INFLUENCE OF DONOR FUNDING ON LEARNING OUTCOMES IN PUBLIC PRIMARY SCHOOLS; A CASE OF MARICH ZONE WEST POKOT COUNTY

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A research project thesis submitted in partial fulfillment of the Requirements for the award of the degree of Master of Arts in project planning &management to the department of Open and Distance learning of the University of Nairobi

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DECLARATION

This research project thesis is my original work and has not been presented for a degree or any award in any other university

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This research project thesis is has been submitted for defense at the school level with our approval as University Supervisor

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DEDICATION

This research project thesis is dedicated to my parents Mr. and Mrs. Paul Ndambuki for their unwavering support and bringing balance between my busy world and studies.

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ABBREVIATIONS & ACRONYMS

AKF	:	Aga Khan Foundation
BOM	:	Board of Management
DES	:	Department of Education and Skills
DES	:	Department of Education Studies
DFID	:	Department for International Development
EFA	:	Education for All
EMACK	:	Education for Marginalized Children in Kenya
GEMR	:	Global Education Monitoring Report
GPE	:	Global Partnership of Education
HIV	:	Human Immunodeficiency Virus
IIEP	:	International Institute for Educational Planning
LDC	:	Least Developed Countries
MDG	:	Millennium Development Goals
MKO	:	More knowledgeable other
MOEST	:	Ministry of Education Science and Technology
NACOSTI	:	National Commission for Science, Technology and Innovation
OECD	:	Organisation for Economic Co-operation and Development
PAIC	:	Pacto pela Alfabetizacao na Idade Certa
PNAIC	:	Pacto Nacional pela Alfabetizacao naIdade Certa
RTI	:	Research Triangle Institute

SDG	:	Sustainable Development Goal
SPSS	:	Statistical Package for Social Sciences
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UPE	:	Universal Primary Education
USAID	:	United States Agency for International Development
WFP	:	World Food Programme
ZDP	:	Zone of Proximal Development

ABSTRACT

Over the years, education systems have experienced tremendous improvements of which accessibility to as been made available to all within the country. However, the absorption of the various education system by local society members especially in the found in geographical semi-arid and arid localities has been slow thus having an effect on learner outcomes due to the various aspects affecting these communities. The study opted to determine how materials provided for learning influenced learner outcomes: influence of pedagogy programs on leaner outcomes; the influence of school feeding program on leaner outcomes and how provision of bursaries influenced leaner outcomes. Questionnaires were also distributed to various respondents who encompassed head teachers, BOM members and pupil council members totaling to 150 respondents all from 18 schools within Marich Zone. The collected data was sorted, arranged and analyzed using SPSS v21 of which findings were presented in tabular form with percentages and frequencies being the units of analysis. Descriptive and inferential statistics was used as surveying method was adopted in data collection. From the findings it was noted that the that learning materials have a significant role in in the improvement of learner outcomes as they provided the required sets of knowledge of which the students understood through the various illustration that they provided. Pedagogy programmes were found to be helpful in that they provided the required set skills of disseminating knowledge to both the teacher and students of which they were part of influencing the desired learner outcomes. The findings further found that due to the dry climate and the inability of most households to provide the required nutritional supplements, school feeding programmes were found to be more useful in retaining the leaners in schools thus achieving the set learner outcomes. Due to the poverty levels within these areas bursaries were found to be the major contributor of leaner retention in schools within the area thus an important factor in resource provision within the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Last decade has seen rapid development of the Non-Governmental Organizations' sector and its increased role in in socio-economic development (Vallejo, 2011). NGOs have become vital in advocacy driving campaigns for facilitating development issues such as basic education, health, nutrition as well as water, sanitation and hygiene. According to Edward & Hulme (1996) in Lewis & Kanji, 2008 stated that NGOs have been portrayed as the new magic in solving problems that have befallen development in Least Developed Countries. According to Kenk and Sikkink (1998), NGOs are seen as catalysts of transformi attitudes in addition to being providers of goods and services (Edwards and Hullme, 1996; Lewis & Kanji, 2008). However, despite all these impressive developments, LDCs have continued to agonize from socio-economic challenges of which a comparison is made as to whether NGO donor funding are viable way of boosting socio-economic advance and progress in the benefiting countries (Hjertholm &White, 2003; Fasanya & Onakoya, 2012).

According to Wals et al, 2008 notes that a lot has been accomplished towards achieving the global goal towards UPE (Universal Primary Education) since the Millennium Conference and Dakar Framework for Action in of 2000. Enrolment in primary schools increased from 58% to 74%. According to UNESCO (2010) NGO funding to basic education almost multiplied from$2.1 billion in 20002 to $ 4.1 billion in 2007. Despite UPE being well funded, enjoying political goodwill and extensively monitored, the world missed the Millennium Development Goal of achieving the global target of Universal Primary Education of having all school going children in school by 2015. The MDGs and Education Four All goal four focused on achieving a

target of 50 per cent in the year 2015 providing women an equitable platform to get access to primary and basic education for both children and adults. For youth aged 15 to 24 years, the literacy levels increased worldwide from 83% to 91% between 1990 and 2015 (Millennium Development Goals Report, 2015). In 2013, 91% worldwide include children enrolled in primary schools. Whereas most children are attending school globally many of them end up dropping out or fail to achieve the required minimum levels of learning. This has spurred concerns about the low levels of learning.

In 2015, the world met in Incheon, Republic of Korea for the World Education Forum and adopted a critical agenda to achieve an integrative and fair representation of all in accessing lifelong education opportunities for all in the next fifteen years making it the fourth Sustainable Development Goal. Encapsulated in Sustainable Development Goal four is target 4.6 which aims at ensuring by 2030 all youth and adults globally achieve relevant and standard proficiency levels in functional literacy. According to Global EMR (2016), the world is lags 50 years behind in achieving of education targets globally. Globally, 15 million children enrolled in schools are still expected to miss out on the basic reading skills by grade 4 (UNESCO, 2014).

The Ministry of Education in Brazil launched the National Pact of Literacy at the Right Age (Pacto Nacional pela Alfabetizacao naIdade Certa [PNAIC]) in 2012. PNAIC's goal was to improve the learning outcomes of 6 -to 8-year-olds in public schools throughout the country. This was catalyzed by the success of a similar 3-year literacy program Literacy Program at the Right Age (Pacto pela Alfabetizacao na Idade Certa [PAIC]) implemented in 2007 in the low income northeastern Brazilian state of Ceara. Ceara's illiteracy rate among 7- to 14-year-olds had declined from 18% in 2001 to 14% in 2007.After introducing the PAIC, the literacy rate in Ceara fell to 6% by 2011, a significantly larger drop than in other north eastern states. Moreover, to

more rapid declines in illiteracy rates after 2007, primary school–age pupils' in Ceara made significant gains in reading and mathematics achievement compared with other states, as measured by Brazil's national test, the Prova Brasil. However, no rigorous impact evaluation has been done to assess whether pupils' test score gains and by implication increases in literacy rates in Ceara were directly due to the PAIC or rather due to other educational conditions specific to Ceara in the period, 2007 to 2011.

In the last two decades, governments in Africa and NGOs have heavily invested increasing primary school enrolments. For instance, in Kenya and Uganda the abolition of school fees saw an influx of pupils in schools in 1997 and 2003 respectively (Grogan, 2008; Lucas & Mbiti, 2012). Uganda has not also achieved the EFA goals. The learning outcomes are still static over the years. Uwezo report (2015) reveals that; only three available of ten (32%) primary 3 pupils can read a primary 2 story and do primary 2 divisions and only 13% have acquired primary 2 level English mastery and proficiency abilities. The report also clarified that amongst pupils in Primary 7, 74% partake Primary 2 English mastery and proficiency abilities. Moreover, only 10% of pupils in Primary 3 can recite a Primary 2 level local dialectal narrative.

According to Uwezo Kenya report (2016) only 3 available of 10 class 3 pupils can sort out class 2 works. Learning outcomes are lower in the rural and semi-arid areas with 25 out 100 pupils able to do class 2 work whereas in Urban areas 41 available of 100 lesson 3 learners can handle class 2 effort. Nationally, 8 available of 100 pupils in class 8 do not class 2 work. This clearly shows that the learning outcomes are very low in the country. The report also reveals that in West Pokot County

only 15.4% class 3 pupils can handle class 2 work, 13.5% class 3 pupils in rural areas can do class 2 work, 42.8% class 3 pupils in urban areas can do class 2 work and 55.4% 6-16yrs old children can do everyday math.

1.2 Statement of the Problem

Educational reforms have focused from access to quality to provision of desired educational standards resulting to better learner outcomes. Communities are dissatisfied with the levels of poor performance tied to schools within their locale (Save the Children Report, 2013). This has been catalyzed by the vertiginous gaps in learning outcome assessments by such bodies as Uwezo Kenya, Twaweza and evaluation reports by NGOs financing education projects. Pedagogy programmes like Tusome, Reading to Learn as well as Literacy boost have been funded by major multilateral organizations. In Kenya, the Ministry of Education, Science and Technology through the National Education Segment Plan (NESP) has managed to raise USD88.4 million (To improve Early Grade Mathematics in standard 1 and 2 in all public primary schools and management of selected public primary schools) and USD55.4 million from USAID (Tusome project) to improve early grade reading in all public primary schools (Nyagah, 2016). Tusome that denotes 'Let us read' in reference to Kiswahili language, the countrywide program was aimed at improving outcome of learning among 5.4 million learners found in lower level schools in 22600 primary schools by providing them with text books and other developmental reading materials. More than 60,000 primary school teachers receive training in improved teaching methods (RTI, 2015). Other multi-lateral doors like World Bank and DFID have thrown in their weight to fund other NGOs like World Vision, Research Triangle Institute; Save the Children to improve children's learning outcomes. However, evidence from assessments and evaluation reports is quite discouraging considering the huge funding to address the issues by.

According to West Pokot County Integrated Development Plan (2013-2017) only 40% children are functionally literate

1.3 Purpose of the Study

The goal of the study is to establish the influence of NGO donor funding on learning outcomes in the public primary schools of a case of Marich Zone in West Pokot County

1.4 Research Objectives

The objectives of the current study were:

1. To determine how provision learning materials by donors influence learning outcomes in Public Primary Schools in Marich Zone
2. To establish how pedagogy programmes influences funded by donors learning outcomes in Public Primary Schools in Marich Zone
3. To determine the extent to which School feeding programmes funded by donors influence Learning outcomes in Public Primary Schools in Marich Zone
4. To establish how bursaries given by donors influence learning outcomes in public primary schools in Marich Zone

1.5 Research Questions

The following research questions guided the study:

1. How do provision of learning materials by donors influence learning outcomes in Public Primary Schools in Marich Zone?
2. How pedagogy programmes funded by donors influences learning outcomes in Public Primary Schools in Marich Zone?

3. How do school feeding programmes funded by donors influence learning outcomes in Public Primary Schools in Marich Zone?
4. How do bursaries given by donors influence learning outcomes in Public Primary Schools in Marich Zone?

1.6 Significance of the Study

Findings from the research is hoped to act as reference point to the county government of West Pokot, NGOs funding education interventions in the area, the community as well as the MOEST that lead to the improvement of learning outcomes. The study revealed the influence of donor funding on learning outcomes. By conveying learnings into formal documents, the present study benefits Kenya's amongst other sub-Saharan nations and development partners on areas they should improve on in their education programme effectiveness

The study may be of benefit also to future researchers as it will enrich existing literature and advance knowledge on how donor interventions can best lead to the improvement of learning outcomes in public primary schools.

1.7 Basic Assumptions of the Study

The study did assume that the target population in Marich Zone gave truthful, accurate and reliable information that are helpful in addressing the learning outcome gaps in public primary schools to enable universal application of the same in all primary schools found in the country.

1.8 Limitations of the study

The research anticipated some challenges in that the area under study is highly volatile and data collection could be hindered by insecurity in the area.

1.9 Delimitations of the study

The research confined itself in Marich Zone in West Pokot County and only focused on the influence donor funding on learning outcomes. Only head teachers, BOMs and pupil council members were involved.

10.1 Definitions of significant terms of the study

Donor Funding: Financial aid given by multilateral agencies to support the socio-economic, development of developing countries by alleviating poverty for long term.

Learning outcomes: basic literacy and numeracy competencies a learner is supposed to have acquired at a certain grade

Learning materials: instructional materials and devices through which teaching and teaching are facilitated in schools

Pedagogy programmes: teaching and learning strategies

School feeding programmes: It provision of social safety nets on the basis of education and health aimed towards the most vulnerable community children.

Bursary: financial aid to enable pupils in their academic pursuit and/or further their education techniques.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents theoretical and empirical secondary sources of informations. Literature review was conducted in order to identify and evaluate the opinions and knowledge of various studies towards the influence of donor funding on learning outcomes. It will also assist in analyzing existing knowledge in the area under study and identify the knowledge gap.

2.2 Concept of Donor funding

Various scholars have tried to define donor funding in various capacities. According to Abuzeid (2009), donor funding can be described as the funds advanced to a nation or a assembly of persons for the aim of achieving a set of objectives that as a direct or indirect impact on the eco system in which they are being implemented in. This is done to promote development both socially and economically. The disbursement of these funds is majorly done through various agents i.e. The World Bank amongst others. DFDI is a source of foreign currencies that helps developing countries close the savings gap. It can provide the investment funds necessary for countries to increase productivity and break free from the cycle of poverty. Foreign aid is also a source of investment funds. Foreign aid provided by governments is called official development assistance (ODA). Aid is also provided by non-governmental organizations (NGOs).

Over the years, funding for educational activities has declined according to data acquired from the Global Partnership for Education. The decline was found to be over 7.5% between the years 2010 and 2013. Based on these statistics its relevant to note that if the allocation and the funding is not increased in equal measures then achievement of SDGs will not be realized with emphasis to education for all as stated by Snilstveit et al, 2016.

2.3 Concept of Learning Outcomes

Learning results are proportions of reading, composing and numeracy either in neighborhood or authority dialects of a nation. This meaning was adopted by Department of Education and Skills (DES) in its approach to emanate definition upheld in the National Strategy to expertise and numerical skills amongst the younger learners (DES, 2011; Sheehan, 2016), takes note of that: mastery includes the capability of the learners to scrutinize, proficiency incorporates the ability to read, understand and be able to differentiate the various types of contents that they are provided with in the learning process (DES, 2011). Learning results characterizes a base capability level in an area like reading or arithmetic, an instructional evaluation needs to set fundamental framework (UNESCO, 2016). Unfortunately, accessibility to instructors and the learning materials has not been able to meet its set objective as the performance of the leaners does not meet the set out standards of the instructors Pritchett 2013; Robinson 2011; UNESCO 2015).

As mentioned in UNESCO 2014 report, roughly more than 210 million kids in L&MICs (Low and Medium Income Countries) can't read, compose or do primary mathematics. This number comprises of children estimated to be 130 million found in primary school not accessible to fundamental abilities regardless of them found in school programmes or to have been enrolled. These difficulties moved the focus point of education strategies of real advancement organization (World Bank 2011; Snilstveit et al, 2016). Initiatives that generally focused on improving access to schools are currently increasingly centered on enhancing education of all school age going kids (Pritchett 2013; Robinson 2011) and on targeting difficult to-reach school age going children. The reflection of transformation is manifested in UN's' advancement objectives. Millennium Development Goal two was geared towards achieving worldwide basic education,

yet SDG four on education accentuates enhancement of results of the education, improvement of skills and focusing on equity found among genders and other populations thought to be vulnerable (UNDP, 2015). In achieving the aspiring education SDG objectives by 2030, UNESCO evaluated that the outlay per elementary pupil in schools in nations found in low-income nations contributing dramatically to an increase of the targets. Education funding through domestic finance has been solid yet the deficit in subsidizing for all-inclusive and great quality in all levels of education that include nursery to secondary levels of education among the low level nations found across lower disadvantaged countries which is estimated to be about to be US$39 billion in every planned year annually (UNESCO, 2015).

Education frameworks have previously estimated whether pupils go to class as opposed to whether learners profit by the experience gained in school, not to mention the various activities that are undertaken in and outside the classroom environment. The center of focus has continuously moved in recent years; although ng, with the quick increment in the utilization of national, regional and worldwide learning evaluations which is supported by Target 4.1 of the education SDG. According to SDG 4 which has emphasis on education, improved relevant and adequate learning outcomes should be the outcome of both secondary and primary levels of education. A report by Global Education Monitoring echoes the adjustments in core interest in that the educational framework needed new ideas on the enhancement of the learning activities thus achieving the desired learner outcomes. The predicament of a large number of pupils, especially in poorer nations, who don't acquire fundamental abilities and capabilities in primary learning institutions is inadequately perceived and undermines odds for accomplishing the SDGs. These knowledge results should be checked in a globally equivalent manner to keep up interest and influence policies. In the meantime, concentrating on a moderately constrained

fixed of abilities s that are added congenial to quantity perils minimizing topics and abilities with a key priority in each nation's curriculum. Learning outcomes comprise of a more extensive set of kills, knowledge and attitudes, whose worth is free of their depth position. Moreover, contexts for learning settings are different; dissimilarities amongst nations can weaken the distinction of even an agreed of skills like knowledge and proficiency (Goldstein and Thomas, 2008).

Comprehensively, though vast scale valuations are valuable in following framework level presentation, proof is restricted on way the way they are aiding in directing and training of teachers and activities in the classroom geared towards refining learning outcomes. (Best et al., 2013). these view focuses on requirement for correlation and difficulties, outcomes of examination which signify a key subject in the universal conversation on knowledge. This straightforwardly identifies with the basic to provide details regarding worldwide pointer for target 4.1, i.e. level of individuals in nursery, secondary and primary levels of education accomplishing found to have the elementary basics of numeracy and literacy skills (IIEP, 2015). In more or less conducts, these perspectives can be connected. The proverb 'don't charge what you size, focus on what you esteem' is informative. Enhanced capability in the significant establishment skills of reading and arithmetic has value and unmistakably indicates a well-working education framework. Information on reading and mathematics skills are frequently used to discover the influences of education on other growth outcomes. In any case, estimating capability in these areas expects affectability to nationwide wants and situations. The venture ought to be 'open source' and grew collaboratively and transparently. The following subdivisions depict three requirements for the estimation of analysis and science skills:agreement on the substance of the learning results to be evaluated, concession to quality gauges and a procedure to guarantee they are seen, and a procedure to connect data from different causes to deliver a typical degree.

2.4 Empirical Review

The section reviews literature factual studies related to various themes

2.4.1 Learning materials provided by donors and learning outcomes

Insufficient and unsuitable learning materials can extraordinarily influence the education frameworks. Projects and undertakings supporting schools with materials, for example, chalkboards, textbooks and scratch pad mean to enhance educational outcomes by tending to provide the required atmosphere of instructive excellence (Farrell and Heyneman 1989; Glewwe and Miguel 2008; Hunt 2008). As per Atkinson (2010), the kind of materials that learners use vary from the area of study and the types of skills that they are introduced to. Availability of both materials of learning that include be written, visual and oral are found to have a different effect on the learners as the ability of the leaners to comprehend the different methods used by trainers vary

According to PISA the shortage of assets impede guidance thus lowering learner accomplishment (OECD, 2007).Moreover, disparities in student's informative implementation habitually reflect absurdities in the resources put resources into learning institutions (OECD, 2008). Johan (2004) positions that learning results learning institutions are nearly connected to usage and sufficiency of instruction and education resources in diverse means; meagre use, less usage, inadequate instructors delivers low instructive accomplishment. The deficiency of learning materials in learning institutions is a central point accountable for education result of pupils. Institutes of learning that don't contain satisfactory, learning materials are far-fetched to post great outcomes, expanding the accessibility of learning materials can enable kids to connect with the educational modules and promote self-examine.

As indicated by Okongo et al, 2015 ampleness of instructional materials, for example, reading material which is the primary learning material is the most financially savvy input influencing

pupil execution. In this setting sufficient supply is typically thought to be at least having a textbook shared among three students which provide sufficient learning materials that can propel the student to be able to read and write. According to Krishnaratne and White (2013) such infrastructural materials can likewise enhance the quality of educating by helping instructors in classroom guidance. With the increase in learning, both learners and guardians may This could lead to increment of inspiration to enlist, remain in school or go to classes all the more regularly (Hunt 2008).

In any case, a developing body of empirical proof shows in most contributor subsidized training programs in the creating scene that support schools with school inputs don't always prompt enhanced learning results.In detail,at hand is precise extensive diversity in appraised quantities of school aids on check marks (Glewwe, et al. 2011, McEwan 2015, Krishnaratne, White and Carpenter 2013).For model, a randomized assessment from Kenya demonstrates that giving course books did not raise normal test scores (Glewwe, Ilias and Kremer, 2010).In Sierra Leone, the administration run reading material program which was unsuccessful in improving students' learning results. Be that as it may, the program did seem to have enhanced the performance of teacher's and pupil participation, especially for the aged girls in school. The research proposes improved right to use to schoolbooks might have contributed may have contributed to making teaching less task and spurred teachers ' motivation inspiration (Sabarwal, Evans & Marshak 2014). Low effects from learning materials arrangement could additionally be because family units (or different performers, such as schools) re-optimize their allotment of resources while getting information.

2.4.2 School feeding programmes funded by donors and learning outcomes

Healthy and disease free students are better and ready to go to class and learn. Additionally, inadequacy in micronutrients and ailment such as intestinal sickness and worm contaminations can influence the performance of pupil's n in the classroom. Proof shows that infection and lack of healthy sustenance have serious negative impacts on learning results (Glewwe and Miguel 2008; Jukes, Drake & Bundy 2008). There is the same number of types of school nourishing projects. Be that as it characterized into fundamental gathering's defined by their approaches:

In-school feeding; where pupils are provided food in school. In-school feeding can, thus, be categorized into two rudimentary groups: programs which give meals and projects and other high-vitality snacks.

Take home rations: it is where members of families are provided with sustenance incase their children would attend school. In a few nations in-school meals s are combined with take home rations especially for vulnerable pupils , including adolescent girls and children infected and affected by HIV, to create more noteworthy impacts on school enrolment and standards for dependability and lessen sexual orientation or social holes.

This research incorporates data pretty much all approaches yet its focus is on in-school feeding since governments incline toward either meals s or snacks for their projects, with a few exceptions. Therefore, unless otherwise indicated, the term school feeding in this report implies meals or snacks given in school. Also, school feeding projects may cover pre-primary, primary and secondary students. School feeding projects can reduce temporary hunger and address micronutrient insufficiencies. In like manner, they can be earning source f for caregivers since they decrease the expense of sending a child to school thus acting as incentives to pupil enrolment and classroom participation . Health interventions in schools are accepted to enhance pupil performance by

reducing absenteeism due to ill health consequently increasing the teacher pupil contact time in school. This extra participation, as well as enhanced learning capacities while the pupil is in school, may thus enhance academic achievement. School feeding program is among the key interventions that have proofed to enhance both school attendance and learning.

In a few nations, for example, Burkina Faso, Cambodia and Guyana, programs obviously enlarged school registration. However, the sound effects of feeding programs on pupil school retention levels and school accomplishment rates remain flawless since limited trainings degree these consequences. As per Fiorentino, (2015) a WFP funded feeding program program in the rural areas of Senegal gave hot snacks over refectories in chief schools making a tremendous consequence on decreasing number of student discontinuing schools.

The impact of feeding children in schools is more evident amongst regions where faced with poor food security initiatives and poor school attendance. Some of this discoveries are evidenced by projects that were implemented in differing settings amongst them Cambodia, Guyana Burkina Faso,and Jamaica. For instance in Guyana , the Hinterland Community-Based School Feeding Programme (Ismail, Jarvis and Borja-Vega 2018) which was actualized amid the worldwide global food crises 2007– 2008 had reliably positive effect on school attendance and learning results. The feeding project was comprised of well mapped vulnerabilities and represented a significant transfer of revenue to some of the vulnerable members of society.

The participation of local community is key requirement in benefitting from the programme as it involved submission of proposals to receive funding programme, participation in financial administration training, food hygiene and preparation of nutritious meals thus mobilizing the school boards of management and communities in general was a very key step. It is expected that learning institutions to purchase locally from farmers to obtain school meals.

Impact is not much in regions with low malnutrition prevalence. In any case, this was not surprise bearing in mind that malnutrition had already been addressed in previous interventions the rea had high school enrolment rates (Altman 2013; McEwan 2013). The situation was similar in SriLanka, where WFP had intervened with a school feeding program thus increasing the enrolment rates. . Thus the evidenced effect on enrolment was near zero (He 2010). Ownership of the feeding program by locals and a participatory approach is seen to catalyze the realization of leaning outcomes. Qualitative proof in Sri Lanka and Guyana show that community ownership of the feeding program positively affects learning outcomes. A case in example is the feeding program in Sri Lanka (He 2010) where the key decisions in the feeding programme interventions rested with the local community. The feeding programme spearheaded by the local community had much bigger impact compared to the feeding programme that was spearheaded by WFP. Likewise, in Hinterland the feeding programme was also based at the community level with the community taking lead in implementation and only facilitated over aid and working out of the associates (Ismail, Jarvis and Borja-Vega 2012). The program directed to upgrades in involvement and knowledge results that remained reliably bigger in size than supplementary projects implemented before.

2.4.3 Pedagogy Programmes funded by donors and Learning Outcomes

Funds from donors have been coordinated to programs that address the difficulties looked by schools and instructors in their endeavors to enhance the learning condition and thus pupil's learning results. For quite a while, education projects and strategies have focused on enhancing results by expanding enrolments and enhancing the amount and nature of schools and teachers. Schools have been supported with 'hard ware' such as structures and books on the assumption that 'on the off chance that we supply them, pupils will be motivated to go to school and learn'.

In any case, in the previous couple of years, steady advances have been made towards enhancing the 'software ' that promote learning, , thus more funding implication on programs with a focus on pedagogy , development of curriculum and the capacity building of teachers.

Educators are significant human resources that countries can effectively utilize shape and sustain the young generation. (Syed Azizi Wafa, Ramayah, and Tan, 2003) . others, one requires to be well molded a wide background of social cultural training that gives expansive liberal education. Working in a teaching profession , requires the attainment of relevant knowledge, practical skills to instruct learners in complex circumstances of learning and commonsense capacities to teach in complex circumstances, educators require the self-confidence to fulfil their tasks in demanding complex contexts special circumstances and need to actualize their ability in such a way that the children s, parents and their colleagues have trust in them. .They require evidence based research, knowledge that comes from a point of information and openness in acquisition and assessment of evidence based approaches (Scardamalia and Bereiter, 2003). Programmes that focus on addressing the challenges that schools and teachers experience in their attempt of improving the classroom conditions are specifically significant are particularly in improving learner outcomes. Commensurate instructional method programs majorly center around enhancing the viability of lessons delivered specifically, by converting the educational curriculum delivery , giving more teaching and learning materials, presenting modern innovation which will be enhancing amount and capacity of educators through capacity building, giving incentives, and best practices in hiring.

Organized teaching method programs center on try to directly address g different learning difficulties. These challenges could be as insufficiently prepared teachers ask of proper materials, educational curriculum and learning approaches. A key part of greatest involvements is the

improvement of sign in curriculum and learning systems, along through exercise designs and limit building educators to convey the new substance and material for pupils. For this situation, evidence -based training implies that the educational programs and instructional procedures were planned based on proof for their effectiveness in trials. A few projects also fuse ceaseless observing and classroom support to instructors on their movement of the new material. Majority of the projects in these nations focused on language with just a couple of concentrating on numeracy or a blend of both literacy and numeracy. . Generally large upgrades were seen in test scores for both dialect and numeracy (Nonoyama-Tarumi and Bredenberg 2009; Piper, Zuilkowski and Mugenda 2014)

A number of the effective projects likewise utilized instructional materials that were custom made to their specific setting. For instance, , conveying material in mother tongue for the pupil's. Most of these projects also focused on ensuring teachers use mother dialect as the linguistic of teaching rather than countries official national language. . Remarkably, some of the projects that had little effect on learning results were either structured or educated in the nations national dialect, as opposed to the kids' mother tongue (Linden & MacLeod 2007; Spratt, King & Bulat 2013; Lucas et al.2014).

An example , the Learn to read program that was implemented by the Aga Khan Foundation by means of EMACK (Education for Marginalized Children, Kenya)entailed capacity building of teachers, ,school heads BOMs as well as making visual guides by giving instructional materials and stationery. There was intentional focus of ensuring that the instructional materials are conveyed in the local language used by the children. Evidence clarified that most teachers favored utilizing English in instructing and even rebuffed pupils who utilized the local dialect (Lucas et al.2014).

2.4.4 Bursaries given by donors and Learning Outcomes

Bursaries based on merit are deliberately intended to enhance learning results through compensating pupil's founded on the contribution of their studies. Pupils are presented with bursaries, one-off money installments or prizes as part of impetus for enhancing participation and motivation in learning at school.. Incentives are viewed as more powerful than different mediations since they straightforwardly target children, as opposed to guardians, parental figures or instructors. In settings where remaining in school includes an impressive open-door cost, bursaries are viewed as a motivating force for pupils s to remain in school as opposed to performance (Liu et al. 2013; Yi et al.2015).

Similar to various cases of money related enticements, bursaries are likewise believed to surge maternal inclusion in learning over and done with their expanded checking of schools and instructors (Kremer, Miguel and Thornton 2009).10 projects in Benin, Cambodia, China, India, Kenya, Mexico and Nepal. In the greater part of these projects, some thoughtful of motivating force, normally money was paid specifically to the pupil. There was just a single program in the bursaries to students who were exchanged in school. In some of the bursary programs focused more in contribution a set total of grants for best counting pupils. A few other programs offered prizes to every one of the students' who accomplished a targeted score in one specific subject or a normal score over all subjects. Projects likewise shifted in positions of which may be evaluated execution of the distinct pupil, class or approximately additional allocated gathering.

Bursaries based on merit, and motivators are likely to enhance learning results. Generally, such projects enhance numeracy and performance and subjective results. Effects on dialect expressions are additionally positive generally speaking, but the gauge is loose and dependent on few studies. Consequences for school investment results are not clear in light of the absence of

proof on these results. Bursaries can prompt an improvement in student exertion and inspiration. Efforts made by students' have been estimated utilizing pointers like time spent on examining or fulfillment gained from studying. For instance, in Cambodia, in attendance stood an increment in the measure of time pupils disbursed learning out of school. (Barrera-Osorio and Filmer 2013). Additionally, in Mexico, pupils disbursed more spell learning proficiency and remained fundamentally not as much of liable to content or sit in front of the television set even though exploit schoolwork (Behrman et al.2012).

Proof garnered via couple of educations recommends giving motivations towards gatherings of pupils' is more powerful in comparison to offering individuals. In China, blending a high flier and a low self-starter as seat mates and offering them both impetuses for learning enhanced the test scores of low achievers without hurting the high achievers. Contribution just the low achievers motivators for learning, be that as it may, had no impact (Li et al.2014). In Benin, groups that needed to rival respectively additional to win a prize achieved greater to either persons or groups who were obtainable currency prizes for undertaking a predetermined execution standard. Present motivations to gatherings may take incited the from top to toe go-getters to enable the low go-getters to help in the execution of their gathering (Blimpo 2010).

2.5 Theoretical Framework

2.5.1 Social Development Theory

The theory was brought forward by Lev Vygotsky in 1962 who argued that constructive learning was a functioning process of building information rather than gaining the information itself. The argument continued to state that learning was based on the environment that the learner was introduced to as home was the preliminary environment that the learner was first introduced to. Through the various environments the learner is introduced to the different stimuli contribute to

the learner acquiring different set of skills that enhance their adaptability to the day to day activities. Every learner has a different absorption rate knowledge thus ability to use the information effectively depends on how the leaner processes the information and actualizing it (McLeod, 2007).

The Social Development Theory of learning is secured on three key topics. Solitary of the refrains is on the job of communal cooperation in psychological improvement. Vygotsky sets that Social interactions undertake a crucial job through the period expended subjective advancement. He fingered that communal literacy goes earlier improvement. He contended that individually ability in the child's s societal progression appears twice; first on the societal breadth and after that future on the separate length; first amongst persons (inter mental) and after that inside the kid (intra mental) (McLeod, 2007). The second topic is scheduled the occupation of the 'more educated other' (MKO) in the subjective development. Other educated different alludes to any person who has a greater understanding or a advanced capability equal than the student in respect to a precise practice (McLeod, 2007).

The person can be an educator, grown up, mentor or could be age mate , or a more youthful individual with more knowledge on using electronic gadget like a personal computer. The third topic is on the job of the 'zone of proximal improvement' (ZPD) on intellectual development. Zone of proximal improvement alludes to the separation between an pupil's capacity to perform an errand under grown-up direction or potentially with companion's cooperation and the pupil's s capacity to solve issues autonomously. Orlich, Harder, Callahan and Gibson (1998) points out that the zone of proximal improvement is the difference between the scholarly level a pupil can reach on his own and the dimension he or she can conceivably reach whenever supported by a specialist, age mate or grown-up. They include that it's through experimentation that you find the

guidance fitting for the tyke zone. Vygotsky calls attention to that learning happen in this zone (McLeod, 2007). Zone of proximal development is where the most delicate guidance or direction ought to be given. McLeod adds that the kid ought to be permitted to create skills they can use individually to empower them develop higher mental capacity. Guidance outside ZPD isn't powerful (Orlich et al., 1998). Vygotsky trusted that speech and composing are instruments created from the way of life all together to intervene social condition. These instruments first help children to convey their necessities and later to create higher request thinking abilities. As a tyke tunes in to a talk, the tyke can think along and in the end the kid disguises the thoughts and would then be able to work exclusively (Orlich et al., 1998).

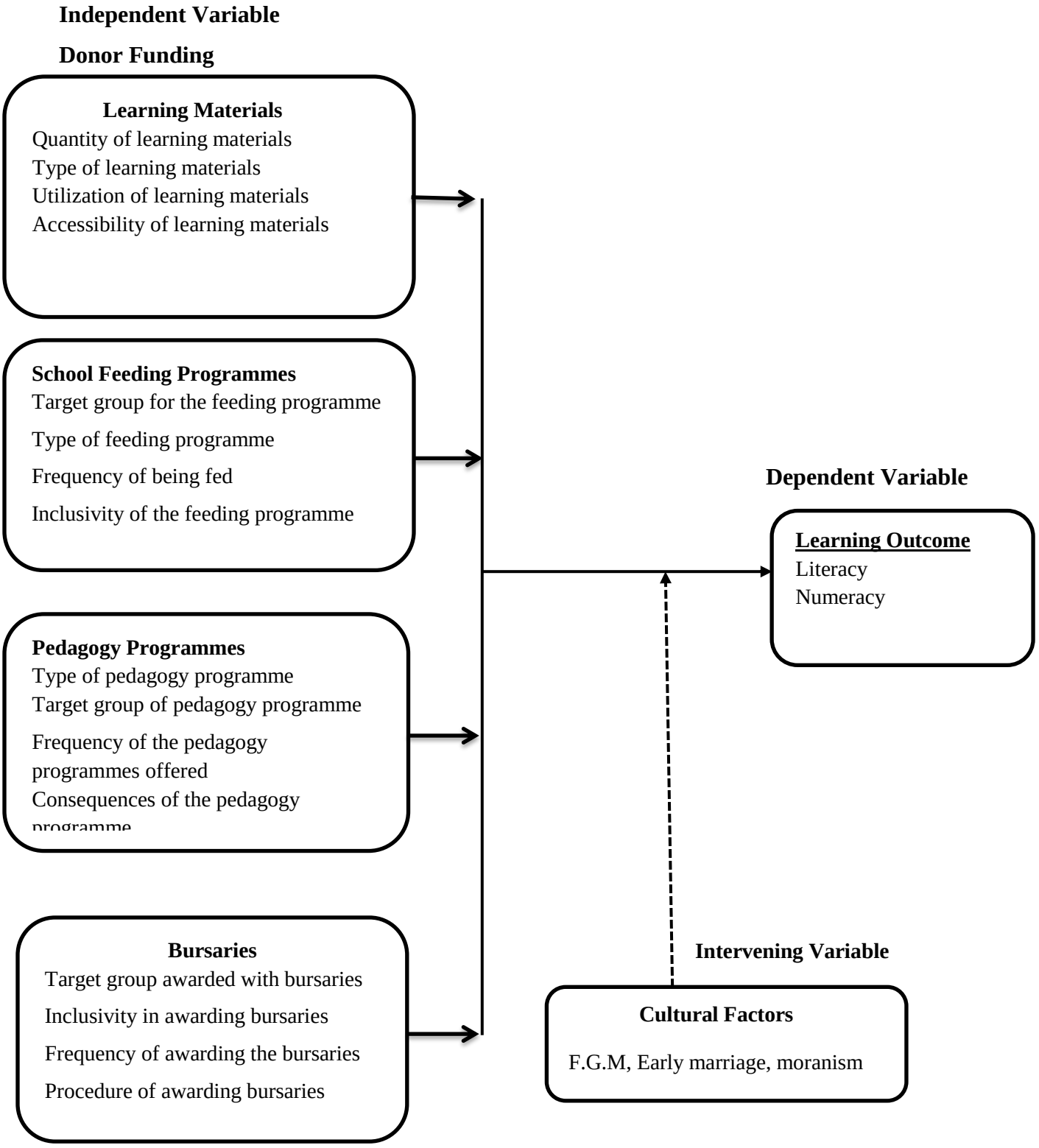
Social constructivists' point out that t learning and human advancement are majorly characterized s by social cultural setting in which they are found. . Ethnicity, social class, sexual orientation, family life, previous history, self--concept and the learning circumstance all impact an individual observation, thoughts, feelings, elucidation and reactions to data experience. The hypothesis is all encompassing on the wellspring of information which prompts intellectual improvement. 'More learned other' who incorporate the educators, guardians, associates, machines and some other individual with more information who as wellsprings of learning. The theory additionally perceives that a learner is anything but a clear slate and brings past encounters and social components into learning situation. Apart from classroom encounters, home encounters, network encounters and other out of classroom encounters all play separated in how a tyke procures education and numeracy abilities.

The hypothesis expands the learning procedure past educator-learner to the bigger social world. The hypothesis gives recommendations on how instructors can grant skills for instance through community-oriented learning and framework. The educator and the student work

together in learning and rehearsing key skills like outlining, addressing, characterizing and anticipating and the teacher's job in the process is decreased after some time. The hypothesis likewise advances learning settings in which the pupil plays a functioning part in learning. This hypothesis advocates synergistic picking up recommending that aggregate members ought to have distinctive dimensions of capacity all together for the less capable students to gain from the advanced peers.

2.6 Conceptual Framework

A conceptual framework is an illustrative component that provided the linkage between the various conditions that are being investigated in the study. Various scholars have different definition of a conceptual framework. For instance, . Kombo and Tromp, 2006 stated that a conceptual framework is a representation of ideas that were found to be appropriate in the area of study.



Source: Author, (2017)

Figure 2.1 Conceptual Framework

2.7 Research gap

Evidence from the reviewed literature clearly shows that various studies in different parts of the world that have greatly touched on factors relating to donor funding. Nasma, 2014, researched on the influence of donor funding on government ministries presentation of in Kenya**.** However, there is no enough literature available on the influence of donor funding on learning outcomes in public primary schools as indicated by the limited research on the subject.

2.8 Summary of Literature Review

This section presents a review of literature as per the research objectives. The first section examines theories related to the study. The theories reviewed are dependency theory and basic needs theory. The second section analyses empirical studies carried out relating to study objectives. The literature reviewed indicates that most studies have dwelled on donor funding and focusing on learning outcomes. Moreover, from the studies reviewed there is no evidence linking donor funding to learning outcomes. Limited studies have been done to establish whether donor funding influence learning outcomes. The study tries to bridge the existing knowledge gap by researching the influence of donor funding on learning outcomes in Marich Zone, West Pokot County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The section provided research methodology employed in the study, data analysis techniques, research instruments adopted, sampling procedure used, the target population and data analysis procedures and representation of the data for interpretation

3.2. Research design

Based on type of study, descriptive research design was adopted as defined by Yin (2017) who defined the it has the ability of looking into a situation or problem within its context, ability of not differentiating the two variables or situations and in scenarios where more than one source of information is needed thus it provided the required understanding of the two conditions that were donor funding and learner outcomes

3.3. Target population

The study target population was 150 respondents that consisted of head teachers, BOM and pupil council members' of 18 public primary schools of Marich Zone in West Pokot County. This ensured that the participants under study were in a situation to obtain information relevant to answer study objectives. For the current study, all head teachers of each primary school were purposively included in the sample as they are informed specialists with regards to MOEST's policies for corporate governance and school chief executive officers accountable to parents and the ministry of education. The target population presented in table 3.1.

Table 3.1 Target Population

Target Group	Target Population
Head teachers	18
BOMs	72
Pupil Council Members	60
Total	**150**

Source: Zonal Education Office, Marich

3.3. Sample size and sampling procedure

3.3.1. Sample size

According to studies done by Orodho, 2005, the sampling exercise was demarcated as the procedure of choosing various specimens within the study environment so as to study them and provide conclusions with regards to the entire ecosystem in which the specimen lives. According to the study, Krecjie and Morgan table of 1970 was used determine the sample size with 95 level confidence. Based on the table, the sample size was found to be 108

3.3.2. Sampling procedure

The research employed simple random method to acquire the sample size from the population. According to Sekaran (2014) simple random method is a probability sampling method that permits study respondents the equal chances of being sampled. To have samples represented equally proportionate formula was used as in table 3.2.

Table 3.2 proportionate simple random technique

Target Group	Target Population	Sample size
Head teachers	18	18/150*108=13
BOMs	72	72/150*108=52
Pupil Council Members	60	60/150*108=43
Total	**150**	**108**

3.4. Research instrument

Data from primary and secondary sources were obtained for the study. Primary data was through structured questionnaires and semi-structured interviews administered to the respondents. It heavily borrowed from primary data because such information is original, unaltered and is a direct description of occurrence by an individual researcher (Mugenda and Mugenda, 1999). Secondary sources from existing literature such as journals, publications, anniversary reports, operational reports and textbooks supplemented primary data including: essential books and documents from MOEST, review reports, media reports, and administrative records as well as from internet. Documentary analysis of MOEST's priorities in public primary schools' development, financial allocation for public primary schools, budgeting, procedures and guidelines towards public primary school spending was also captured.

3.4.1 Questionnaires

Questionnaires were distributed to head teachers, BOMs and pupil council members. Questionnaires are recommended tool for addressing research questions in a descriptive research, obtaining important information about population and at the same time minimizes bias on the side of researcher (Kombo and Tromp, 2005). The set of questionnaires were divided into sections: A and B. Section A entailed questions on demographic data. Section B was used to collect information on donor funded projects in the school sources such as feeding programmes, bursaries, learning materials and pedagogy programmes.

3.4.2. Pilot study

The approach used for piloting was meant assess the level of validating the research instruments before the actual studies. The pilot study was conducted in Arror Zone, Elgeyo Marakwet County.

3.4.3. Reliability and validity of research instruments

Reliability is quoted as the comprehensively accurately data collection instruments can collect the required set of data thus providing the needed feedback from the respondents. In his analysis Cooper & Schindler, 2003, stated that for an effective reliability results a group of between 10 - 15 respondents were adequate for piloting of the instrument. The reliability index was calculated using SPSS and the findings found the reliability at 0.795. According to Hair et al 2007, any value above 0.7 using Cronbach's alpha reliability scale was deemed to be reliable

Validity is a subject concerning what can be measured. Quoting Mugenda and Mugenda (1999), an instrument is considered valid when it proofs. This preceded questionnaire administration which also helped to create good rapport with respondents and revealed ambiguities, inconsistencies, bringing into light any weakness of questions (Borg and Gall, 2004). To ensure face validity the supervisor analysed the questionnaire to ensure it's sensible.

3.5. Data collection procedure

Before collecting the actual data, a letter of introduction from the University was obtained and this was used to get a permit from NACOSTI carry out the research. The data collection process took 14 working days.

3.6. Data analysis procedure

Data collected was grouped into various groups as per the conditions under investigation and all the questionnaires that were found to be incompletely done or not done properly sorted. The grouped data was then coded using SPSS v21. Quantitative data was put into various categories while qualitative data was analyzed using descriptive and inferential data and represented in frequencies, percentages, means and standard deviation. The inferential statistics involved using Pearson moment correlation coefficient method that was achieved by cross tabulation between the results of the independent and dependent variables. The measurement scale of the correlation was that 0 to 0.3=weak/negative correlation, 0.35 to 0.65=average correlation, 0.66 to 1=positive/strong correlation.

3.7. Ethical consideration

The information given by the respondents was treated confidentially and was only used for this study. Consent to undertake the research was first sorted from all heads concerned before interviewing their staff. Kombo and Tromp (2006) noted that the researchers studying people and animals must consider their conduct and give considerations to ethical issues

3.8 Operationalization of variables

Table 3.3: Operationalization of variables

Objectives	Type of Variable	Indicator	Measure	Data Analysis Technique	Research Instrument
To determine how learning materials influence learning outcomes in Public Primary Schools in Marich Zone	Independent Variable	Type Quantity Accessibility	Interval &Ordinal	Descriptive/inferential	Questionnaire
To establish how pedagogy programmes influences learning outcomes in Public Primary Schools in Marich Zone	Independent Variable	Type Target group Frequency	Interval &Ordinal	Descriptive/inferential	Questionnaire
To establish how bursaries influence learning outcomes in public primary schools in Marich Zone	Independent Variable	Target group Frequency Procedure	Interval &Ordinal	Descriptive/inferential	Questionnaire
To determine the extent to which school feeding programmes influence learning outcomes in Public Primary Schools in Marich Zone	Independent Variable	Target group Type Frequency	Interval &Ordinal	Descriptive/inferential	Questionnaire

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Respondents rate

The researcher issued 108 questionnaires to the respondents, only105 questionnaires were dully filled and returned. These translated to 97.22% of the respondents' rate. According to Kothari (2010) response rate of 65% was acceptable for one to continue conducting the study.

4.2 Gender of respondents

The researcher looked at the gender of respondents to ascertain who the majority within the area of study were and the results presented in table 4.1

Table 4.1: Gender of respondents

Gender	Frequency	Percent	Cumulative Percent
Female	41	39.0	39.0
Male	64	61.0	100.0
Total	**105**	**100.0**	

From table 4.1, it was seen that female were composed of 39.0% (41) of the total number of respondents who participated compared to their male counter parts who were composed of 61.0% (64) of the total number of respondents. The findings showed that the area of study was dominant by males than females. Chande (2014) in the study whether students in Kenya from minority communities learn showed that majority are the males who are in school.

4.3 Designation of the respondents

The study sort to establish the various positions or hierarchy of the respondents who were part of the study respondent then findings were presented in table 4.2

Table 4.2: Designation of the respondents

Designation of the respondents			
Designation	**Frequency**	**Percent**	**Cumulative Percent**
Head teacher	12	11.4	11.4
BOM	52	49.5	61.0
Pupil Council Member(Prefect)	41	39.0	100.0
Total	**105**	**100.0**	

Table 4.2 shows that 11.4% (12) of the respondents were head teachers of the various schools chosen for the study, 49.5% (52) were board of management members while 39.0% (41) were pupil council members (prefects) of the schools identified for the study. The findings showed that all the stakeholders that are directly involved with the programmes advanced by the NGOs were involved in the study. The results were in line with the study by Muskin (2015) who states that in project interventions it is significant for all stakeholders to participate.

4.4 Learning materials and learning outcomes

The study was profound on understanding how learning materials contributes to improved learning outcomes within the Marich zone and the findings represented. Table 4.3 shows findings on the statement on learning materials and learning outcomes.

Table 4.3: Learning materials and learner outcomes

Statements	SA		A		N		D		SD		Mean	St.D
	F	%	F	%	F	%	F	%	F	%		
Learning materials provided by donors are sufficient for all pupils	-	-	43	41.0	-	-	62	59.0		-	1.591	0.494
Learning materials provided by donors to the pupils are relevant to literacy and numeracy	8	7.6	62	59.0	33	31.4	2	1.9		-	2.276	0.628
Learning materials provided are utilized to their full capacity by the pupils	-	-	43	41.0	-	-	62	59.0		-	1.591	0.494
Learning materials provided are accessible to the pupils when they need them	48	45.7	41	39.0	16	15.2	-	-		-	1.695	0.722

The results in table 4.3 showed that 41.0% (43) agreed that learning materials provided by donors were sufficient for all pupils while 59.0% (62) of the respondents argued that they did not have sufficient learning materials within their midst as was evident with mean of 1.591 (SD = 0.494). The findings showed that majority of the schools within the zone had no access to the learning materials. Farrell & Heyneman et.al 1989) based on the findings justifies the case that inadequate and inappropriate learning materials can greatly affect the education systems.

Further findings as shown in table 4.4 showed that relevance of the learning materials contributed to improved learner outcomes as shown by 7.6% (8) and 59.0% (62) of the respondents who strongly agreed and agreed respectively, however, 31.4% (33) were undecided and 1.9% (2) disagreed with this argument. This is evidenced by a mean of 2.276 (SD=0.628). The findings showed that relevance of the learning materials was later found to improve their performance. The results were supported by Okongo (2015) who states that sufficiency of instructional materials, for example, course readings which are the primary instruction material is the most financially savvy input influencing pupil execution.

It was seen that 59.0% (62) of the respondents argued that the learning materials provided by donors to the pupils were not utilized. This is attested in the mean of 1.59(SD=0.494). Further, 45.7% (48) of the respondents believed that with learning material were accessible when they needed them. This was supported by 39.0% (41) of the respondents who supported this argument while 15.2% (16) were undecided. Hence accessibility of the learning materials contributed to improved learner outcome with a mean of 1.695(SD=0.722).

The findings concur with the studies conducted by DFID (2007) and Krishnaratne & White (2013) who argued that ampleness of instructional materials, for instance, course readings which are the fundamental instruction materials and most applicable information influencing pupil's execution all things considered infrastructural materials can likewise enhance the quality of educating by helping educators in classroom guidance. Expanded adapting likewise may build desires from tutoring among students and guardians. This could increment inspiration to select, remain in school or go to classes all the more frequently. These finding are in accordance with concentrates done by Lyons (2012) learning is a mind-boggling movement that includes transaction of pupils' inspiration, physical offices, teaching assets, and skills of training and

educational programs requests. Accessibility of teaching and learning assets in this manner led to improved adequacy of schools as they are the fundamental assets leads to improved performance in the students. These contentions were upheld by Johan, 2004 in Atieno, 2014 who ascribed that poor student results were nearly linked to poor usage and ampleness of teaching and learning assets in distinctive ways; poor use, underutilization, unfit instructors deliver low instructive accomplishment and disappointment of acquainting new techniques for concentrate with pupils . This made lion's share of the pupils encounter poor execution subsequently influencing student results.

4.4.1. Cross tabulation between learning materials and learning outcomes results

Correlation was done to establish relation between provision of learning materials and enhanced literacy levels of the pupils the findings were presented in table 4.4.

Table 4.4 Relation between learning materials and learning outcomes

		The literacy level of the target group have improved after the funding					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Learning materials provided by donors to the pupils are relevant to literacy and numeracy	Strongly disagree	2	1	1	6	4	**9**
	Disagree	3	4	0	12	14	**27**
	Neutral	0	15	27	0	0	**32**
	Agree	0	0	8	23	8	**29**
	Strongly agree	0	0	0	0	8	**8**
Total		**4**	**19**	**35**	**23**	**24**	**105**

(Source: Author, 2018)

Symmetric Measures

		Value	Asymp. Error[a]	Std.Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.768	.022	17.047	.000[c]
Ordinal by Ordinal	Spearman Correlation	.773	.026	17.450	.000[c]
N of Valid Cases		105			

Table 4.12 symmetric measures, (Source: Author, 2018)

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The results in table 4.4 shows a correlation value of p=0.768 which shows a strong positive relation between the literacy level of the target group have improved after the funding and learning materials provided by donors to the pupils are relevant to literacy and numeracy.

4.5 School Feeding Programmes and Learner Outcomes

The study was tasked with looking at how school feeding programme influenced public primary schools' learner outcomes. Table 4.5 shows findings on school feeding programmes and learners outcomes.

Table 4.5: School feeding programmes

Statements	SA		A		N		D		SD		Mean	St.D
	F	%	F	%	F	%	F	%	F	%		
The target group of the feeding programme are reached out to	20	19.0	26	24.8	35	33.3	18	17.1	6	5.7	1.893	0.726
The type of food programme used carters for all the pupils and has less convenience and supplies come on time.	25	23.8	20	19.0	28	26.7	17	16.2	15	14.3	2.781	1.359
The frequency of having a feeding programme	20	19.0	26	24.8	35	33.4	18	17.1	6	5.7	1.733	0.691
The timeliness of delivering the food supplies has no hitches that cause delivery delays.	18	17.1	50	47.6	29	27.6	5	4.8	3	2.9	2.286	0.906
The feeding programme is inclusive of all pupils in the school	29	27.6	34	32.4	21	20.0	18	17.1	3	2.9	2.352	1.143

From table 4.5 43.8% (46) of the total respondents were in agreement that the school feeding programme met its target population which was one of the key contributors of improved learner outcomes. This was in contrary to 22.8% (24) who were not in favor with the statement while 33.3% were undecided. The findings showed that with better management of the school feeding programme in place the target group would be reached and its benefits will be realized from the performance of the learners and teachers. It further discovered that 42.9% (45) of the respondents agreed that the school feeding programme catered for all the pupils under the programme which made them spent more time in school resulting to improved learner outcomes as shown by 42.9% (45) of the respondents.

This was however in contrary to 30.5% (32) of the respondents who disagreed while 26.7% (28) were undecided. The findings showed that with a better school feeding programme initiative, more students would worry less about food and concentrate more on learning and staying in school which results in improved learner outcomes. Evidence from a different study supports the findings by showing that disease and malnutrition had devise effects on improved learner results (Glewwe & Miguel 2008; Jukes, Drake & Bundy 2008). The findings further clarified that the feeding program within the schools reached the target group of students as was acknowledged by 43.8% (46) of the total number of respondents. This was contrary to 22.85 (24) of the respondents who disagreed to this argument while 33.4% (35) did not have an idea if the feeding programme reached its intended group. Further the findings clarified that the food supplies for the school feeding programme arrived on time as schedules and minimum hitches were experienced during the delivery period as substantiated by 64.8% (68) of the respondents while 7.7% (8) disagreed with this while 27.6% (29) had no clue of the supply process that was involved. The findings showed that when the supplies are made on time, the feeding programme

becomes continuous thus allowing learners to be in school thus improving the learning outcomes thus improved results.

From the findings it was found that the feeding programme was tailored for all the students as 60.0% (63) of the respondents argued, however, 20.0% (21) disagreed with this notion while 20.0% (21) were undecided. The findings clarified that the feeding programme benefited all the learners that were in the schools that the program was being implemented in. Jarvis & Borja-Vega (2018) states that implementation amid the worldwide nourishment value emergency of 2007– 08 had reliably positive effect on school attendance and learning results. The investigation referenced further that nourishing project was described by a plainly characterized need and spoke to a critical pay exchange to poor families. Studies led by different researchers demonstrated that all around sustained pupils free from ailment are better ready to go to class and learn. Then once more, lack in micronutrients and ailment such as intestinal sickness and worm contaminations can influence pupil's execution in the classroom. Proof shows that malady and lack of healthy sustenance have serious negative consequences for learning results. There are the same number of types of school sustaining programs. Be that as it may, they can be ordered into two principle bunches based on their modalities. Concentrates done in a few nations, for example, Burkina Faso, Cambodia and Guyana, programs plainly expanded enrolment in schools.

4.5.1. Cross tabulation between School Feeding Programmes and Learner Outcomes

Correlation was done to establish relation between school feeding programmes outcomes and the target group ability to read and write after the funding, findings were then presented in table 4.6.

Table 4.6 Relation between school feeding programmes and learning outcomes

		The target group ability to read and write after the funding					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
The frequency of having a feeding programme	Strongly disagree	2	3	0	7	9	**21**
	Disagree	4	3	0	8	14	**29**
	Neutral	0	13	17	0	0	**30**
	Agree	0	0	4	3	6	**13**
	Strongly agree	0	0	0	0	12	**12**
Total		**6**	**19**	**21**	**18**	**41**	**105**

(Source: Author, 2018)

Symmetric Measures

		Value	Asymp. Error[a]	Std.Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.816	.021	16.127	.000[c]
Ordinal by Ordinal	Spearman Correlation	.873	.023	16.450	.000[c]
N of Valid Cases		105			

Table 4.12 symmetric measures, (Source: Author, 2018)

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The results in table 4.6 shows a correlation value of p=0.816 which shows a strong positive relation between the target group ability to read and write after the funding and the frequency of having a feeding programme.

4.6 Pedagogy programmes and Learning Outcomes

The study was involved in understanding how pedagogy and andragogy programmes within these regions contributed to improved learner outcomes. Table 4.7 shows findings on pedagogy programmes and learning outcomes.

Table 4.7: Pedagogy Programmes and Learner Outcomes

Statements	SA		A		N		D		SD		Mean	St.D
	F	%	F	%	F	%	F	%	F	%		
The type of programmes offered by donors to public primary schools within the are relevant to both teachers and pupils	45	42.9	52	49.5	8	7.6	-		-	-	1.648	0.620
The target group programmes being offered is the most appropriate for both the teaching staff and pupils.	41	39.0	38	36.2	23	21.9	3	2.9	-	-	1.886	0.847
These programmes are done on regular basis for both the teachers and pupils of the school.	24	22.9	61	58.1	11	10.5	6	5.7	3	2.9	2.076	0.906
The programmes have created impact on the pupils and teachers learning experience	43	41.0	31	29.5	25	23.8	3	2.9	3	2.9	1.971	1.014

Table 4.7 shows that 42.9% (45) of the respondents strongly agreed that pedagogy programmes offered to the learners and teachers were relevant. This was agreed by 49.5% (52) of the respondents while 7.6% (8) were undecided. The findings showed that with pedagogy and andragogy programmes provided by donors was an effective mechanism that contributed to improved learner outcomes. The study is supported by findings by Syed Azizi Wafa, Ramayah, & Tan, (2003) who states that trainers were a vital resource in dissemination of knowledge within a country or region. The results were supported further by studies conducted by various scholars the likes of Scardamalia and Bereiter, 2003 who argued that pedagogy programmes commonly centered around enhancing the viability of exercises specifically, by converting the educational curricula and the means it is conveyed, giving extra resources, presenting new innovation which will be enhancing the amount and quality of instructors through impetuses, preparing or changes in enlisting rehearses. A few projects incorporate a mix of various parts.

The findings showed that 75.2% (79) of the respondents believed that the pedagogy programmes offered by the donors were of great importance to them as in instilled new ideas, new teaching methodologies and better content delivery to the learners, 2.9% (3) disagreed with this assumption while 21.9% (23) were undecided. The findings clarified that with the pedagogy training within the zone majority of the participants in these programmes had learned a lot of tactics and new innovations that contributed to better learner outcomes. According to Isopahkala Brunet, 2004 for one to educate others, he/she needs to be educated and have a broad background of general cultural training that provides a broad liberal education. Working as a teacher requires the acquisition of knowledge and practical abilities to teach in complex situations. Teachers require the self- confidence to carry out their duties in demanding unique situations and need to implement their expertise in such a way that their customers, stakeholders and colleagues

trust them. It was evident that the pedagogy programmes were held on regular basis to boost the teaching routine as shown by 81.0% (85) of the respondents. This was in contrary to a cumulative percentage of 8.6% (9) who disagreed with this argument while 10.5% (11) who were undecided. The findings proved that majority of the donors conducted pedagogy programmes on regular basis within their schools. This assisted both the teachers and student to gauge and know where the link between progressive performance and desired learner outcomes. The findings echoed studies done by Syed Azizi Wafa, Ramayah, & Tan, 2003 who argued that previously infrastructural aspects of schools were considered the end game but little emphasis was put into the 'software' in terms of funding in programmes that emphasize pedagogy, curriculum development and teachers' capacity building.

Further, 70.5% (74) of the total number of respondents argued that the programmes offered by the NGOs were beneficial as they assisted them improve on the various aspects that were involved in the teaching – learning process. However, 5.8% (6) of the respondents were not in agreement with this argument while 23.8% (25) were undecided. The findings suggested that the programmes done by the various stakeholders in Marich zone has assisted the learners and teachers to improve on learner outcomes. These findings are in line with various studies brought forward that suggested that majority of these programmes also put emphasis on the teachers to instruct in the local dialects spoken by children in their respective homes rather than the approved national language of the Nation. Notably, some of the programmes that had little impact on learning outcomes were either intended or trained in the nations domestic dialectal, relatively than the children's mother tongue (He, Linden & MacLeod).et.al, 2007).

4.6.1. Cross tabulation between pedagogy programmes and Learning Outcomes

Correlation was done to establish relation between pedagogy programmes outcomes and the target group ability to read and write after the funding, results were presented in table 4.8.

Table 4.8 Relation between pedagogy programmes and learning outcomes

		The target group ability to read and write after the funding					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
The target group programmes being offered is the most appropriate for both the teaching staff and pupils.	Strongly disagree	1	4	1	5	8	**19**
	Disagree	3	2	0	10	17	**32**
	Neutral	1	2	18	3	3	**26**
	Agree	0	0	1	7	5	**13**
	Strongly agree	0	0	0	0	15	**15**
Total		**5**	**8**	**20**	**25**	**47**	**105**

(Source: Author, 2018)

Symmetric Measures

		Value	Asymp. Error[a]	Std.Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.733	.032	15.227	.000[c]
Ordinal by Ordinal	Spearman Correlation	.805	.032	15.450	.000[c]
N of Valid Cases		105			

Table 4.12 symmetric measures, (Source: Author, 2018)

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The results in table 4.8 shows a correlation value of p=0.733 which shows a strong positive relation between the target group ability to read and write after the funding and the target group programmes being offered that is appropriate for both the teaching staff and pupils.

4.7 Bursaries and Learning Outcomes

The study sort to establish the how bursaries contributed to learner outcomes in Marich ward and the results were represented in table 4.9

Table 4.9: Bursaries and Learning Outcomes

Statements	SA		A		N		D		SD		Mean	St.D
	F	%	F	%	F	%	F	%	F	%		
The bursaries are awarded to the target group	17	16.2	45	42.9	27	25.7	16	15.2			2.400	0.936
All those students in need of bursaries are assisted in obtaining them and no discrimination is showed during its awarding.	51	48.6	36	34.3	12	11.4	3	2.9	3	2.9	1.771	0.963
The bursaries are given on regular basis to those in need	40	38.1	33	31.4	20	19.0	12	11.4	-	-	2.038	1.018
The procedure of awarding bursaries is transparent and those deserving the bursaries are given the first priority	25	23.8	48	45.7	26	24.8	6	5.7	-	-	2.124	0.840

The results in table 4.9 clarified that the award of bursaries to the needy students with the area was done regularly to ensure that the students remained in school as acknowledged by 59.0% (62) of the respondents while 15.2% (16) disagreed with this argument and 25.7% (27) were undecided. These findings showed that the award of bursaries to the target groups contributed to the learners being in schools and attending lessons thus learning new ideas resulting in improved

learner outcomes. Liu et al. 2013; Yi (2015) supports the findings stating that bursaries were among the methods that enabled the needy leaners stay in class instead of looking for employment so as to meet their educational needs

The study further found out that students in need of bursaries were assisted in obtaining them and it was based on the application process and the level of poverty the family was in as shown by 82.9% (87) of the respondents while 5.8% (6) disagreed and 11.4% (12) had no information on the bursary allocation mechanism. The findings clarified that the ward had a well-planned system that was used to award bursaries to the needy student thus allowing them to be in school and enabling then learn new concepts thus improvement of learner outcomes achieved.

Results indicated that the bursaries were given on regular basis to those in need as shown by 69.5% (73) of the respondents while 11.4% (12) disagreed with this argument while 19.0% (20) did not comment on the matter. It was found that majority of the beneficiaries of the bursaries received them on time as there was sufficient data to back their claim as was supported by 69.5% (73), however, there were those that had applied for the bursaries but had not received the disbursements and know communication had been made to them thus denying those with limited privileges the chance of learning thus improving on their learner outcomes as was supported by 5.7% (6) who disagreed while 24.8% (26) did not comment on the issue. The findings showed that giving impetuses to gatherings of learners' are more successful than offering them to individuals. In China which is offering just the low achievers motivating forces for learning, be that as it may, had no impact but encouraging high achievers to encourage more learnings (Li et al., 2014).

4.7.1. Cross tabulation between Bursaries and Learning Outcomes

Correlation was done to establish relation between bursaries and the literacy level of the target group have improved after the funding findings were then presented in table 4.10.

Table 4.10 Relation between bursaries and learning outcomes

		The literacy level of the target group have improved after the funding					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
The bursaries are given on regular basis to those in need	Strongly disagree	2	1	0	7	8	**18**
	Disagree	2	3	0	11	12	**28**
	Neutral	0	3	14	4	3	**24**
	Agree	0	1	1	6	10	**18**
	Strongly agree	0	2	0	1	14	**17**
Total		**4**	**10**	**15**	**29**	**47**	**105**

(Source: Author, 2018)

Symmetric Measures

		Value	Asymp. Error[a]	Std.Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.846	.021	16.327	.000[c]
Ordinal by Ordinal	Spearman Correlation	.824	.013	16.323	.000[c]
N of Valid Cases		105			

Table 4.12 symmetric measures, (Source: Author, 2018)

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The results in table 4.10 shows a correlation value of p=0.846 which shows a strong positive relation between the literacy level of the target group have improved after the funding and the bursaries are given on regular basis to those in need.

4.8. Learning Outcomes

The study did measure the depended variable of the study (learning outcome) and the results were represented in table 4.11

Table 4.11: Learning Outcomes

Statements	SA		A		N		D		SD		Mean	St.D
	F	%	F	%	F	%	F	%	F	%		
The literacy level of the target group have improved after the funding	28	26.6	35	33.3	12	11.4	18	17.1	12	11.4	1.514	0.721
The target group have been able to read and write after the funding	48	45.7	26	24.8	8	7.6	13	12.4	10	9.5	1.826	0.682
The target group have been able to count numbers comprehensively after the donor funding	44	41.9	38	36.2	11	10.5	7	6.7	5	4.8	1.322	0.924

Results in table 4.11 shows that majority of the respondents with a mean of 1.514 agreed that the literacy level of the target group have improved after the donor funding where 28 (26.6%) and 35 (33.3%) strongly agreed and agreed respectively, with 18 (17.1%) and 12 (11.4%) did disagree and strongly disagree with the statement respectively. 8 (7.6%) were neutral with the response. The findings is supported by Atieno (2014) who states that any donor funding in schools should have a positive results on literacy levels. A significant majority with mean of 1.826 did agree that the target group have been able to read and write after the funding. To support this 48 (45.7%) and 26 (24.8%) did strongly agree and agreed respectively with the statement while 13 (12.4%)

and 10 (9.5%) of the respondents disagreed and strongly disagreed with the statement. A small number 8 (7.6%) of respondents gave neutral responses. Lastly, a significant majority of respondents with a mean of 1.322 were in support that the target group have been able to count numbers comprehensively after the donor funding. This was supported by 44(41.9%) and 38 (36.2%) of the respondents strongly agreeing and agreeing respectively while 7 (6.7%) and 5 (4.8%) did disagree and strongly disagree on the same. A few number of respondents 11 (10.5) did give neutral responses. Bereiter & Scardamalia (2003) supports the findings by stating that any school system support to the learners should contribute to positive outcomes like creativity and organizations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This section provides the summary of all the finding obtained in chapter four, conclusions derived from the findings, recommendations to various stakeholders, and suggestions that can be employed for future studies.

5.2: Summary of Findings

The sections outlines findings based on the themes of the study

5.2.1 Learning materials and learner outcomes

The study found out that quite a number of schools in Marich ward had the opportunity of having access to modern learning materials. It was through this initiative that majority of the learners in these areas and schools had access to modern learning materials that enhanced their learner outcomes. Findings show that donors had taken significant role in making sure that the schools had both reading and writing materials for the pupils in the target schools. The findings further found out that with the availability of the learning materials in the schools most of them had improved mean scores which was as a result of the conceited of donors and the teachers. However, despite all these being provided there was need for consistency in the provision of the learning materials as in some instances was found that the materials did not reach the target groups on time. The study established from statistical correlation value of $p=0.768$ which shows a positive relation between the literacy level of the target group and learning materials provided by donors to the pupils designed to be relevant to literacy and numeracy.

5.2.2 School Feeding Programmes and Learner Outcomes

From the study school feeding programmes was found to be importance as it contributed to retention which was a key element in making the learners have enough time to study thus improved learner outcomes. It was also found that the ability of the donors to continue funding the programme was not known as sometimes delays were experienced in the provision of the required consignments to the schools. The feeding programme was found to be helpful especially to parents of poor households who only afforded a single meal a day. The findings showed that the programme enabled the schools to create new programmes that assisted the students to be comprehensively be integrated in learning programmes rather than staying out of school. The findings clarified that schools that had a well-established feeding programme had improved learner outcomes compared to those schools that did not have it. The statistical finding of the correlation value of p=0.816 shows a positive relation between the target group ability to read and write after the funding and the frequency of having a feeding programme.

5.2.3 Pedagogy programmes and learner outcomes

The findings showed that the introduction of pedagogy programmes within Marich zone had contributed to improved content delivery to the learners as opposed to the previous years where one was posted to a school without understanding the need of improved learner outcomes. The study found out that the programme was beneficial to both the teachers and learners has it provided and avenue for the learners to comprehend the key role in the education process and teachers in understanding the current trends of teaching. The statistical correlation value of p=0.733 did show a positive relation between the target group ability to read and write after the funding and the target group programmes being offered which is appropriate for both the teaching staff and pupils.

5.2.4 Bursaries and Learner outcomes

Bursaries were found to be amongst the major enabler of learners from poor households. The level of poverty in majority of the areas was high thus the need of the bursaries which were allocated to those in need. The study found out that the bursaries were allocated fairly although in some cases they were not. The major problem that was found was that although the bursaries were provided, the money was not submitted to the schools on time and this resulted on constraint of the available resources that were limited. From the analysis it was found that although the bursaries were awarded to the target groups that were available, they process was not transparent as there were instances the bursaries were given to those not aware need them. Further, the need for donors to introduce a mechanism on how the funds they provided to these schools were used to ensure that the learners stayed in school and the improvement was seen. The entire programme relied on the schools using the available resources to ensure that the learners had a better environment that would ensure that the highest levels of improvements were achieved. The statistical correlation value of p=0.846 shows a positive relation between the literacy level of the target group and the bursaries given on regular basis to those in need.

5.4.5. Learning outcomes

Majority of the respondents with agreed that the literacy level of the target group have improved after the donor funding. Donor funding in schools should have a positive results on literacy levels. A significant majority agreed that the target group have been able to read and write after the donor funding to the target groups. Lastly, a significant majority of respondents were in support that the target group have been able to count numbers comprehensively after the donor funding. Any school system support to the learners should contribute to positive outcomes like creativity and organizations in coming up with desirable results.

5.3 Conclusion

The study concludes that learning materials should be availed on time to the schools so that the leaners can use them effectively and efficiently. The donors should have tried in ensuring that the pupils had all the required learning materials. The pedagogy programs required more attention as in some quarters it was found that not all teachers attended them thus its consequences were less felt amongst them. School feeding programme was another factor that decreased the rate of absenteeism in schools. The area of study is a semi – arid area where access to basic primary education is s a problem. The findings clarified that the programme assisted many students to remain in school thus improving their attendance resulting into learning of new concepts which lead to improved learner outcomes. Further, bursaries within the area of study were the major factor of pupil retention in schools as majority of the parents relied on it and other grants advanced by the various organizations within the region. The findings found out that the pupils who spent most of their time in learning institution is greater than those not aware. The effects of schools sending learners home to get school fees was a major problem that was been addresses as the findings from the study revealed. Based on the research results it was found that all the factors studied needed a lot of attention for the realization of better learner outcomes.

5.4 Recommendations of the study

The study recommends that:

i. For the success of the donor funded projects, contextualizing them to the societal and humane capital framework in which delivery is essential.

ii. There is need for more evidenced quality information to inform education policies and programmes since few impact evaluations have been carried out to assess several types of donor funding on education programmes and effects on final outcomes are therefore

unknown**.** Additional qualitative studies, monitoring and evaluation outcomes would be vital in explaining findings from impact evaluations

iii. Further research is required in other areas to determine if these factors contribute to learner outcomes.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

REF: PERMISSION TO COLLECT DATA.

I am a student currently pursuing a Master's Degree in Project Management**.** I'm carrying out a study on the **"**Influence of Donor Funding on Learning Outcomes in Public Primary Schools in Marich zone West Pokot County".

The purpose of this letter is to request you to kindly allow me carry out the study in your Organization/Station/assembly. Your identity will remain confidential. Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Yours faithfully

Sarah Musengy'a Paul

APPENDIX II: QUESTIONNAIRE

SECTION A: BACKGROUND INFORMATION				
1	Gender	Male Female	[ ] [ ]	Select one
2	What is your designation?	Head teacher BOM Pupil Council Member(Prefect)	[ ] [ ] [ ]	Select one

Please mark the number that best reflects your level of agreement in the following statements.

KEY: 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

Place a tick () against the relevant number

	STATEMENT	1	2	3	4	5
1.0	**SECTION B: LEARNING MATERIALS**					
1.1	The quantity of learning materials provided by donors are enough for all pupils to improve their literacy and numeracy					
1.2	The type of learning materials provided for the pupils by the donors are relevant to their studies.					
1.3	The learning materials provided are utilized to their full capacity by the pupils					
1.4	The learning materials provided are accessible to the pupils when they need them.					

KEY: 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

Place a tick ( ) against the relevant number

	STATEMENT	1	2	3	4	5
2.0	**SECTION D: SCHOOL FEEDING PROGRAMMES**					
2.1	The target group of the feeding programme are reached out to					
2.2	The type of food programme used carters for all the pupils and has less convenience and supplies come on time.					
2.3	The period of delivery of the food supplies is timely and has no hitches that cause delivery delays.					
2.4	The feeding programme is inclusive of all pupils in the school					

KEY: 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

Place a tick ( ) against the relevant number

	STATEMENT	1	2	3	4	5
3.0	**SECTION C: PEDAGOGY PROGRAMMES**					
3.1	The type of programmes offered by donors to public primary schools within the are relevant to both teachers and pupils					
3.2	The target group of the programmes being offered is the most appropriate for both the teaching staff and pupils.					
3.3	These programmes are done on regular basis for both the teachers and pupils of the school.					
3.4	Consequences the programmes have on the pupils and teachers learning experience.					

KEY: 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

Place a tick ( ) against the relevant number

	STATEMENT	1	2	3	4	5
4.0	**SECTION E: BURSARIES**					
4.1	The bursaries are awarded to the target group					
4.2	All those students in need of bursaries are assisted in obtaining them and no discrimination is showed during its awarding.					
4.3	The bursaries are given on regular basis to those in need					
4.4	The procedure of awarding bursaries is transparent and those deserving the bursaries are given the first priority					

KEY: 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

Place a tick ( ) against the relevant number

	STATEMENTS	1	2	3	4	5
5.0	**SECTION F: LEARNING OUTCOMES**					
5.1	The literacy level of the target group have improved after the funding					
5.2	The target group have been able to read and write after the funding					
5.3	The target group have been able to count numbers comprehensively after the donor funding					

APPENDIX V: KREJCIE AND MORGAN SAMBLE TABLE

TABLE 1
Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.