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The Utilization Of Financial Sources In Teaching And Learning In Public Day Secondary Education In Kisii County, And Its Implications On Quality In Kisii Central District,Kisii County, Kenya

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Abstract: Attainment of quality education in hinged on availability and use of financial resources to acquire inputs to education production. The purpose of the study was to examine how the income sources have been utilized in the education process to enhance quality. The major contention of this study is that the introduction of free Secondary Education (FSE) in Kenya induced high participation rates which strained the input resources and consequently affecting quality. The study was premised on Education production theory. A descriptive survey research design was adopted utilizing mixed methods of quantitative and qualitative research approaches. The study used a sample of 148 respondents drawn across various education stakeholders in the study locale. The study revealed that the financial resources are inadequate in meeting the corresponding demand of educational resources. The study also revealed that day schools have a member of stalled projects. The study recommended that education need to be financed by multiple sources.

Keywords: financial sources, teaching and learning, Free Secondary Education, quality.

I. INTRODUCTION

Modern research continues to verify that the educational resources and facilities have an impact on the learning environment and learner's achievement (Stevenson.2001).

Classroom lighting plays a particularly critical role in student performance (Philips 1997). Jago and Tanner (1999)cite results of seventeen studies from middle 1930's to 1997. The consensus of these studies is that appropriate lighting improves test scores, reduces off-task behavior and plays a significant role in the achievement of students.

Lemaster (1997) synthesis of 53 studies pertaining school facilities; student achievement and student behavior, reports that daylight fosters higher student achievement. The impact of lighting is well studied and documented .Students must have appropriate lighting in order to learn and thrive in their learning environment. Schneider(2002) cites 17 studies from 1930s to 1997 concerning lightning .The conclusions of these studies was that appropriate lighting improves test score ,reduces poor behavior and plays an important role in students achievements. It also affects mental attitude, class attendance and performance

UNESCO(2000) delineates teaching learning conditions which have a bearing on quality as:

- 1. Learner background(gender ,age ,home language)
- 2. Home background (distance to school ,meals recurred, parent in the house) prevent education

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- 3. Home learning support (assistance of homework ,activities other than school related work ,parent education)
- 4. Teacher background (age, gender and training experience)
- 5. Teaching conditions (furniture, learning material availability of chalkboards and chalk)
- 6. Teacher work environment and activities (availability of teacher resources ,Teacher activity a fees school)
- 7. School head background(gender, qualifications and experience)
- 8. School characteristics (school safety, school size, school facilities and amenities.

An analysis of quality education that involved nine countries; Botswana, Madagascar, Malawi, Mali, Mauritius, Morocco, Senegal, Uganda and Zambia, to associate learner performance, (score) with the eight variables, found that the issues that had a bearing on quality are: teacher background, teaching conditions, and teacher work environment and school characteristics.

Obadara and Alaka (2010) in a study in Nigeria on the influence of resource allocation on secondary school student outcome revealed a correlation co-efficient (r) of 0.6s which is significantly at 0.05 level. The result indicated that financial resource allocation to school significantly influence students performance. The study further revealed that human resource allocation to secondary schools significantly influence student's performance. The study concluded that resources are vital factors that make a system function. Therefore, resources are very important in the development of qualitative education. The success of an educational system depends on manpower, money and materials available to it.

Bell and Rhodes (1996) noted that school facilities include administrative offices, staff rooms, classrooms, laboratories, workshops, equipment, stores, libraries, staff houses, offices and the school grounds. Consequently, for quality learning the school has to utilize these facilities.

Onyango (2001) emphasizes that human resource is the most important in a school organization, and adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars and support staff is equally important.

Earthman (2002) points out that the capacity of the school influences learning. When the capacity exceeds it puts pressure on teachers and administration, further increasing discipline problems unlike small class size.

Students with special needs presented a greater diversity of needs, including physical, cognitive and behavioral, which require additional spending to address (Harr *et al*, 2008).

A library is expected to increase the quality to access information as well as to develop reading and comprehension skills (World Bank Working Paper No. 126, 2004)

There is evidence that school infrastructure is important for creating positive learning environments and improving student performance (Duflo, 2001). In addition, school infrastructure is associated with school attendance.

Studies on textbook usage have consistently been shown to have a positive effect on students learning. (World Bank Working Paper No. 130, 2004)

Objectives of the study:

The objectives of the study were to:

i.Examine how the income sources are utilized in financing the teaching and learning process in public day Secondary School (PDSS)

ii.Examine the quality of facilities in public day secondary schools (PDSS)

II. RESEARCH METHODOLOGY

This paper adopted mixed method approach for data collection. Questionnaires and interviews were conducted and information obtained from a sample of 148 respondents drawn from day public Secondary schools in Kisii Central District, Kisii County, Kenya. Questionnaire elicited information from head teachers on the financial contributions by stakeholders and how the income was utilized to enhance quality of day secondary. The study used an observation checklist in observing the adequacy of the school physical conditions and teaching and learning resources.

The study collected both quantitative and qualitative data. The quantitative data was analyzed using descriptive statics while qualitative data was analyzed thematically and reported in narrative form.

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III. RESULTS AND DISCUSSIONS

The first objective was to examine how difference sources of income are utilized in financing and the teaching and learning process in PDSS. From interviews 63.9% of the respondents agreed that classrooms were adequate while 36.1% disagreed, further 16.7% respondents that desks were adequate while 83.3% disagreed.

Further, it was reported by 16.7% of respondents that there was enough space to sit while 83.3% reported that the space was not enough.

On chalkboard quality, it was indicated by 5.6 % of the respondents that overall quality of chalk wall was very good, 61.1% of them reported that it was good and 33.3% said it was average.

Adequacy	Wall display	Lighting	Seating	security	Floor	Ventilation	Wall Quality
Most	5.6	8.3	11.1	5.6	0	8.6	8.3
Adequate							
Adequate	38.8	69.5	58.3	72.2	68.6	82.8	72.2
Less	41.7	13.9	30.6	22.2	31.4	8.6	19.5
Adequate							
None	13.9	8.3	0	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table.1: Adequacy of classroom resources

From table1, it is revealed that 5.6 % of the respondents said that the wall display was most adequate 38.8 % of the respondents said it was adequate, 41.7 % of the respondents reported that wall display was less adequate while 13.9% were undecided. On the question of lighting was most adequate 69.5 % of the respondents said it was adequate, 13.9% said it was less adequate and 8.3 % were undecided Respondents reported as follows concerning seating space; 11.1% was most adequate. 58.3% was adequate, 30.6% was less adequate. Pertaining security the response was as follows; 5.6% was most adequate 72.2% was adequate while 22.2% was less adequate. on the a adequacy of the floor was adequate while, 31.4% of the respondents said it was most adequate , 82.8% said it was adequate while 8.6% said it was less adequate 8.3% of the respondents said the quality of the wall was most adequate. 72.2% said it was adequate while 19.5% said it was less adequate.

The study sought to establish the adequacy of school compound resources and the findings are shown in Table 2 From table 2, 66.7% of the respondents reported that school fencing was adequate. 25.0% reported that

Adequacy	Fence	Gate	Notice board	Security	School grounds	Flower beds	Building safety	Worship places	Boys urinal	Toilet space	Toilet privacy	Toilet ventilate	Washing places
Most adequate	0	8.3	5.6	8.3	2.8	0	0	5.7	0	5.7	2.9	0	0
Adequate	66. 7	50. 0	38. 9	63.9	38.9	52.8	61.1	34.3	61.8	62.9	60.0	77.1	35.4
Less adequate	25. 0	27. 8	41. 7	25.0	47.2	38.9	38.9	37.1	26.5	25.7	37.1	22.9	32.3
None	8.3	13. 9	13. 9	2.8	11.1	8.3	0	22.9	11.7	5.7	0	0	32.3
Total	100 .0	100 .0	100 .0	100.0	100.0	100. 0	100.0	100.0	100. 0	100. 0	100. 0	100.0	100.0

Table.2: school Compound infrastructural resources

it was less adequate while 8.3% were undecided. On the adequacy of school gate, 8.3% of the respondents said that the school gate was most adequate. 50.0% said it was adequate. 27.8% said it was less adequate while 13.9% were undecided. On the issue of notice board, 5.6% of the respondents reported that the school notice board was most adequate, 38.9%

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said it was adequate, 41.7% reported it was less adequate while 13.9% were undecided. On security matters, 8.3% of the respondents reported that security was most adequate. 63.9% said it was adequate. 25.0% was less adequate while 2.8% of the respondents were undecided. On the school grounds 2.8% of the respondents reported that the school grounds were most adequate, 38.9% reported that school grounds were adequate, 47.2% said it was less adequate while 11.1% were undecided. On the question of Flower beds, 52.8% of the respondents reported that the flower beds were adequate, 38.9% of respondents said that flower beds were less adequate while 8.3% were undecided. On the other hand, 61.1% of the respondents reported that safety of buildings was adequate while 38.9% said it was less adequate. Further. 5.7% of the most respondents said that worship place was most adequate. 34.3% said the worship place was adequate. 37.1% reported it was less adequate while 22.9% was undecided. On the adequacy of boys urinal pits. 61.8% of the respondents reported that urinal for boys was adequate. 26.5% said it was less adequate while 11.8% were undecided. On the issue of toilet space, 5.7% of the respondents agreed that toilet space was most adequate. 62.9% of respondents reported that toilet space was adequate, 25.7% said it was less adequate while 5.7% were undecided. 2.9% of the respondents reported that toilet privacy was most adequate, 60.0% said it was adequate while 37.1% of respondents said it was less adequate.77.1% of respondents reported that toilet ventilation was adequate while 22.9% reported it was less adequate 54.3% of respondents reported that cleanness were adequate, 31.4% said cleanness were less adequate while 14.3% were undecided. 35.5% of respondents reported that washing places were adequate, 32.4% said the washing places were Less adequate while 32.4% were undecided.

Number of latrines	Girl	ls	Boy	Staf	•	
	Frequency	%	Frequency	%	Frequency	%
1-5	0	29.4	11	31.4	32	91.4
6-10	15	44.2	17	48.6	3	8.6
11-15	6	17.6	4	11.4	0	0
Over 15	3	8.8	3	8.6	0	0
Total	34	100.0	35	100.0	35	100.0

Table.3: Number of Latrines

Concerning number of latrines, it was established that 29.4% of the schools had less than 5 latrines for girls, 44.2% had 6 to 10 latrines for girls and 8.8% had over 15 latrines for girls. The number of latrines for boys was found to be distributed as 31.4% of the schools having less 5 latrines for boys. 48.6% had 6-10 latrines. 11.4% had 11-15 latrines while 8.6% had more than 15 latrines.

It was established that most schools.70% do not have permanent clean water, while 30% reported availability of permanent clean water supply.

	Frequency	%
Yes	7	19.4
No	29	80.6
Total	36	100.0

Table.4: Facilities for	or the special	needs students
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The study sought to establish facilities for special needs students in PDSS. The responses are shown in Table 4.

From Table 4, Most Schools were found to lack special physical facilities for the physically challenged students which was indicated by 80.6% while only 19.4% indicated that the schools have the physical facilities

It was further reported that schools do not provide special latrines for the physically challenged students as indicated by 94.3%, and only 5.7% of the schools were found to provide facilities.

The study also sought to establish whether the PDS offer practical subjects as shown in Table 5.

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Subject	Numbers of schools	%
Agriculture	27	19.1%
Physics	35	24.8
Chemistry	35	24.8
Biology	34	24.1
Home science	2	1.4
Computer science	3	2.1
Drawing and design	2	1.4
Power mechanics	1	0.7
Music	1	0.7
Metal work	1	0.7
TOTAL	141	100.0

Table.5:	Proportion	of practical	subjects	offered in	PDSS
	r	- F	Jeens		

Table 5 shows the proportion of practical subjects offered by the PDSS IN Kisii central District.

From the table the PDSS in Kisii Central district, offered the following practical subjects out of the many options in practical subjects. It was indicated that 27 (19.1%) of the schools offered Agriculture, 35(24.8%) offered Biology. the other practical subjects offered by school were: Home science 2(1.4%), computer science 3(2.1%) drawing and design 2(1.4%) while power mechanics 1(0.7%), Music 1(0.7%) and metal work (1(0.7%)) The reason advanced for the lean choice of practical subjects was lack of finances to purchase the required equipments.

Consequently, it was deducted that 9(4.1%) of PDSS do not offer Agriculture, 1(0.5%) physics, 1(0.5%) chemistry, 2(0.9%) biology, 34(15.5%) home science, 33(15.1%) computer science, 34(15.5%) drawing and design 35(16.0%) power mechanics, music 16% and metal work 35(16.0%). Financial consideration limited PDSS from offering diverse technical course hence affecting the quality of the curriculum.

To determine the perception of principals on the adequacy of laboratories and practice subject facilities and equipment, a Likert scale was developed for the purpose with most adequate, adequate, fairy adequate and not adequate.

	Lab	oratories							Equ	ipments a	nd fac	ilities				
Adequacy	Ch	emistry	Р	hysics	I	Biology	I	Iome	Ch	emistry	Р	hysics	Bio	logy	I	Iome
	Fr	eq. %	Fre	q. %	Fre	eq. %	S	cience	Fre	q. %	Fre	q. %	Freq	ŀ %	SC	cience
							Free	q. %							I	Freq. %
Most adequate	0	0	0	0	0	0	0	0	3	8.6	3	9.1	3	3	0	0
Adequate	14	41.2	11	31.4	11	31.4	0	0	11	31.4	9	27.3	8	8	0	0
Fairy adequate	15	44.1	13	37.1	12	34.3	2	5.6	18	51.4	19	57.6	21	21	0	0
Not adequate	5	14.7	11	31.4	12	34.3	34	94.4	3	8.6	2	6.1	3	3	36	100.0
Total	34	100.0	35	100.0	35	100.0	36	100.0	35	100.0	33	100.0	35	35	36	100.0

Table.6: Adequacy of Practical subject facilities and equipment.

Table 6 shows that laboratories for chemistry, 0% were most adequate, 41.2% adequate, 44.1% fairy adequate and 14.7% showed not adequate. Physics was indicated by 0% most adequate, 31.4% adequate, 37.1% fairy adequate and 31.4% not adequate. Biology was shown by 0% most adequate 31.4% adequate, 34.3% fairy adequate and 34.3% not adequate. Home science was indicated by 0% most adequate, 0% adequate, 5.6% fairy adequate and 94.4% not adequate. Table 4.41 indicated the principals' perceptions on the adequacy of equipment and facilities using the same Likertscale. From the table it is evident that responses on equipment and facilities in chemistry 8.6% most adequate, 31.4% adequate, 51.4% fairy adequate and 6.1% not adequate. In physics 9.1% most adequate, 27.3% adequate, 56.6% fairy adequate and 6.1% not adequate 0%, adequate 0%, fairy adequate 0% and not adequate 100%.

The same Likert scale was developed to show the perception of principal on the status of the laboratories in terms of ventilation, storage and maintenance as shown in Table 6.

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Adequacy	Venti	ilation	Storage a	nd safety	Maintenance		
	Freq.	%	Freq.	%	Feq.	%	
Most adequate	2	5.7	1	2.9	0	0.0	
Adequate	21	60.0	11	31.4	4	11.1	
Fairy adequate	8	22.9	3	8.6	17	47.2	
Not adequate	4	11.4	20	57.1	15	41.7	
Total	35	100.0	35	100.0	36	100.0	

Table.7:	Status	of	Laboratories	in	PDSS
1 ant. / .	Status	υı	Laboratorics		I DOO

Table 7 shows that the ventilations in the laboratories in PDSS shows 5.7% was most adequate. 60.0% was adequate, 22,9% fairy adequate and 11.4% not adequate. The storage and safety of the equipments in the laboratories was shown by 2.9% most adequate, 31.4% adequate, 8.6% fairy adequate and 57.1% not adequate. The maintenance of the laboratories was shown from the sample to be 0% most adequate, 11.1% adequate, 47.2% fairly adequate and 41.7% not adequate.

The study sought to establish the source of lighting in the PDSS. They findings are as shown in Table 8.

Source of energy	Frequency	%
Generator	2	5.6
Electricity	32	88.8
Natural light	2	5.6
Total	36	100.0

Table.8: Sources of Energy in PDSS

Table 8 shows the source of energy which is also used for lighting and reading in PDSS. From the table 2(5.6%) of the schools use generators, 32(88.8) use electricity, 2(5.6%) use natural light.

It was further established that expenditure on energy varied between Kshs. 1,000 and Kshs. 15,000 in PDSS. It was indicated that 5(13.9%) spent between Kshs. 1,000-5,000, 14(38.9\%) spent an average of Kshs. 6,000-10,000 while 17(47.2\%) spent an average of Kshs. 10,000-15,000 on energy per month.

Information on availability of school offices was revealed in Table 9.

Office	Y	es	No			
	Freq.	%	Freq.	%		
Principal's office	34	94.4	1	5.6		
Deputy Principal's	33	91.7	3	8.3		
Office						
Staffroom	32	88.9	3	11.1		
HOD offices	19	52.8	17	47.2		

Table.9: Availability of Offices in PDSS

Table 9, shows that 34(94.4%) of sampled PDSS had an office for the principal, 33(91.7) had offices for deputy principal, 32(88.9%) had staffroom for teachers while 19(52.8%) had offices for HODs. On the other hand 1(5.6%) had no office for the principal, 3(8.3%) for deputy principal, 3(11.1%) staffrooms and 17(47.2%) had no offices for HODs.

To determine the availability of communication facilities, a closed ended question was used. The respondents were to indicate 'yes' or 'no'. It was indicated that 5.6% of the PDSS used landlines, while 94.4% had no landlines. However, 75% had mobile telephones for the school and 25.0% didn't have. No PDSS school had a fax machine. The internet was only available in 2 schools represented by 5.6% of the sample.

Information from the study on the availability and use of school plans revealed that 13(36.1%) of the PDSS had school plans while 23(63.9%) had no site plan hence no clear economic planning of the school development.

To assess the quality of physical facilities, a Liker scale was developed with extremely good, good, average and poor as shown in Table 10.

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Facility	Extro go	emely ood	Goo	od	Ave	erage	Poo	or
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Classroom	1	2.8	13	36.1	21	58.3	1	2.8
Laboratory	0	0	16	47.1	18	52.9	0	0
Science equipment	0	0	15	42.9	20	57.1	0	0
Fields	0	0	13	37.1	18	51.4	4	11.4
Office facilities	0	0	16	44.4	19	52.8	1	2.8
Administrative	1	2.9	11	31.4	20	57.1	3	8.6
resources								
Latrines	0	0	11	31.4	22	62.9	2	5.7

Table.10:	Onality	of	Physical	facilities	in	PDSS
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Table 10 shows that from the sample 1(2.8%) of the classrooms were of extremely good quality, 13(36.1%) were of good quality, 21(58.3%) were average and 1(2.8%) were of poor quality. The quality of laboratories was indicated as 0% extremely good, 16(47.1%) good, 18(52.9%) average and 0(0%) poor. Science equipments 0 (0%) extremely good, 15(42.9%) good, 20 (57.1%) average and 0 (0%) poor. The field 0 (0%) extremely good 13 (37.1%) good, 18 (51.4\%) average and 4 (11.4\%) poor. Office facilities were shown by 0(0%) extremely good, 16(44.4%) good, 19(52.8%) average and 1(2.8%) poor. Administration resources 1 (2.9%) extremely good 11 (31.4\%) good, 20 (57.1\%) average and 3(8.6%) poor. The quality of the latrines was shown by 0(0%) extremely good, 11(31.4%) good, 22(62.9%) average and 2(5.7%) poor.

Table.11: Proportion of teaching staff in PDSS

	Le	ss 5	6-10			11-15	16-20	
Teachers	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Number of teachers	0	0	21	58.3	8	22.2	7	19.4
TSC Teachers	12	33.3	19	52.8	4	11.1	1	2.8
BOG teachers	24	66.7	10	27.8	2	5.6	0	0

Table 11 shows from the sample that in PDSS, 21(58.3%) of the PDSS in Kisii Central District had number of TSC teachers between 6-10, 8(22.2%) had between 11-15 teachers while 7(19.4%) had between 16-20. The number of BOG teachers was shown by 24(66.7%) had less 5 teachers. 10(27.8%) had between 6-10 teachers while 2(5.6%) had between 11-15 teachers. The study further showed that the monthly income varied between Ksh. 5000 and Ksh. 15,000 for the BOG teachers. It was reported that the monthly income for the BOG teachers in 5(13.9%) of the schools indicated that they pay BOG teachers an amount of less than Kshs.5,000, 23(63.9%) indicated an amount of between Ksh. 6,000-10,000 per teacher per month and 8(22.2%) indicated over Kshs. 11,000.

Table.12: Proportion of support staff in PDSS

2 1 - 2 1	M 1			A 1	T	1	NL ()	
Staff	Most add	equate	-	Adequate	Less a	dequate	Not ac	lequate
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Watchman	4	11.4	22	62.9	7	20.0	2	5.7
Bursar	2	6.7	16	53.3	2	6.7	10	33.3
Secretary	2	6.5	18	58.3	5	16.1	6	19.4
Messenger	3	8.6	27	77.1	2	5.7	3	8.6
Groundsman	3	9.7	12	38.7	8	25.8	8	25.8
Cooks	2	5.9	18	52.9	11	32.4	3	8.8

A Likert scale was developed to show the proportion of the support staff in PDSS as shown above in Table 12. Table 12 shows that in PDSS 4(11.9%) had most adequate number of watchmen. 22(62.9%) had adequate, 7(20.0%) had less adequate, 2(5.7%) not adequate. School bursars were reported to be 2(6.5%) most adequate, 16(53.3%) adequate, 2(6.7%)

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less adequate and 10(33.3%) not adequate. The secretaries 2(6.5%) most adequate, 18(58.1%) adequate, 5(16.1%) less adequate, 6(19.4%) not adequate. School messengers 3(9.7%) most adequate, 27(77.1%) adequate, 2(5.7%) less adequate and 3(8.6%) not adequate. Grounds men 3(9.7%) most adequate, 12(38.7%) adequate, 8(25.8%) less adequate, 8(25.8%) not adequate. Cooks 2(5.9%) most adequate, 18(52.9%) adequate, 11(32.4%) less adequate and 3(8.8%) not adequate.

	No	deficit	Exc	ess	Sho	ortage
Adequacy	Freq.	%	Freq.	%	Freq.	%
Mathematics	4	11.1	2	5.6	30	83.3
Sciences	4	11.1	2	5.6	30	83.3
Humanities	7	19.4	2	5.6	27	75.0
Creative arts	5	13.9	2	5.6	29	80.6
Languages	5	14.3	2	5.7	28	80.0

Table.13: Adequacy of departmental teaching staff

From Table 13 it is clear that in Mathematics department, 4 schools out of the possible 36, representing 11.1% had no deficit, 2 schools out of the possible 36 representing 5.6% had excess teaching staff while 30(83.3%) had shortage. In the science department, 4 out of 36 which was 11.1% had deficit, 2 out of 36(5.6%) had excess and 30 out of 36(83.3%) had no deficit. In humanities, 2 out of 36(5.6%) had excess and 7 out of 36(19.4%) had no deficit, 2 out of 35(5.7%), and 28 out of 35(80.0%) had a shortage.

Information was sought on the utilization of PTA funds in provision of learning resources as shown in table 14.

Classroom construction Library Dinning	20	22.7
Library Dinning		22.1
Dinning	2	2.3
TH	15	17.0
Electricity installation	8	9.1
Salaries	36	40.9
Office	7	8.0
m / 1	00	100.0

Table.14: Utilization of PTA finances in the provision of school facilities

Utilization of PTA Finances:

Data from table 15 indicates that classroom construction and salaries consume most of the PTA finances. The study further established form BOG interview schedule that schools had ongoing projects of various types. It was evident from the interview report and observation 10(26.3%) of the schools had classroom projects, 6(15.8%) had computer laboratory and science laboratory projects 5(13.2%) had library project, 4(10.5%) had dining hall and 4(10.5%) had no ongoing projects and 3(7.9%) had a kitchen project.

Further it was clear that PDSS had stalled projects as was indicated by, 7(19.4%) being classrooms, 3(8.3%) being halls, 2(5.6%) being laboratories, and 1(2.8%) being plot purchase and 1(2.8%) being latrine and 22(61.1%) without stalled projects.

Also PTA had completed projects as was indicated by, 44.9% classrooms, 31.0% water tanks, 10.3% gate construction, 6.9% kitchen and land purchase respectively.

IV. CONCLUSION

From the findings of the study, the teaching and learning resources in PDSS were inadequate. The classroom resources like desks, wall displays, sitting space and lighting were inadequate. This was due to the inadequate funds. The large number of students enrolled to FSE put a strain on the already availability resources. The school compound facilities like toilets are below the required ratio i.e 1:25 for female and 1:30 for boys (MOE; 2010). Due to this scarcity, many students

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line up to use the available toilets while others seek permission to go to the toilet during learning time this leads to time wastage, hence affecting quality of learning.

In this study, it was found that most schools did not have special facilities for the learners with special needs. This affected the learners with disabilities. The resources for learners with special needs are expensive and schools in their budgets had not made provision for such cases.

In this study most schools were connected with electricity, but the school expenditure were low as they made minimal use of electricity. This was because the school did not offer subjects like power mechanics, electricity, Home science, and computer studies which consume a lot of energy. Besides, PDSS have not initiated income generating projects which utilize electricity.

The study also established that all the PDSS had a shortage of staff which compelled the school management to hire B.O.G teachers who were paid between Kshs. 6,000-10,000. This amount is below the normal salary of graduate teachers. Some schools hire their former form four students awaiting to join universities. These teachers do not have the necessary skills for teaching, consequently affecting the quality of schooling. Information from the BOG chairperson interview schedule revealed that all the schools had scarcity of teachers and hence they employed BOG teachers at negotiable terms which were far behind the expected salary.

In this study it was found that PDSS offered a lean curriculum, with most schools offering chemistry, biology, agriculture and physics as practical subjects. This makes the choice of learners limited hence giving the graduates a narrow choice in professional and technical courses at middle and higher levels of learning. The choice of subjects is controlled by inadequate income to PDSS. Most schools in the study sample were found as not having required facilities for having provided by the schools. That was so because most schools lacked the required funds which would be utilized in purchasing the necessary learning facilities.

The study also found out that most schools lacked adequate science laboratories and equipment. This led to poor performance in national examinations in practical and science related subjects further affecting the quality curriculum in PDSS and the national goal of realizing vision 2030 which states that:-

"Throughout the education system, learning will include the use of knowledge in science, technology and innovation to create wealth, improve social welfare and promote democratic government" (Republic of Kenya, 2007).

The vision in its projection aims at implementing computers in schools. In this study most schools though connected with electricity; do not have computers, teachers of computer and access to the internet. This closes the window of the PDSS in providing education for the modern sector economy.

The study found that most schools through PTA had initiated projects, few had been completed and some had stalled. Their projects were meant to provide conducive learning environment but they have stalled due to lack of funds to complete them. The projects include classrooms, library, kitchen, water and offices.

In this study it was also found that all the PDSS schools did not have houses for teachers. Most teachers commute from nearby towns or markets, some of which are far away and others in very noicy environments. Teacher contact time is importance for learning; in PDSS most teachers spend much time travelling and hence not able to get time to offer remedial work to the learners.

The study also found that most principals who were in the study sample indicated that learning resources affected the quality of learning. This concurred with Bulimo, Odebero and Musasia (2010) who concluded that availability of adequate learning resources would lead to high quality education in schools hence improvement in performance. Currently the Kenya government has come up with a policy of subsidized day secondary education where the government is providing funds for teachers salaries, purchase of learning facilities such as textbooks, chalk and development. However, with increasing enrollment and inflation there is need for parents and other stakeholders to continue contributing effectively towards meeting the cost of public day secondary education. This concurs with the views of the writers both for the developed and developing countries whose literature on cost sharing were reviewed by the researcher. For example, in 2007, national schools offered an average of 16 KCSE examinable subjects compared to 11 subjects in other schools. Apparently this was due to the costs involved in offering the extra subjects (Lucas &Mbiti; 2011)

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V. RECOMMENDATIONS

- i. It was clear from the study that the income provided to schools is not adequate to purchase the necessary teaching and learning resources education need to be supported through diversified income sources.
- ii. It is evident from the study that PDSS do not have special facilities for the learners with special need. School to make provision in their budgets for resources.
- iii. It was evident that school had inadequate teachers and hence employed BOG teachers at negotiable term which were far below the expected salary. It is necessary that the BOM teachers are absorbed by the government to deviance quality.
- iv. It was evident from the study that most schools leveled adequate serve laboratories and equipment. This limit the career check for learners in PDSS. There is need to fund the secure laboratories and equipment.

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