
Influence of School Financial Resources on Students' Learning Achievement at the Higher Secondary Level

Dr. Um E Rubab¹, Dr. Hina Gul², Ayesha Jilani³

¹ Assistant Professor, Department of Education, Fatima Jinnah Women University, Rawalpindi
Email: umerubab@fjwu.edu.pk

² Department of Education, Fatima Jinnah Women University, Rawalpindi
Email: hinagul469@gmail.com

³ Department of Education, Govt. Viqar Un Nisa Graduate College for Women, Rawalpindi

DOI: <https://doi.org/10.70670/sra.v3i4.1218>

Abstract

The study aims to check the influence of school financial resources on students' achievement at higher secondary level. School funding is the money provided by a government or raised by parents and teachers to finance the running of a school. The objective of the study is to know the teacher's perception about school funding and its effect on student's achievement, and to explore the ideas of heads regarding school funding and student's performances. The study is descriptive in nature in which mixed method was used to describe the data. The 80 teachers of both schools were population of the study. A simple random technique was applied to select the sample of the study. The sample size study was comprised 60 teachers of both schools. Pilot testing was done before finalization of the instruments. The validity of instruments was making sure by an expert's opinion. The reliability of instrument was calculated by Cronbach's alpha formula. The value of Cronbach's alpha for the questionnaire of students was 0.097. The researcher personally visited sampled schools to collect data. After data collection, descriptive analysis (frequency and percentages) and interviews were applied to the data. This study also finds the impact of school funding on student achievement. This study explain that school funding plays a crucial role in shaping academic achievement and the overall learning experience of students. A well-funded education system provides numerous benefit that positively impact students, teachers, and the community as a whole.

Key Words: School funding, student achievement, financial resources, expert opinions.

Introduction

Education is an essential pillar of any society, shaping the future of its citizens and fostering progress and development. At the higher secondary level, where students are on the threshold of adulthood, it becomes even more crucial to provide them with a high-quality education that equips them with the necessary skills and knowledge to succeed in their academic pursuits and beyond. One critical factor influencing the quality of education is school funding – the financial resources allocated to educational institutions to support their operations and enhance the learning environment.

The concept of school funding encompasses various elements, including teacher salaries, classroom resources, infrastructure development, extracurricular programs, and access to modern technology. All of these factors collectively contribute to the overall educational experience of students and their chances of academic success.

The money provided by a government or raised by parents and teachers to finance the running of a school. It is used to pay for the day-to-day running costs of a school, such as teacher pay, support

staff pay, energy bills, minor maintenance, and teaching materials. Capital funding is a separate pot of money used to pay for new school buildings and improvements to the school estate.

The relationship between school funding and student achievement has been a subject of considerable debate among policymakers, educators, and researchers. Numerous studies have explored how varying levels of funding can impact educational outcomes, particularly at the higher secondary level, where the pressure to succeed academically is high due to its direct connection to post-secondary opportunities and future careers.

Jackson (2018) conducted a comprehensive analysis of school funding and student achievement across various states in the United States. The study revealed a significant positive relationship between increased school funding and improved academic outcomes. Schools that received higher per-pupil funding demonstrated better performance on standardized assessments, experienced lower dropout rates, and achieved higher graduation rates. Adequate financial resources play a crucial role in reducing educational disparities and enhancing overall student achievement.

Baker and Welner (2020) highlighted the significance of equity and adequacy in school funding through their examination of state aid formulas. Their research emphasized that fair and well-structured funding systems play a vital role in promoting educational equity. States that implemented equitable funding distribution—ensuring that schools in low-income areas received sufficient financial support—showed notable improvements in student academic performance. These findings underscore the importance of resource allocation policies in bridging achievement gaps and enhancing overall educational outcomes.

Academic achievement of learners has attracted attention of scholars, parents, policymakers and planners. Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents.

Objective of The Study

- To find out the teacher's perception about school funding and its effect on student's achievement
- To explore the ideas of heads regarding school funding and students' performances

Statement of The Problem

This research aims to identify the impact of school funding and its impact on student's achievement. In this study, we know the importance of school funding in better school system. The study focuses on student's achievement, better management, facilities and teachers. In this study, we identify that school funding is helpful in fulfillment of teacher's shortage and lack of facilities or aids.

Significance of The Study

School financial resources play a critical role in shaping the education system and impacting student achievement. Higher levels of funding can translate into better resources, greater support, and higher quality education for students. School funding and enhance student achievement, policymakers must ensure that funding is distributed equitably, directed towards evidence-based strategies, and encourage collaboration between schools and other community organizations. Ultimately, investing in school funding can lead to significant improvements in the academic success and well-being of students, providing them with the tools and resources they need to succeed in their academic and personal pursuits. School funding is essential to enhancing student achievement and providing equitable access to quality education. Policymakers can achieve this by ensuring that funding is distributed equitably, directed towards evidence-based strategies, and encouraging collaboration between schools and community organizations.

Review of Literature

School funding refers to the financial resources allocated to support the operation and maintenance of educational institutions, such as public and private schools, colleges, and universities. It encompasses the money required to pay for various educational expenses, including teacher salaries, staff wages, infrastructure development, instructional materials, technology, extracurricular programs, and more.

School financial resources are crucial for ensuring that educational institutions can provide a high-quality learning environment and meet the diverse needs of students. Adequate funding is vital for hiring and retaining qualified teachers, offering a wide range of educational programs, maintaining safe and well-equipped facilities, and providing necessary resources to foster a conducive learning environment.

Characteristics of School Funding

- 1. Public Funding:** In many countries, including the United States, a substantial portion of school funding comes from public sources. This typically includes government budgets at the federal, state, and local levels. Public funding aims to provide free or affordable education to all students within a specific age range.
- 2. Taxes:** One of the primary sources of public funding for schools is through taxes. Governments collect taxes from individuals and businesses, and a portion of these taxes is allocated to education budgets. The specific tax mechanisms can vary, such as property taxes, income taxes, or sales taxes.
- 3. Education Budget Allocation:** The allocation of education funds is often determined through a budgeting process. Governments and education authorities decide how much funding will be allocated to schools based on various factors, such as the number of students, specific needs, and the overall economic situation.
- 4. Equalization Funding:** In some countries, there are efforts to ensure that schools in economically disadvantaged areas receive a fair share of funding. This is often achieved through equalization funding, which aims to reduce funding disparities and provide a more equitable education system.
- 5. Categorical Funding:** In addition to the general funds provided to schools, there may be categorical funding for specific purposes. This type of funding is targeted towards particular programs or initiatives, such as special education, school meal programs, technology integration, or teacher training.
- 6. Private Funding and Donations:** Some schools, particularly private schools and certain public schools, receive funding from non-public sources, such as donations from individuals, corporations, or foundations. This additional funding can help support various educational activities and improve facilities.
- 7. Impact of Enrollment:** School funding is often linked to the number of students enrolled in a school. Schools with larger student populations may receive more funding to accommodate the needs of a larger group of students.
- 8. Accountability Measures:** In many cases, school funding is tied to performance and accountability measures. Schools may need to meet certain educational goals or show improvements in student outcomes to receive full funding or additional resources.

Student Factor

Students' endeavors towards academic achievement are defined by the level of their engagement, participation, and dedication. In the education field, measuring their efforts is crucial as these efforts contribute to their academic success and attainments (E. B. Stewart, 2008). There are several factors which influence the students' efforts to improve their academic achievement. Accordingly, as a number of previous studies emphasized on this aspect, it was found that students were one of the

factors which influenced their academic achievement.

School Factors

Schools influence students' academic and social growth, especially academic achievement through its structure, staffing, organization, resources, and environment. Numerous works of research were conducted on the influence of schools on students' attachment, commitment, involvement, and most importantly, academic achievement. Therefore, it was expected that this influence resulted in the need for strengthening students' achievement, which was related to the components of the factors influencing their achievement

Family Factors

Essentially, family has a crucial role in the decision for students to put an effort into studying the subject for improved results. Meanwhile, it was found in a study conducted in Hong Kong that the students' family, who determined the location of their neighborhood and school, provided them with a supportive relationship in schools. The family also consisted of individuals who promoted the sharing of societal norms and values, which were necessary for students' success. It was reported that inadequate parental support in terms of the provision of reading materials at home was a factor influencing students' academic performance (Igberadja., S. 2015).

Impact of School Funding on Student Achievement

The impact of school funding on students' achievement at the higher level is a critical aspect of educational research and policy discussions. Adequate and equitable funding is essential for providing students with the necessary resources and support to excel in their academic endeavors. A well-funded school system can lead to better learning environments, improved infrastructure, qualified teachers, and access to modern educational technologies and resources.

➤ **School Funding and Students' Achievement**

Numerous studies have shown a positive correlation between school funding and students' academic achievement. Higher funding levels often lead to smaller class sizes, allowing teachers to provide more individualized attention to students, resulting in improved academic performance (Hanushek & Luque, 2003). Additionally, well-funded schools can offer a wide range of extracurricular activities and enrichment programs that contribute to students' overall development and engagement in their education (Baker, 2011). Moreover, school funding plays a significant role in ensuring that all students have access to quality education, regardless of their socioeconomic background. Adequate funding can provide additional support services, such as tutoring and counseling, to help students who may be facing academic challenges or personal difficulties (Lafortune et al., 2016). It can also facilitate the implementation of targeted interventions and support programs for students with special educational needs.

➤ **Achievement Gaps**

Conversely, inadequate funding or disparities in funding across schools can lead to educational inequities and achievement gaps. Schools with limited resources may struggle to provide essential materials and technology, offer a diverse curriculum, or hire and retain high-quality teachers (Downey & Levacic, 2012). This can disproportionately impact students from low-income communities, limiting their access to a quality education and hindering their academic success. Continuing with the topic of the impact of school funding on students' achievement at the higher level, research has shown that the availability of financial resources directly influences the quality of education provided by schools. Adequate funding enables schools to attract and retain highly qualified teachers, as competitive salaries and professional development opportunities can be offered (Hanushek, 2019). Highly effective teachers play a crucial role in students' academic success, and schools with better funding are more likely to have a pool of talented educators.

➤ **Availability of Learning Resources**

Furthermore, school funding has implications for the availability of essential learning materials and resources. Well-funded schools can afford up-to-date textbooks, technology, and learning materials that enhance students' educational experiences (Jackson & Rockoff, 2010). In contrast, schools facing budget constraints may struggle to provide students with the necessary learning tools, hindering their academic progress. Moreover, school funding has a direct impact on class sizes. Smaller class sizes have been associated with improved student outcomes, as teachers can devote more attention to individual students and tailor their instruction to meet diverse learning needs (Hattie, 2005). Adequate funding allows schools to maintain reasonable class sizes, enhancing the quality of instruction and fostering a positive learning environment.

➤ **School Academic Achievements**

In addition to academic achievement, school funding also influences students' social and emotional development. Extracurricular activities, arts programs, and sports, which are often funded by schools, contribute to students' overall well-being and engagement in school life (Eitle & Eitle, 2018). These activities can foster a sense of belonging and teamwork, promoting positive social skills and emotional resilience. However, the impact of school funding is not limited to student outcomes alone. Studies have shown that school funding can also have positive effects on communities. For example, increased school funding has been linked to higher property values and increased economic growth in the surrounding neighborhoods (Baker et al., 2016).

A strong school system can attract families and businesses, contributing to the overall development and prosperity of the community. On the other hand, inequitable distribution of school funding can perpetuate educational disparities. Schools in low-income areas may receive less funding, exacerbating existing achievement gaps between students from different socioeconomic backgrounds (Rebell & Wolff, 2017). Addressing funding disparities and ensuring equitable distribution of resources is essential to promote educational equity and improve outcomes for all students.

Academic achievement of students especially at the elementary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic performance (Aremu & Sokan, 2002). This phenomenon has been variedly referred in literature as academic achievement, or scholastic functioning.

Hanushek and Rivkin (2019) conducted a longitudinal study to investigate the effects of school funding on students' educational attainment over time. Their findings revealed that increased financial investment in education, particularly during the early years of schooling, produced sustained positive outcomes. Students who benefited from higher funding levels demonstrated greater academic success, higher rates of college enrollment, and improved long-term career prospects. This study highlights the enduring impact of adequate school funding on both short-term academic achievement and long-term educational and professional advancement.

Quality education for the students and their motivation prior to their enrolment to school had a crucial role in their academic achievement. Additionally, it was found in a study from South Africa that positive interaction between teachers and students increased their commitment level to academic assignments and performance (V. Cakir, A. Gheorghe, 2017).

Related Researches

- National Bureau of Economic Research (NBER) Study (2002): A study published by the NBER examined the relationship between school resources and student performance in the United States. It concluded that additional funding had a positive effect on achievement, especially in schools with lower-income students.

- Kirabo Jackson Study (2015): This study focused on the long-term effects of school spending in the United States. It found that a 10% increase in per-pupil spending over all 12 years of public-school education led to significant improvements in student outcomes, including higher graduation rates and higher wages in adulthood.
- Institute of Education Sciences (IES) Report (2018): The IES conducted a comprehensive review of studies related to school funding and student achievement. The report concluded that additional funding could have positive effects, especially for students from low-income backgrounds, but the relationship was complex and depended on various contextual factors.
- Research on Education Outcomes (CREDO) Studies: CREDO, a research group based at Stanford University, has conducted several studies exploring the relationship between school funding and student achievement. Their research found that the effectiveness of increased funding varied significantly across schools and regions.

Research Methodology

Research Design

The nature of the study is descriptive in which mixed method was used to the data. Questionnaire and interview method was used to describe the responses of the respondents. A questionnaire was used for the teachers. Yes and no responses was used in this study, in which the study was determined the impact of school funding on students' achievement.

Population of The Study

There were two schools comprised in this research including APS FWO Gracy Lines Chaklala, Rawalpindi and Army Public School and college(boys) Ordinance Road, Rawalpindi. 80 respondents were included in these two schools.

Sample of the Study

From total population, researcher has selected sample of 60 respondents were comprised in the study. The representation of sample suggested by LR.GAY in educational research competencies for analysis and application (10th edition). A simple random technique was applied to select the sample of the study.

Pilot Testing

In this research, data was analysis from the respondents for pilot testing. The tool was developed for 12 teachers. The strength of the participants was not being included in final sample. This process was helpful to provide understanding of the participants to final improvement.

Validity

The instrument tool was pilot tested to check the authenticity of the instruments. The tool was observed by the relevant panel of the expert. The experts were validating the instruments.

Reliability

Reliability was checked through internal consistency coefficient (using Cronbach alpha. The value of the reliability was 0.097.

Data Collection

In data collection, researcher was collected the data through questionnaire from the respondents. YES, NO responses were used for questionnaire.

Data Analysis

In this study frequency, percentages were used to interpret the data result, through interviews the observations of the heads regarding school funding were explained by researcher.

Results

This chapter deals with the data analysis of the collected data by instrument from the respondents, i.e. students.

Table 1: Poor School Funding And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	31	51.7	51.7	51.7
No	29	48.3	48.3	100.0
Total	60	100.0	100.0	

Table shows that 31 respondents 51% answered yes that students of poor funded schools learn less than students at schools with lot of financial resources and 29 respondents 48% answered no.

Table 2: Money Matters Effect On Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	40	66.7	66.7	66.7
No	20	33.3	33.3	100.0
Total	60	100.0	100.0	

Table shows that 40 respondents 66% answered yes and 20 respondent's 33 % answered no. Mostly respondents are agreeing regarding money matters to educating students.

Table 3: Student Achievement Keeping Pace With Funding

	Frequency	%	Valid %	Cumulative %
Yes	37	61.7	61.7	61.7
No	23	38.3	38.3	100.0
Total	60	100.0	100.0	

Table shows that 37 respondents 61% answered yes and 23 respondents 38% answered no. Mostly respondents are agreeing regarding if money matters to schools is student achievement keeping pace with these huge funding increases.

Table 4: Inequity In Education And Students Learning

	Frequency	%	Valid %	Cumulative %
Yes	50	83.3	83.3	83.3
No	10	16.7	16.7	100.0
Total	60	100.0	100.0	

Table shows that 50 respondents 83% answered yes that inequity in education is impacted by school funding and 10 respondents 16% answered no.

Table: School Finance Merely A Waste Of Effort And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	23	38.3	38.3	38.3
No	37	61.7	61.7	100.0
Total	60	100.0	100.0	

Table shows that 23 respondents 38% answered yes and 37 respondents 61% answered no.

Table: State Politics To Low-Income District

	Frequency	%	Valid %	Cumulative %
Yes	43	71.7	71.7	71.7
No	17	28.3	28.3	100.0
Total	60	100.0	100.0	

Table 6 : Court Mandated Reforms Affect School Spending

	Frequency	%	Valid %	Cumulative %
Yes	36	60.0	60.0	60.0
No	24	40.0	40.0	100.0
Total	60	100.0	100.0	

Table shows that 36 respondents 60% answered yes and 24 respondents 40% answered no. Mostly respondents are agreeing regarding court mandated reforms affect school spending in different districts.

Table 7 : Funding have ability to make dent in achievement gap

	Frequency	%	Valid %	Cumulative %
Yes	37	61.7	61.7	61.7
No	23	38.3	38.3	100.0
Total	60	100.0	100.0	

Table shows that 37 respondents 61% answered yes and 23 respondents 38% answered no. Mostly respondents agreeing that funding have ability to make dent in achievement gap

Table 8: Better Quality Teaching Materials And Resources For Students

	Frequency	%	Valid %	Cumulative %
Yes	52	86.7	86.7	86.7
No	8	13.3	13.3	100.0
Total	60	100.0	100.0	

Table shows that 52 respondents 86 % answered yes and 8 respondents 13% answered no. 86 percent respondents agreeing that increased school funding result in better quality teaching materials and

resources for students.

Table 9: Hiring Of More Experienced And Qualified Teachers And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	56	93.3	93.3	93.3
No	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Table shows that 56 respondents 93% answered yes and 4 respondents 6% answered no. Majority of respondents answered yes that increased school funding lead to the hiring of more experienced and qualified teachers.

Table 10: School Funding Contributes To Smaller Class Sizes

	Frequency	%	Valid %	Cumulative %
Yes	48	80.0	80.0	80.0
No	12	20.0	20.0	100.0
Total	60	100.0	100.0	

This table explains that 48 respondents 80% answered yes and 12 respondents 20% answered no. Mostly respondents agreeing that additional school funding contribute to smaller class sizes, allowing for more individual attention for each student.

Table 11: Extra-Curricular Activities Opportunities And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	46	76.7	76.7	76.7
No	14	23.3	23.3	100.0
Total	60	100.0	100.0	

This table describe that 46 respondents 76% answered yes that additional school funding provide opportunities for extra-curricular activities and programs that can enhance student learning and engagement 14 respondents 23% answered no.

Table 12: Funding Lead To More Innovative And Effective Teaching Method And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	51	85.0	85.0	85.0
No	9	15.0	15.0	100.0
Total	60	100.0	100.0	

This table shows that 51 respondents 85% answered yes and 9 respondents 15% answered no. Mostly respondents agreeing regarding increased school funding lead to more innovative and effective teaching method and practices.

Table 13: Outdated Teaching Materials And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	55	91.7	91.7	91.7
No	5	8.3	8.3	100.0
Total	60	100.0	100.0	

This table shows that 55 respondents 91% answered yes and 5 respondents 8% answered no. Majority of respondents agreeing regarding a lack of school funding can result in outdated teaching materials and resources that do not adequately prepare students for the modern world.

Table 14: Largest Federal Programs Supplying Funds To Poor Students And Students Achievement

	Frequency	%	Valid %	Cumulative %
Yes	46	76.7	76.7	76.7
No	14	23.3	23.3	100.0
Total	60	100.0	100.0	

This table explains that 46 respondents 76% answered yes that the largest federal program supplying funds to poor students showing clearer impacts and 14 respondents 23% answered no.

Table 15: Financial Accounting And Students Achievement

	Frequency	%	Valid%	Cumulative %
Yes	44	73.3	73.3	73.3
No	16	26.7	26.7	100.0
Total	60	100.0	100.0	

This table describe that 44 respondents 73% answered yes and 16 respondents 26% answered no. Mostly respondents that there is any difference in the achievement scores of students taught financial accounting using lecture teaching method and those taught using problem-based teaching method.

Qualitative Data Analysis

This section presents analysis of school heads observations. This analysis is carried out through heads interviews.

Head's Observation About School Funding

From the head's interview, school funding can affect student achievement in several ways. School funding discover/find out the quality of resources available to students, such as textbooks, laboratory equipment, and technology. School funding can help to purchase better quality resources, which can positively impact student learning outcomes.

Head's Observation About School Funding Effect The Overall Academic Achievement of Students

Heads replied that school funding is the main source for educational attainment, students motivation and students interest. School funding provides facilities and resources that can helpful in academic

achievement of students. Higher levels of funding can translate into better resources, greater support, and higher quality education for students. There is positive impact of school funding on student achievement, including higher test scores, graduation rates, and college enrollment rates.

Head's observation about role of school funding in teaching method and practices

According to head's point of view, it's necessary to fund for enhancement of teaching method n practices for better upcoming modern global challenges. School funding is main source for better teaching methods. School funding provides facilities to teacher for using aid for better understanding of students.

Findings

- The findings of statement 1 depicts that 51% teachers are agreed that students of poor funded schools learn less than students with lot of financial resources.
- The findings of statement 2 depicts that 66% teachers are agreed that money matters to educating students.
- The findings of statement 3 depicts that 61% respondents agreed that if money matters to schools, student achievement is keeping pace with huge funding increases.
- The findings of statement 4 depicts that 83% teachers agreed that inequity in education is impacted by school funding.
- The findings of statement 5 depicts that 60% teachers agreed that court mandated reforms affect school spending in different districts.
- The findings of statement 6 depicts that 38% teachers agreed that school finance reforms are merely a waste of effort, school funding is essential part of school infrastructure and student achievement on the contrary, 61% teachers disagree with this statement. Majority of respondents are disagreed.
- The findings of statement 7 depicts that 61% teachers agreed that funding reforms have ability to make a dent in achievement gap.
- The findings of statement 8 depicts that 71% teachers agreed that change have impact in state politics that send funding to low-income districts.
- The findings of statement 9 depicts that 86% teachers depict that increased school funding result in better quality teaching materials and resources for students.
- The findings of statement 10 depicts that 93% respondents agreed that increased school funding lead to the hiring of more experienced and qualified teachers.
- The findings of statement 11 depicts that 80% respondents agreed that additional school funding contribute to smaller class sizes, allowing for more individual attention for each student.
- The findings of statement 12 depicts that 76% teachers agreed that additional school funding provide opportunities for extra-curricular activities and programs that can enhance student learning and engagement.
- The findings of statement 13 depicts that 85% teachers agreed that increased school funding lead to more innovative and effective teaching method and practices.
- The findings of statement 14 depicts that 91% teachers agreed that a lack of school funding can result in outdated teaching materials and resources that do not adequately prepare students for the modern world.
- The findings of statement 15 depicts that 76% teachers agreed that if poor students really benefit the most from increased funding, the largest federal program supplying funds to poor students showing clearer impacts.
- The findings of statement 16 depicts that 73% teachers agreed that there is difference in the achievement scores of students taught financial accounting using lecture teaching method and those taught using problem-based teaching methods.

Conclusion

It is concluded that teachers think that there exists a relationship between school funding and students' achievement at higher secondary level. It is concluded that there is a profound impact of school funding on students' achievement at a higher secondary level. It shows that the school funding directly affects student performance favorably.

Discussion

The aim of this study was to find out the opinion of teachers about impact of school funding on student achievement. This study also finds the impact of school funding on student achievement. This study explain that school funding plays a crucial role in shaping academic achievement and the overall learning experience of students. A well-funded education system provides numerous benefit that positively impact students, teachers, and the community as a whole. School funding enhanced learning resources. Adequate funding allows schools to maintain and upgrade their facilities, creating a conducive environment for learning. Additional funding can be directed towards supporting students with special needs or those at risk of falling behind academically. Sufficient funding allows schools to offer competitive salaries to teachers, attracting and retaining skilled educators. Well-funded schools often have more opportunities for parental involvement and community engagement.

Recommendations

- The government should give funds to schools.
- This is the responsibility of the school heads to ensure that schools receive sufficient funds to provide essential resources.
- School authority should allocate fund to reduce class sizes can lead to improved academic achievement.
- Investing in competitive teacher salaries and ongoing professional development because they can attract and retain high quality educators.

References

- Al-Agili, M. Z., Mamat, M. B., Abdullah, L., & Maad, H. A. (2012). The factors influence students' achievement in mathematics: A case for Libyan's students. *World Applied Sciences Journal*, 17(9), 1224-1230.
- Alomar, B. O. (2006). Personal and family paths to pupil achievement. *Social Behavior and Personality: an international journal*, 34(8), 907-922.
- Aydeniz, M., & Ebru, K. A. Y. A. (2012). Factors impacting Turkish students' attitudes towards science and their academic performance in science. *Journal of Turkish Science Education*, 9(2), 25-48.
- Baker, B. D. (2011). The Effects of School Resources on Student Achievement. *Economics of Education Review*, 30(3), 394-416.
- Baker, B. D., Sciarra, D. G., & Farrie, D. (2014). Is school funding fair? A national report card. *Education Law Center*.
- Baker, B. D., Srikanth, A., Cotto Jr, R., & Green III, P. C. (2020). School Funding Disparities and the Plight of Latinx Children. *Education policy analysis archives*, 28(135), n135.
- Cakir, V., & Gheorghe, A. (2017). Longitudinal academic performance analysis using a two-step clustering methodology. *International Journal of Engineering Education*, 33(1).
- Cheng, Y. H., & Weng, C. W. (2017). Factors influence the digital media teaching of primary school teachers in a flipped class: A Taiwan case study. *South African Journal of Education*, 37(1), 1-12.
- Downey, C. J., & Levacic, R. (2012). An analysis of School Funding Equity Across U.S. States and Its Relationship to Student Achievement. *Teachers College Record*, 114(10), 1-41.
- Eitle, T. M., & Eitle, D. J. (2018). Extracurricular Activity Participation and Student Engagement. *Youth & Society*, 50(4), 431-452.
- Handel, D. V., & Hanushek, E. A. (2023). US School Finance: Resources and Outcomes. Ed Working Paper No. 23-705. *Annenberg Institute for School Reform at Brown University*.
- Jackson, C. K. (2020). *Does school spending matter? The new literature on an old question*. American Psychological Association.

- Jackson, C. K., Johnson, R., & Persico, C. (2014). The effect of school finance reforms on the distribution of spending, academic achievement, and adult outcomes (No. w20118). National Bureau of Economic Research.
- Lafortune, J., Rothstein, J., & Schanzenbach, D. W. (2018). School finance reform and the distribution of student achievement. *American Economic Journal: Applied Economics*, 10(2), 1-26.
- Ohle, A., Boone, W. J., & Fischer, H. E. (2015). Investigating the impact of teachers' physics ck on students outcomes. *International Journal of Science and Mathematics Education*, 13(6), 1211-1233.
- Ohle, A., Boone, W. J., & Fischer, H. E. (2015). Investigating the impact of teachers' physics ck on students outcomes. *International Journal of Science and Mathematics Education*, 13(6), 1211-1233.
- Rebell, M. A., & Wolff, R. (2017). Is School Funding Fair? A National Report Card. Education Law Center & Rutgers Center For Education And Law.
- Sikhwari, T. D., Maphosa, C., Masehela, L., & Ndebele, C. (2015). Exploring students' views on factors affecting academic performance in a South African University. *International Journal of Educational Sciences*, 10(3), 442-450.
- Sun, L., Bradley, K. D., & Akers, K. (2012). A multilevel modelling approach to investigating factors impacting science achievement for secondary school students: PISA Hong Kong sample. *International Journal of Science Education*, 34(14), 2107-2125.