offer feedback or personally pay school visits to check on their children's academic progress. They suggested that this should include parents helping children with schoolwork, discussions about peers, school, extracurricular activities, encouragement and compliment and general welfare of learners.

4.4 Responses on the interview schedules

4.4.1 Head teachers' response on the influence of instructional resources

Head teachers responded based on the declaration listed in the interview schedule so as to learn more about the influence of instructional resources on pupils' academic performance.

According to 37% of the participants, they do follow up on teachers lesson attendance more often to ensure that learning is running smoothly and instructional materials are availed to the teachers, 25% of the participants indicated that they do everything in their power to ensure teaching aids as well as materials are provided to the teachers to enhance academic performance, 20% of the participants signposted that the head teachers are responsible for provision of course books in their

schools which enhances academic performance while 18% of the respondents indicated that provision of teachers' guide and other learning materials are their roles. The head teachers' responses agreed with those of Khal and Igbal (2012) who posited out that sufficient and high-quality instructional resources are essential components of high-quality education that help institutions accomplish their intended goals. They added that the finest possible teaching and learning must be conducted using contemporary instructional facilities. They posited out that when it is employed, there are significant benefits for both the teacher and the student and that when a teacher uses subpar instructional facilities rather of providing a practical example of what they are teaching, students become disinterested and learning becomes meaningless. They indicated that if the job is to be done, it is imperative that teachers use instructional resources with awareness participants.

4.4.2 Head teachers' response on the influence of financial resource management

According to 35% of the participants, they provide a well-articulated usage of the delegated funds whereby they posited out that the funds are used to run the affairs of the school, 30% of the respondents indicated that the school solicit for donations or funds from the well-wishers when they are undertaking some projects instead of overburdening the parents and once they get the well-wishers, they spend the funds as per the plan/ wisely.

20% of the respondents indicated that there are measures put into place to ensure that school heads are well trained to handle budgeting matters. They posited out that they attend short courses as well as seminars to train them on how to handle or manage finances while 15% of the respondents indicated that management of costs is key in their schools and therefore, they manage expenditures/costs properly to enhance smooth running of their schools. The respondents posited out that, it is imperative to develop plans and initiatives to support school financial management in both urban and rural areas. It is crucial for schools to make use of their financial resources and talents and abilities to support infrastructural developments in order to promote the wellbeing and

goodwill of their pupils and other members. They concluded that sufficient resources and proficient management leadership are essential for the smooth operation of any educational establishment.

4.4.3 Head teachers' response on the influence of school infrastructural facilities

According to 38% of the participants, classrooms are sufficient to hold the number of current students in their schools where they indicated that they have better facilities. 40% of the participants signposted that there is reliable clean water source which serve the whole school with clean water, 18% of the participants designated that the teachers and students have been provided with proper and adequate toilets in the school while 4% of the respondents indicated that safety of learners is assured while in the school premises or play-grounds. The findings agree with those of Bandhopadhyay (2019) who indicated that when schools have the necessary infrastructure in place, the staff members can perform their jobs in an efficient and well-organized way. He added that in order to carry out their jobs effectively, staff members typically employ computers and other technology, as well as the right furniture, supplies, and equipment in their offices. Whereas on the other hand, teachers can perform their jobs more effectively when the classrooms are equipped with the necessary infrastructure. They will be able to make a crucial contribution to the pupils' growth and development by helping them understand academic topics.

4.4.4 Head teachers' response on the influence of guiding and counseling on academic performance

The researcher enquired from the respondents about the influence of guiding and counseling in their respective schools and the results are as follows; 55% of the total participants indicated that the guiding and counseling department is well established in their respective schools, 20% of the total participants posited out that teachers are engaged in counseling 15% of the respondents indicated that they have faced some incidences where student are exposed to drugs and they have

been dealing with those cases with the help of guidance and counseling department while 10% of the total participants indicated that intervention of religious leaders are sought for help wherever there is a need to help the pupils in the schools. The respondents revealed that parents should be participative enough to cooperate and offer feedback or personally pay school visits to check on their children's academic progress. This includes parents helping children with schoolwork, discussions about peers, school, extracurricular activities, encouragement and compliment and general welfare of learners.

4.5 Correlation Analysis

Correlation analysis was used to examine the strength and direction of the linear relationship between study variables. Findings are presented below;

Table 10: Correlation results

		Academic P	Instructional M	Financial M	Infrastructural F	Counselling I
Academic P	r	1				
	Sig					
Instructional M	r	.564	1			
	Sig.	.012				
Financial M	r	.380	.484	1		
	Sig.	.020	.032			
Infrastructural F	r	.575	.574	.522	1	
	Sig.	.011	.043	.068		
Counselling I	R	.500	.437	.407	.791	1
	Sig.	.003	.044	.074	.100	

Source: Research data (2024)

The correlation results in Table 10 shows that instructional materials has a positive and significant correlation (r=.564, p<.012); financial resource management has a positive and significant correlation (r=.380, p<.020); infrastructural facilities has a positive and significant correlation (r=.575, p<.011) and guidance and counselling initiatives has a positive and significant correlation (r=.500, p<.003). Generally, it was observed that all variables had a positive and significant correlation with academic performance. Specifically, instructional materials and infrastructural

facilities had the strongest correlation with academic performance of public primary schools in Rabai Sub-County, Kilifi County, Kenya

4.6 Regression Analysis.

Regression analysis is a statistical technique used to model the relationship between a dependent variable and one or more independent variables. The primary goal of regression analysis was to identify the strength and nature of the relationship between the variables, as well as to make predictions based on that relationship. This section presents the model summary, ANOVA and Regression co-efficient.

4.6.1 Model summary

A model summary provides a comprehensive overview of the results obtained from a regression analysis. It typically includes information about the fitted model, the statistical significance of the coefficients, the goodness of fit, and other relevant statistics.

Table 11: Model Summary

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.919[a]	.845	.836	.40462945

Source: Research data (2024)

The R-square in the model summary results shows the variance explained by he set of independent variables in the model. The model summary results show that the IVs in the model accounts for 83.7 % of variance in academic performance.

4.6.2 Analysis of Variance

Analysis of Variance is a statistical technique used to analyze the differences among group means in a sample. ANOVA assessed whether the means of different groups are statistically significantly different from each other.

Table 12: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.937	5	8.3874	22.83	.027[b]
	Residual	15.063	41	0.3674		
	Total	97.000	46			

Source: Research Data (2024)

The ANOVA shows the suitability of the whole model that relate the IVS to the DV. The ANOVA results (Table 4.11).

4.6.3 Regression co-efficient

Regression coefficients are the parameters in a regression equation that represent the strength and direction of the relationship between the independent variables and the dependent variable.

Table 13: Regression co-efficient

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.375	.041		.000	1.000
	Instructional materials	.566	.059	.517	8.795	.014
	Financial resource management	.454	.056	.254	4.563	.022
	Infrastructural facilities	.658	.050	.156	3.098	.017
	Guidance and counselling	.418	.069	.318	4.604	.034

Source: Research data (2024)

Y= 4.375+.566X1+.454X2+.358X3+.418X4

The first objective of the study was to ascertain the influence of instructional materials on academic performance in public primary schools in Rabai Sub-County, Kenya. The study established those instructional materials has a positive and significant impact on academic performance (β=.566, p<.014). The second objective was to determine the influence of school financial resource management on academic performance in public primary schools in Rabai Sub-County, Kenya. The study established that financial resource management has a positive and significant impact on academic performance (β=.454, p<.022). The third objective of the study was to assess the influence of infrastructural facilities on academic performance in public primary schools in Rabai Sub-County, Kenya. The study established those infrastructural facilities has a positive and significant influence on academic performance (β=.658, p<.017). The fourth

objective of the study was to assess the influence of infrastructural facilities on the academic performance in public primary schools in Rabai Sub-County, Kenya. The study established those infrastructural facilities has a positive and significant influence on academic performance (β=.418, $p<.034$).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The main results of the investigation are detailed in this chapter, along with a conclusion, recommendations, and ideas for further research.

5.1 Summary of Findings

The broad goal of the investigation was to determine the influence of school resources on academic performance of public primary schools in Rabai Sub-County. If the normalcy is not attained, the regression analysis for goodness of fit, the outcomes might not depict the real picture affiliation amongst the variables. In this research the fundamental reliability of the data collection tools was tested via Cronbach's alpha test. In the first objective, most of the participants pointed out that teacher’s lesson attendance improves quality of learning. While the least of the respondents indicated that leaners supplement learning materials with more from home.

The majority of respondents with a mean of 30.5% felt that instructional materials enhances academic performance in public primary schools in Rabai Sub-County. This shows that because it places a focus on performance, instructional materials enhances performance in schools. They posited out that the finest possible teaching and learning must be conducted using contemporary instructional facilities. They concluded that when contemporary instructional facilities are employed, there are significant benefits for both the teacher and the student. Instructional materials has a positive and significant impact on academic performance (β=.566, p<.014). Generally, it was observed that all variables had a positive and significant correlation with academic performance. The findings shows that instructors' performance is highly influenced by the evaluation of their ongoing professional growth, knowledge and application, and time management which in turn improves students' academic success.

In the second objective, most of the respondents indicated that the usage of delegated school funds enhance teaching. While the least participants showed that the school administration possess adequate budgeting skills. The majority of the total participants with a mean of 32.2% believed that school financial resource management influences academic performance. This suggests that school financial management is vital especially running the school which enhances performance in their schools. They added that, it is imperative that educational institutions properly budget for the purpose of implementing infrastructure upgrades. The study established that financial resource management has a positive and significant impact on academic performance (β=.454, p<.022).

In the third objective, most of the respondents posited out that in terms of school infrastructural facilities, toilets for teachers and students are available in the school, while the least of the respondents posited out that learners experience congestion in classrooms. With a mean of 30.7, the majority of respondents believed that school infrastructural facilities influencing academic performance in public primary schools in Rabai Sub-County. This demonstrates the necessity of availability of resources for school infrastructural facilities. The study established those infrastructural facilities has a positive and significant influence on academic performance (β=.658, p<.017). They also added that if there is infrastructure or amenities available in the school, learning will proceed even more smoothly. They also posited out that the efficiency of the learning process is impacted by the availability of facilities, which makes learning easier for pupils and boosts their total academic achievement.

Most of the respondents designated that guidance and counselling program prepare learners for external challenges. While the least of the respondents indicated that intervention of religious leaders and other experts is practiced. This shows that with a mean of 30.5, the majority of participants believed that guidance and counselling initiatives are imperative to academic

performance. This suggests that guidance and counselling initiatives influence academic performance in public primary schools. They added that parents should be participative enough to cooperate and offer feedback or personally pay school visits to check on their children's academic progress. They suggested that this should include parents helping children with schoolwork, discussions about peers, school, extracurricular activities, encouragement and compliment and general welfare of learners.

Instructional materials, financial resource management, infrastructural facilities and guidance and counselling initiatives has a positive and significant correlation. Generally, it was observed that all variables had a positive and significant correlation with academic performance. Specifically, instructional materials and infrastructural facilities had the strongest correlation with academic performance of public primary schools in Rabai Sub-County.

5.2 Conclusions

According to the investigation outcomes, the research concludes that there is affirmative result on the influence of school resources on academic performance of public primary schools in Rabai Sub-County, Kilifi County, Kenya. From the findings, the investigator can conclude that when teachers use appropriate tools, resources, and equipment to teach basic learning is facilitated and student accomplishment is improved. Since teachers are not the ones who accomplish any of the attributed qualities on their own, the worth of any accessible educational facilities depends on what the teacher creates of them.

The research outcomes leading to inference that the importance of educational facilities in the learning process cannot be overstated. This is so that learning can be made easier, more vivid, and more palpable with the help of such facilities. Having access to instructional facilities is essential to ensuring that the school system's oversight and delivery of education are effective. The research

discloses that community engagement exposes learners to various social issues and needs. This can foster a sense of social awareness to the learners, empathy, and a desire to make a positive impact on the community. These qualities may influence their motivation and perspective in academic settings.

The researcher can also conclude that there are also elements of stress relief to the learners where the involvement in community activities can serve as a form of stress relief. Engaging in activities outside of academics provides a break from the routine of studying, potentially contributing to improved mental well-being and focus when returning to academic tasks. Through home chores, community involvement offers networking opportunities that can be valuable in academic and professional settings. Connections made during community activities may lead to mentorship, internships, or other educational opportunities. The resource mobilization hypothesis states that one of the most important problems facing public institutions is resource access. The efficiency with which an institution uses its resources determines how successful it is.

The researcher also came to the conclusion that each school needs the necessary internal physical resources in order to accomplish its long-term goals. Good workspace, effective communication, and adequate information systems are a few of them. The most expensive part of resource mobilization is thought to be the acquisition of physical resources. Therefore, before beginning any operations, project managers should make sure they do a comprehensive analysis of their demands. An organization must integrate labor, capital, energy, materials, and information to generate a good or service, which increases the sustainability of its operations. The labor that volunteers and employees offer to an organization is known as labor. Since it is necessary for the organization to produce the requisite goods and services, it is of utmost importance. They also claim that the strongest factor in producing the good or service is capital. It might take the shape of tools and machinery.

Learners also benefit in terms of civic responsibility from home chores. Learners who actively participate in community service may develop a sense of civic responsibility and an understanding of their role in society. This broader perspective can contribute to a well-rounded education. As such, involvement in community activities can contribute to personal growth by exposing learners to new experiences, challenges, and perspectives. This growth mindset can positively impact their approach to academic challenges.

The school managers are currently reviewing the teaching of communal abilities in schools since it appears that deterioration of communal abilities as well as standards in scholars are fundamental at a great level. School misbehaviors, delinquencies as well as bunking of programs have obligated school administration to reconsider on changing the philosophy of schools. Emerging communal abilities, character building as well as teaching guidelines are merged into the school setting and communal so as to aid learners to be committed whereas erudition, to become good inhabitants, to deal with skirmishes as well as engaging in community with lively involvement by gratifying communal errands.

Whereas parent participation certainly affects scholar's educational accomplishment, low socio fiscal parentages are less probable to be tangled in their youngsters' tutoring. Stumpy socio -fiscal parentages are frequently at work most of the time so as to look after their people and they have no or partial period to partake in their youngsters' edification. Nevertheless, the investigator is cognizant that low socio- fiscal parentages are similarly eager as well as impartial as keen to aid their kids thrive in their edification and complements in great socio- pecuniary standing nonetheless they are restricted in their squat echelon of edification, revenue as well as occupation.

Teachers are supposed to create a conducive and responsive atmosphere around school to ensure that parents are constantly well informed of learner's development and progress whether positive or negative. Last but not least, parents should be participative enough to cooperate and offer feedback or personally pay school visits to check on their children's academic progress and for

those who are day scholars the parents should keep in touch with the teachers to ensure the welfare of the learners is take care of.

5.3 Recommendations of the study

In light of the study's conclusions, the researcher makes the following suggestions:

1. It is imperative that educational institutions properly budget for the purpose of implementing infrastructure upgrades. There are several well-established schools in urban areas with sufficient physical infrastructure. Due to their financial capabilities, these schools are able to both build new infrastructure and make upgrades to the already-existing infrastructure. However, there are still deficiencies in the physical infrastructure of schools in remote regions. As a result, the rate of student enrollment has decreased, and people are less inclined to look for work opportunities in schools, especially in areas with inadequate infrastructure.
2. It is crucial for schools to make use of their financial resources and talents as well as abilities to support infrastructural developments in order to promote the wellbeing and goodwill of their pupils and other members. Sufficient resources and proficient management leadership are essential for the smooth operation of any educational establishment.
3. Allocating resources and establishing goals, objectives, and priorities are key components of most financial management competencies. All school managers must possess the three primary financial competencies of cost management, budgeting, and budget management in order to effectively carry out their roles.
4. Good infrastructure and amenities for schools will promote the wellbeing of teachers, draw them in and keep them, help students achieve better results, and benefit society's economy. Thus, it can be said that the entirety of a school's infrastructure and amenities can influence how many kids attend.

5.4 Suggestions of the Study

Given the range as well as limits of this study, the researcher recommends a number of expanses for further investigation. The range of this investigation should be comprehensive to include other variables not acknowledged in this investigation as captured by the error term. To acquire an enhanced perspective of the influence of school resources on academic performance of public primary schools, this investigation need to be done in different regions. The investigation can similarly be improved by using a varied benchmark to measure the influence of school resources and how it affects either directly or indirectly academic performance of public or private schools. Comparable research must similarly be carried out on other sub counties as well as counties all over the country since diverse groups have diverse philosophies. More researches must be carried out on the aspects of leadership in primary schools all over the country.

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APPENDIX 1; RESEARCH PARTICIPATION CONSENT FORM

MOUNT KENYA UNIVERSITY

P.O BOX 342-01000

THIKA

SUBJECT: INFORMED CONSENT

Dear Respondent,

My name is Janet Wanjiku Wangu, a student taking MED degree in Education Management, leadership and administration of Mount Kenya University. It is my humble request that you participate in this research titled: **Influence of School Resources on Performance of Public Primary Schools in Rabai Sub County in Kilifi County, Kenya**. The information given will be treated with maximum confidentiality. It will not be used for any other purpose other than this research.

Purpose of the Study:

The general objective of this study is to examine the school resources influencing academic performance in public primary schools in Rabai Sub-County, Kilifi County, Kenya..

Procedure for Involvement:

As a questionnaire participant, you will require only your presence to collect the form for filling which may take about 20 minutes. Should you feel you need more time to fill it, you have up to two hours. After filling in the form, the researcher will collect it back.

As an interview participant, you will need about an hour and the place for the interview will be your office. The process of interview will entail probing of the questions by the researcher as you respond appropriately according to the best of your knowledge. Participants will have room to seek clarifications they may need in order to respond.

Benefits of the Study:

If you participate in this study, you will help the Ministry of Education while evaluating budgets for funding schools and give priority to schools that are in most need of resources to help them improve performance in schools not only within Rabai Sub-County but also Coast region and in the country as a whole.

Rewards to Participants:

There will be no form of reward if you choose to participate in the study.

Risks to Participants:

Some of the questions you will be asked may be sensitive or make you uncomfortable. If this happens, you may refuse to answer if you choose. You may also stop filling in the questionnaire which will take a few minutes.

Voluntariness of Participation:

Participation is entirely voluntary with no coercion, and you may withdraw from participation without necessarily giving explanations for your decision.

Confidentiality of Responses:

Your name will not be recorded anywhere in the research instrument and the information given will only be used for academic purposes and specifically for this study.

Complaint/Contact Information:

In case of any emerging issues related to the researcher or the study, you may contact the Ethical Review Committee chairperson through the following address;

The Chairman MKU IERC, P.O. Box 342-01000, THIKA

Participant's Statement:

The above statement regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is voluntary. I understand that my records will be kept private and that I can leave the study any time. I understand that I will not be victimized at the campus whether I decide to leave the study or not and my decision will not affect the way I am treated at school.

Name of Participant…… Date……..

Signature……

Investigator's Statement

I, the undersigned, have explained to the participant in a language he/she understands the procedures to be followed in the study and the risks and benefits involved.

Name of Investigator: Janet Wanjiku Wangu

Signature……. Date……

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Signature of the participant…….Date……..

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

My name is Janet Wanjiku, am studying at Mt. Kenya University. Am conducting a study titled 'School resources on academic performance in public primary schools in Rabai Sub-County. I hereby seek your participation as a class teacher on information that I believe will contribute significantly towards the study by filling this questionnaire. Kindly provide accurate and honest responses to the best of your knowledge on items highlighted. Any information given shall be accorded confidentiality and is only useful for the study purposes. Kindly provide your response to all items.

SECTION A:

Demographic Information

Tick appropriately

1) Gender: Male ( ) Female ( )

2) Professional qualification: Masters ( ) Bachelor degree ( ) Diploma ( ) Certificate ( )

3) Age: below 25 ( ) 26-30 ( ) 31-40 ( ) 41-50 ( ) 51-60 ( )

SECTION B:

Instructional Resources and Academic Performance

5) Indicate the mean score of your class in the last term examination……

6) How does the items below influence academic performance of the learners.

Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

	Statements	SD	D	N	A	SA
1	Teachers' lesson attendance improves quality of learning					
2	Availability of teaching aids facilitate learning					
3	Course books are availability to facilitate learning					
4	Teachers utilize learning materials provided					
5	Coursebooks provided are sufficient for teachers and learners					

6	Leaners supplement learning materials with more from home					

SECTION C:

Financial Resource Management

8) The items relate to School financial resource management on academic performance

S/No	**Statements**	SD	D	N	A	SA
1	Usage of delegated school funds enhance teaching					
2	School administration possess adequate budgeting skills					
3	Management of school costs is a priority in our school					
4	Bigger percent of school budget prioritize learning materials					
5	School administration solicit for school funding from multiple sources					
6	There is a accountability of how school fund is spent					

SECTION-D

	School infrastructural facilities	SD	D	N	A	SA
1	The school has adequate classrooms					
2	Toilets for teachers and students are available					
3	Safe and secure playgrounds					
4	Learners experience congestion in classrooms					
5	School facilities and well-ventilated and clean					
6	Teachers have a decent staff room to allow comfortable work environment.					

SECTION E

	School Guiding and Counseling Initiatives	SD	D	N	A	SA
1	We have active guidance and counselling programs					
2	Guidance and counselling program prepare learners for external challenges					
3	Intervention of religious leaders and other experts is practiced					
4	Students who withdrawn from learning and reached through the programs					
5	School encourages parents to take active role in guiding the learners					
6	Guidance and counselling activities are proactive					

I sincerely appreciate your cooperation in this survey.

APPENDIX III: INTERVIEW GUIDE

Questions and discussion on the following issues will be raised to the school heads

1. **Instructional Resources**

- ✓ How often do you follow up on teacher lesson attendance?
- ✓ What would amount to availability of teaching aids?
- ✓ Who is responsible for provision of coursebooks?
- ✓ Is provision of teachers' guide and other learning materials your role?

2. **Financial Resource Management**

- ✓ Please provide a brief usage of delegated funds
- ✓ How does the school for donations or funds?
- ✓ What measures are put into place to ensure that school heads are well trained to handle Budgeting matters?
- ✓ Management of costs is key for any institution. How do you manage expenditures/costs?

3. **School infrastructural facilities**

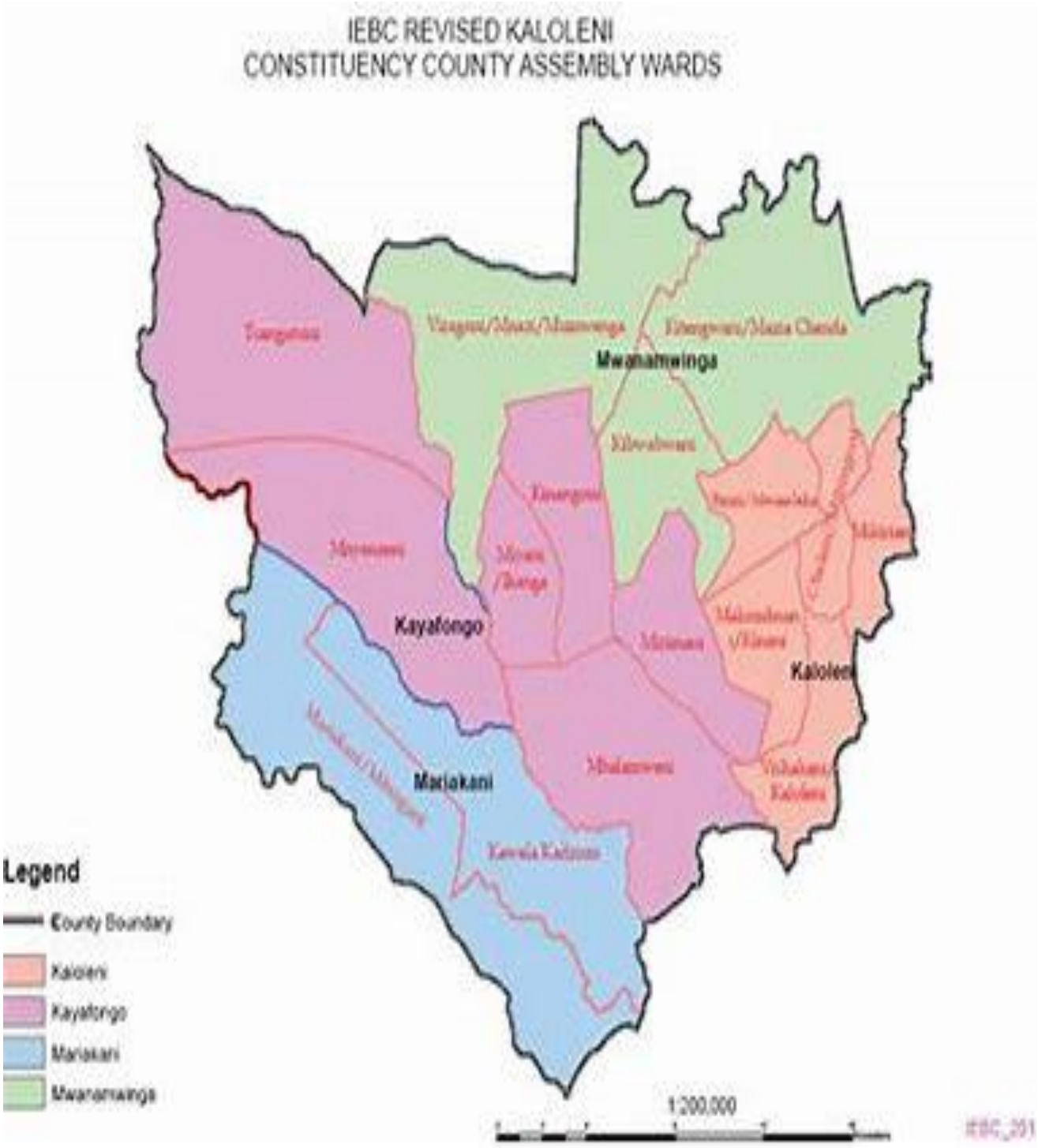
- ✓ Are the classrooms sufficient to hold the number of current students?
- ✓ How reliable is the clean water source for the facility?
- ✓ Have the teachers and students been provided with proper and adequate toilets?
- ✓ To what extent is safety of learners assured while in the school premises or play-grounds?

4. **Guiding and Counseling Initiatives**

- ✓ Are there guidance and counselling program in your school?
- ✓ To what extent do you engage counselling teachers in guidance and counselling?

- ✓ Has there been any incidences of your students' exposure to drugs?
- ✓ How often is intervention of religious leaders sought?

APPENDIX IV: MAP OF THE STUDY LOCALE


IEBC REVISED KALOLENI
CONSTITUENCY COUNTY ASSEMBLY WARDS
Mwanamwinga
Kayafungo
Mariakani
Kaloleni
Legend
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