



## FINANCIAL FACTORS THAT AFFECT ACADEMIC PERFORMANCE OF SECONDARY STUDENTS

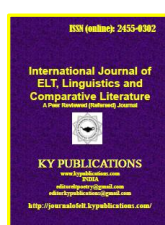
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### ABSTRACT

The aim of this paper is to examine the effect of financial factors on the academic performance of secondary school students in Ombada locality, Khartoum state Sudan. The researcher has adopted descriptive analytical method through questionnaire, interview and observation as main tools for gathering the data concerning the study. The sample of the questionnaire study is composed of 120 English language teachers teaching at different secondary schools in Ombada locality, Khartoum states, Sudan and the sample of the interview is composed of five experts then 4 schools were chosen for the observation. The data obtained from the questionnaire have been processed computationally with SPSS program to examine the truth of the hypothesis of the study. The results from the above mentioned tools have shown that financial factors affects academic performance of secondary school students.

**Key words:** Financial resources, achievement, facilities

### Introduction

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development human capital and is linked with individual's well-being and opportunities for better living (Battle, Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individual to increase their productivity and improve their quality of life. This increases source of earning which enhance the economic growth of country (Saxton, 2000). The quality of students' performance remains at top priority for educators; it is meant for making difference locally, regionally, Nationally and globally, educator's trainers and researchers have long been interested in exploring variable contributing factors that affect negatively on students' performance. These variable factors are inside and outside school (school related & non-school related factors) that affect student's quality of academic performance. These factors may be termed as student's related factors, family related factors, school factors and peer factors (Crosnoe, John –elder 2004). Without a safe environment, teachers cannot teach and students cannot learn (Kaufman and Others, 1998). Our current educational processes do not meet the needs of students who display aggressive, acting out, self-injurious, or anti-social behavior, as a result the students are at extreme risk of exclusion from their home or general education settings. If this situation is to change, we need structure processes, administrators, teachers and support staff who have the knowledge, skills and experience to work with students with challenging behaviors (Sugai and Harer, 1994) schools should be safe and secure places for all students and teachers need. The achievement of student is also negatively correlated with factors such as a

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socio-economic status has negative effect on the academic performance of students because the basic need of students remains unfulfilled and hence they do not perform better academically.

**Materials and Methods:**

This study was carried out at Sudan University of science and technology with English language teachers teaching at various secondary schools in Ombada locality, Khartoum Sudan. A purposive sample used for this study included (120) teachers.

**Literature review:****Financial Resources and Academic Performance:**

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2009). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 1995) notes that schools have a narrow revenue base which consist of mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of subsidized secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic performance of the school (Eshiwani, 1993).

Various schools have adopted various techniques of financial management among them being investing in income generating Activities (IGAs) to supplement school budgets. Funds earned through IGAs are used to put up school infrastructure or acquisition of stationery to support learning activity (Kiveu and Mayo, 2009). Study done by Selina (2012) on the impact of IGAs on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination compared to schools that did not have such arrangements (Ibid). This study therefore proposes to find out factors that have led to variation in recorded performance among Public Secondary Schools in Teso South District by addressing the variation that exists among schools that have led to differences in performance. In order to address the above issue, this study proposes to establish how financial resources have been utilized to promote performance of different schools as reflected in registered KCSE results.

**Facilities and Students Achievement**

Learning is a complex activity that puts students' motivation and physical condition to the test" (Lyons, 2002, p.10). It has been a long-held assumption that curriculum and teaching have an impact on learning. However, it is becoming more apparent that the physical condition of our schools can influence student achievement.

Earthman, Cash and Van Berkum (1996) recently found that 11th grade students in above standard buildings scored higher as measured by the Comprehensive Test of Basic Skills than did their counterparts attending class in substandard facilities. The National Priorities Project (2000) report indicates that Texas students follow the trend found in the study conducted by Earthman et al. (1996).

In a Virginia study, Cash (1993) developed research that examined the impact of various factors of building condition on student achievement in a manner that controlled for socio-economic status of the students. Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with student achievement. Specifically, Cash (1993) found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall

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color and acoustic levels correlated with student achievement at a significant level when controlling for socio-economic status of students.

Chan (1996) conducted a similar study of the impact of physical environment on student success. This study classified 165 Georgia schools into one of three categories: Modern Learning, Obsolete Learning, or Half Modern Learning Environment. Other than building age, differences in the three categories included lighting, color schemes, air control and acoustic levels (Chan, 1996). As one might expect, Chan (1996) found student achievement to be highest in Modern Learning Environments and lowest in Obsolete Learning Environments. Chan (1996) concluded those technologies and adaptabilities of modern environments better equipped students for success and that to ignore that fact was to disregard the physical difficulties of learning.

**Factors influencing Academic performance:**

Research exploring school related factors that explain why some students achieve high academic performance than others has revealed three theoretically important determinants. They include, school plant, leadership behavior of the principal, teacher and characteristics. Eshiwani (1983) identified the following policy-related factors that may cause poor academic performance:

- School plant and resources (Textbooks, library and laboratory facilities).
- Leadership behavior of the principal (school administration and management).
- Teacher characteristics (training, teacher certification, professional commitment, experience and transfer index).

Research conducted in the United States indicated that very small schools have lower academic performance than large schools. However, a school cannot provide a reasonably well-qualified staff for the different subjects of curriculum below a minimum size. There will be an optimum size of school beyond which the level of attainment falls.

A number of studies in several African countries (Foster and Chigret, 2006; Heyneman, 1984) found a strong relationship between resources and students achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil and Malaysia, indicated that access to textbook availability is positively related to students achievement. For example, the data for India and Chile showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes home circumstances and student's age and sex (Heyneman et al 1984). Among the most recent studies undertaken in Kenya regarding factors influencing academic performance are those carried out by Kathuri (1984), and Eshiwani (1983).

Kathur's (1984) research reveals that schools resources including textbook availability are not significantly related to performance in Certificate of Primary Education (CPE). However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects. Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that school leadership is a crucial factor in the success of a school. The qualities that are expected of a school principal include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment.

**Tools of the study:**

The researcher used the questionnaire and observation as main tools to interview collect the data as to this study. The questionnaire was administrated to (120) English language teachers, the interview was conducted for experts the observation. The researcher used a descriptive analytical method in conducting this study.



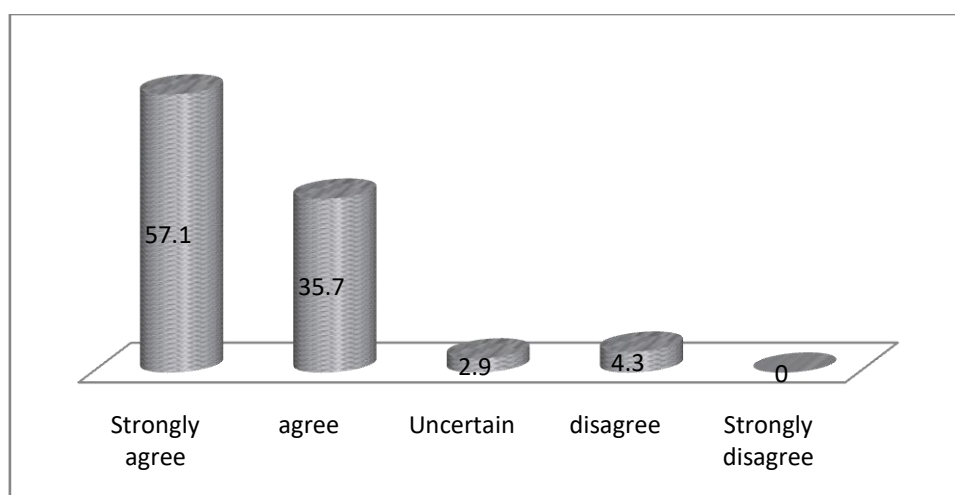
## Results and Discussion

The researcher used the questionnaire as the main tool for collecting the related data. A questionnaire was used to find out English language teaching concepts towards the effect of financial factors on academic performance of secondary school students. The tables and figures below will illustrate what has been stated above. The analysis of the question in relation to the hypothesis of the study.

### *The influence of financial resources on student's academic performance:*

Table No (1) The Frequency Distribution for the Respondents' Answers of Question No.(1)

Valid	Frequency	Percentage
Strongly agree	40	57.1
Agree	25	35.7
Uncertain	2	2.9
Disagree	3	4.3
Strongly disagree	0	0
Total	70	100

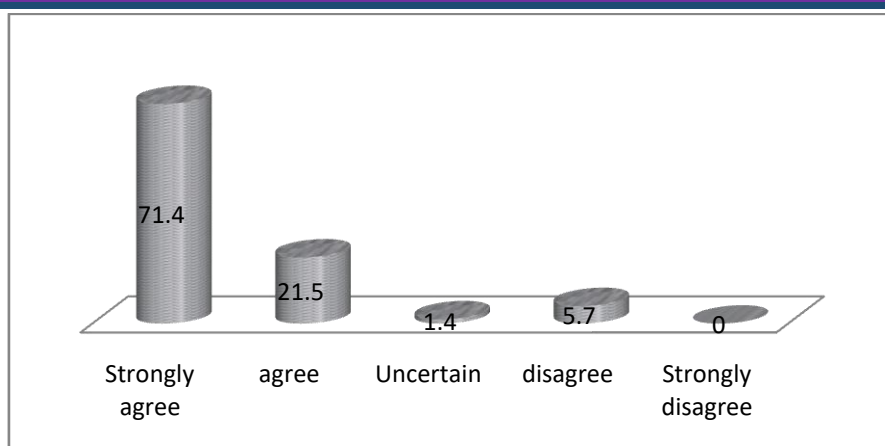


It is clear from the above table No.(1) and figure No (1) that there are (40) participant in the study's sample with percentage (57.1%) strongly agree with "Availability of adequacy of financial resources enable schools acquire facilities". (25) Participant with percentage (35.7%) agree with that, and (2) participant with percentage (2.9%) were not sure, (3) persons with percentage (3.4%) disagree. and (0) persons with 0.0% are strongly disagree.

Statement No.(2): Provision for teaching and learning materials effect student's academic performance.

Table No (2) The Frequency Distribution for the Respondent's Answers of Question No.(2)

Valid	Frequency	Percentage
Strongly agree	50	71.4
agree	15	21.5
Uncertain	1	1.4
disagree	4	5.7
Strongly disagree	0	0
Total	70	100

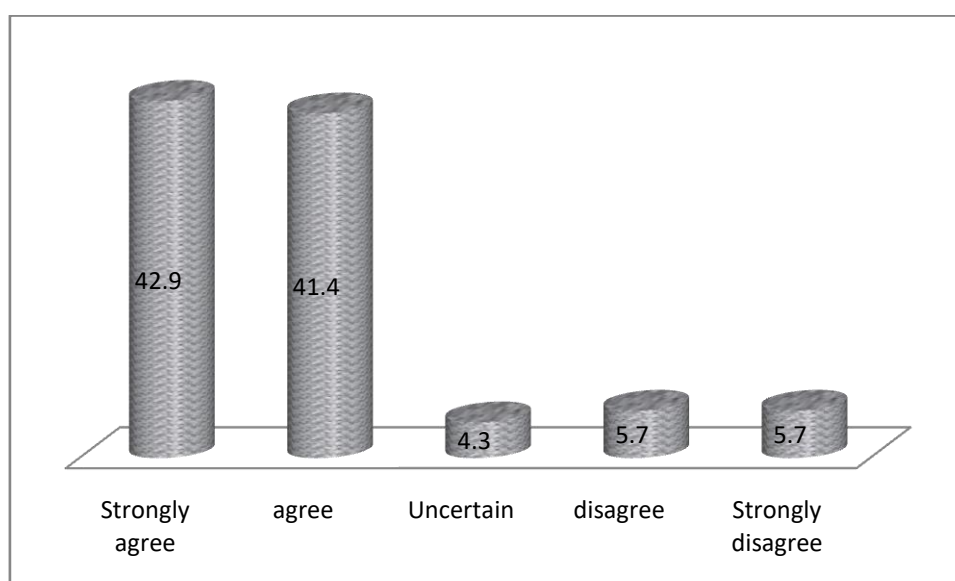


According to the results of the above table No(2) and figure No (2) there are (50) Participant in the study's sample with percentage (71.4%) strongly agree with "Provision for teaching and learning materials affects students' academic performance". There are (15) Participant with percentage (21.5%) agree with that, (1) Participant with percentage (1.4%) was not sure (4) Participant with percentage (5.7%) disagree, and (0) Participant with 0.0% are strongly disagree

Statement No. (3): A school that has adequate instructional materials is likely to past better quality grades than schools which have poor quality of physical resources.

Table No (3) The Frequency Distribution for the Respondents' Answers of Question No.(3)

Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	29	41.4
Uncertain	3	4.3
disagree	4	5.7
Strongly disagree	4	5.7
Total	70	100



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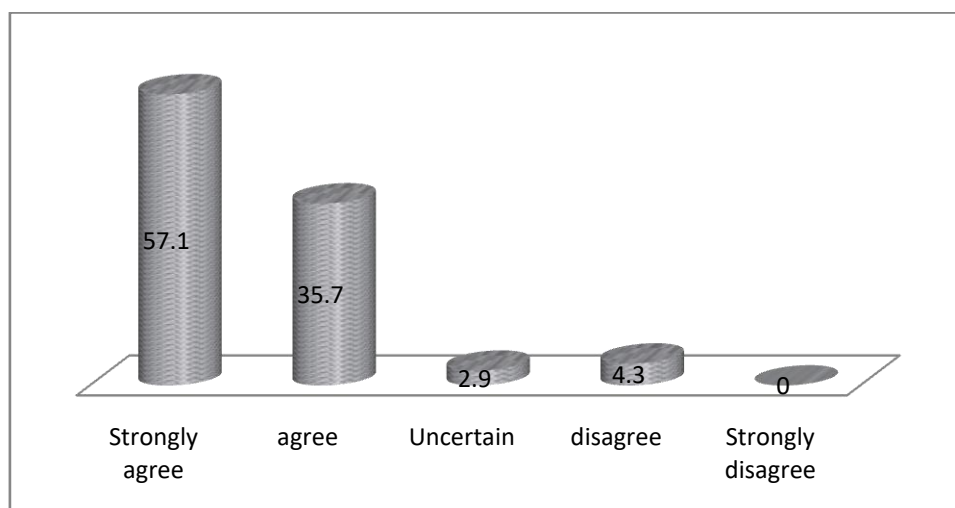
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The above table No.(3) and figure No (3) show that (30) Participants in the study's sample with percentage (42.9%) strongly agree with "A school that has adequate instructional materials is likely to past patter quality grades than schools which has poor quality physical resources ". There are (29) Participants with percentage (41.4%) agree with that, (3) Participants with percentage (4.5%) are not sure(4) Participants with percentage (5.7%) disagree. and (4) Participants with 5.7% are strongly disagree.

Statement No.(4): Sufficient facilities promote academic achievement and ensure to strengthen to overall institutional resources.

Table No (4) The Frequency Distribution for the Respondents' Answers of Question No.()

Valid	Frequency	Percentage
<b>Strongly agree</b>	40	57.1
<b>agree</b>	25	35.7
<b>Uncertain</b>	2	2.9
<b>disagree</b>	3	4.3
<b>Strongly disagree</b>	0	0
<b>Total</b>	<b>70</b>	<b>100</b>

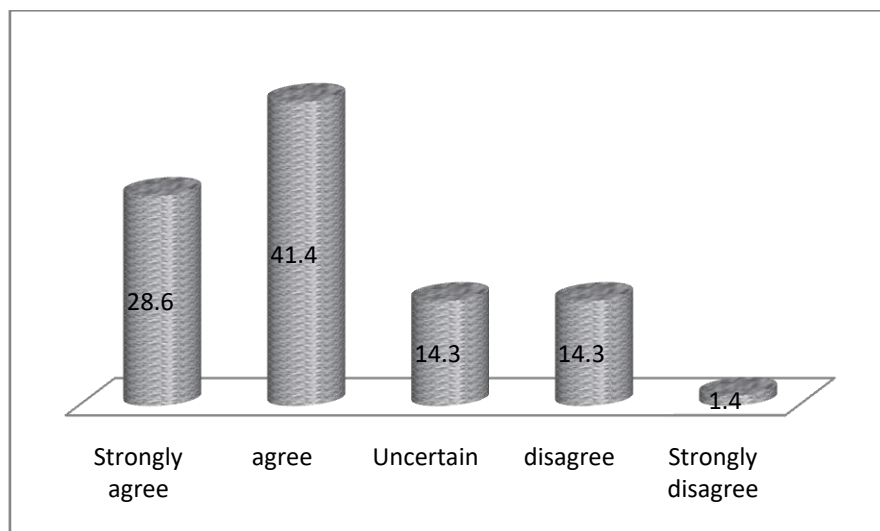


It is clear from the above table No.(4) and figure No (4) that there are (40) Participants in the study's sample with percentage (57.1%) strongly agree with" Sufficient facilities promote academic achievement and ensure to strengthen to overall institutional resources " There are (25) Participants with percentage (35.7%) agree with that, (2)Participantswith percentage (2.9%) are not sure (3) Participants with percentage (4.3%) disagree, and (0) persons with 0.0% are strongly disagree.

Statement No. (5): Lack of first aids facilities negatively affects academic achievement.

Table No (5) The Frequency Distribution for the Respondents' Answers of Question No.()

Valid	Frequency	Percentage
<b>Strongly agree</b>	20	28.6
<b>agree</b>	29	41.4
<b>Uncertain</b>	10	14.3
<b>disagree</b>	10	14.3
<b>Strongly disagree</b>	1	1.4
<b>Total</b>	<b>70</b>	<b>100</b>

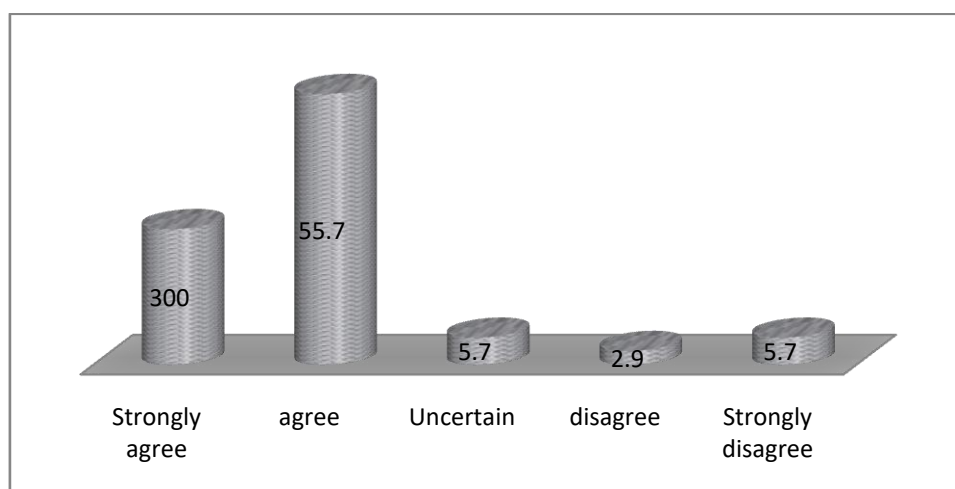


From the above table No.(5) and figure No (5) It is clear that there are (20)Participants in the study's sample with percentage (28.6%) strongly agree with "Lack of first aid facilities negatively affects academic achievement". There are (29) Participant with percentage (41.4%) agree with that, (10) Participants with percentage (14.3%) are not sure (10) Participants with percentage (14.3%) disagree, and (1) Participants with 1.4% are strongly disagree.

Statement No.(6): Poor academic facilities negatively affect students' academic performance.

Table No (6) The Frequency Distribution for the Respondent's Answers of Question No.(.).

Valid	Frequency	Percentage
Strongly agree	21	30.0
agree	39	55.7
Uncertain	4	5.7
disagree	2	2.9
Strongly disagree	4	5.7
Total	70	100





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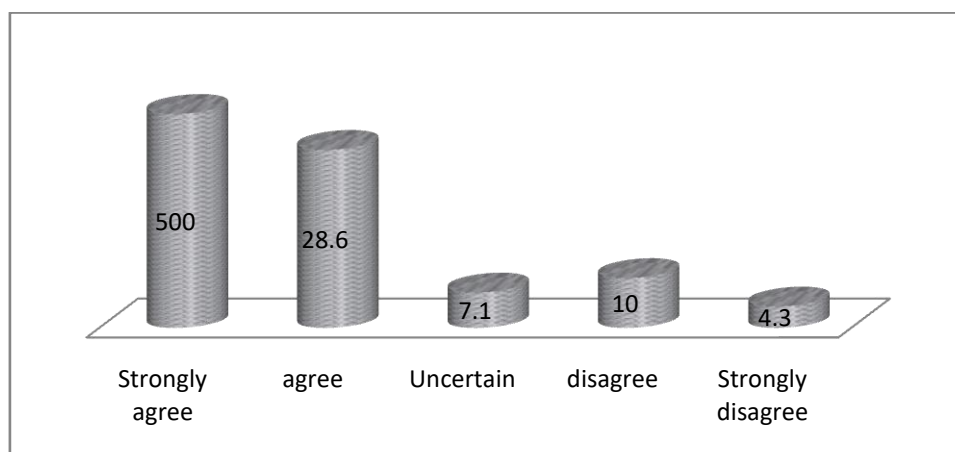
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From the above table No.(6) and figure No (6) It is clear that there are (20) Participants in the study's sample with percentage (30.0%) strongly agree with " Poor academic facilities negatively affect students' academic performance ". There are (40) Participants with percentage (55.7%) agree with that, and (4) Participants with percentage (5.7%) are not sure (2) Participants with percentage (2.9%) disagree, and (7) Participants with 5.7% are strongly disagree.

Statement No.(7): Physical materials interviews of adequacy and quality have been noted to have a great impact on performance of students in examination

Table No (7) The Frequency Distribution for the Respondent's Answers of Question No. (7):

Valid	Frequency	Percentage
Strongly agree	34	50.0
agree	20	28.6
Uncertain	5	7.1
disagree	7	10
Strongly disagree	3	4.3
Total	70	100



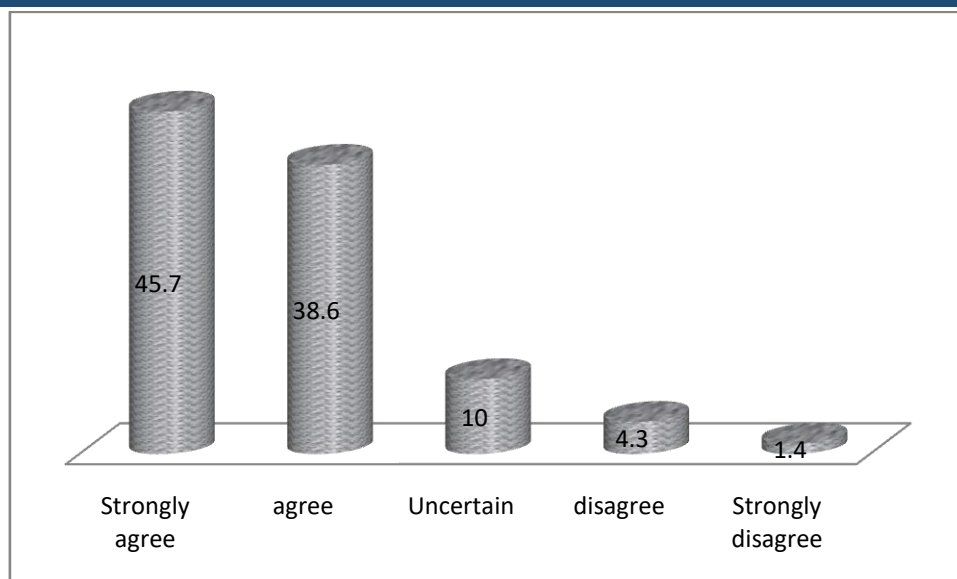
From the above table No.(7) and figure No (7) It is clear that there are (35) Participants in the study's sample with percentage (50.0%) strongly agree with " Physical materials interviews of adequacy and quality have been noted to have a great impact on performance of students in examination. "There are (20) Participants with percentage (28.6%) agree with that, (5) Participants with percentage (7.1%) are not sure (7)Participants with percentage (10.0%) disagree. and (3) persons with 3.4% are strongly disagree.

Statement No. (8): School resources such as text books library and laboratory facilities affect student's academic performance.

Table No (8) The Frequency Distribution for the Respondent's Answers of Question No.(8)

Valid	Frequency	Percentage
Strongly agree	27	38.6
agree	32	45.7
Uncertain	7	10
disagree	3	4.3
Strongly disagree	1	1.4
Total	70	100



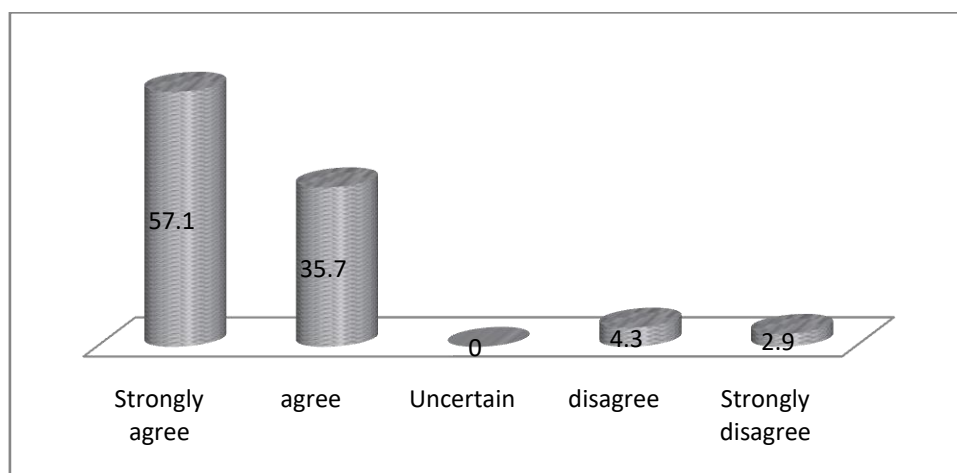


It is clear from the above table No.(8) and figure No (8) that there are (32)Participants in the study's sample with percentage (45.7%) strongly agree with " School resources such as text books library and laboratory facilities affect student's academic performance. "(27) Participants with percentage (38.6%) agree with that, (7)Participants with percentage (10.0%) are not sure (3) Participants with percentage (3.4%) disagree. and (1) Participants with 1.4% are strongly disagree.

Statement No.(9): Decorating class with maps , charts , posters increase student's academic performance .

Table No (9) The Frequency Distribution for the Respondent's Answers of Question No.(9)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	3	4.3
Strongly disagree	2	2.9
Total	70	100



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The frequencies and percentages of the above table No.(9) and figure No (9) show that (40) participants in the study's sample with percentage (57.1%) strongly agree with "Decorating class with maps, charts, posters increase students' academic performance." (25) Participants with percentage (35.7%) agree with that, and (0) participants with percentage (00.0%) are not sure that, and (3) participant with percentage (3.4%) disagree, and (2) participants with 2.9% are strongly disagree.

**Discussion**

The data was collected and analyzed in relation to the hypothesis of the study the data was collected via questionnaire which had been administrated to English language teachers who teach at secondary schools in Khartoum state, Ombada locality – Sudan.

Having analyzed and compared the results with the main hypothesis, the results have shown that a financial resource affects academic performance of secondary school students.

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