THE IMPACT OF SACCOs ON TEACHERS AND NATIONAL ECONOMIC GROWTH AND DEVELOPMENT IN KENYA: A CASE STUDY OF MWALIMU NATIONAL SACCO LTD.

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT LEADERSHIP IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF ARTS, DEVELOPMENT STUDIES OF THE MANAGEMENT UNIVERSITY OF AFRICA (MUA).

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DECLARATION

I declare that this research project is my original work and has not been submitted for an award in any other university for examination purposes.

Signature: ____________________________ Date: ____________________

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

Signature: ____________________________ Date: ____________________

Dr Domeniter Naomi Kathula

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DEDICATION

I dedicate this research project to my lovely mother Mrs. Jane Mulu for her prayers, encouragement, and financial support.

I also dedicate it to my two lovely sons, Dennis and Ben who constantly encouraged, motivated and stood by me when I almost gave up.

My dedication and appreciation also go to my loving husband who has been a pillar of encouragement and who constantly stood by me in both prayers and financial support during my entire study period.

Finally, I dedicate it to my sister who always prayed with me.

May the Almighty God bless you all.

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I want to thank the Almighty God for enabling me to undertake the study.

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ABSTRACT

SACCOs are said to have played a significant role in the improvement of the living standard of many people over the world. The research entailed establishing the impact of Mwalimu Sacco on Kenyan teachers' economic development and growth. The area of study was Nairobi County and its environs. A descriptive research design was employed. The population of the study consisted of 99 teachers including staff of the Mwalimu Sacco, Nairobi County. As such the sample size was eighty (80) which was determined using Yamane's sample size formula. The researcher distributed questionnaires, in schools within Nairobi County for data collection. The respondents filled out the questionnaires and the researcher collected them at the school's convenient time. In the study, the researcher wanted to establish what services were offered at the Sacco concerning loan borrowing and if those services enabled teachers to take loans that met their economic growth and development. The services that the researcher focused on were services like investment training for teachers; staff understanding and knowledge of the services they offered to the teachers; Sacco's innovative capacity to introduce new ideas. Secondly, the researcher carried out the study to establish what loan products were offered at Mwalimu Sacco and if those products were adequate for meeting their economic growth goals. These products were such as education loans, house loans, business loans etcetera. On the same note, the researcher wanted to establish if the teachers were comfortable with the repayment period as well as if those loan products were very helpful for the teachers' development; the researcher also wanted to establish teachers' position in recommending their colleagues to Mwalimu Sacco. Thirdly, the researcher wanted to establish the effect of loan limitations and requirements on loan borrowing. Lastly, the researcher wanted to establish the effect of external pressures on Sacco's performance. The findings of the study showed that the majority (70%) of the teachers agreed that the loans were helpful to them for their economic development/growth. Even though the majority agreed the loans were helpful, there was a concern by some members on the loan products offered at Sacco, a good number of teachers suggested that Sacco needed to improve on the loan products they currently offer. The teachers however responded that the repayment period was not good enough for them, they wished if the Sacco would increase the repayment period and especially because the economic periods were expected to be harder in the near future. The researcher found that Sacco needed to improve on its loan limitations and requirements, as a majority of respondents (79%) felt that these factors affected loan borrowing. By revising and making the requirements more flexible, Sacco can attract more borrowers. Teachers requested Sacco to consider extending the repayment period for loans for this can help attract more borrowers. The Sacco management should consider offering investment training to borrowers, especially young teachers. This can help them make informed hence preventing misuse and maximizing returns. Teachers have suggested that Sacco revise its loan borrowing requirements, as they felt these requirements were affecting borrowing. By making the requirements more reasonable and accessible, Sacco can encourage more teachers to borrow. Teachers recommended that the Sacco management should write to the government and policymakers, requesting them to leave the Sacco(s) to operate on their own. Most respondents (71%) felt that external pressures affected the Sacco's performance. By minimizing government interference, the Sacco can potentially attract more borrowers and improve its overall performance.

TABLE OF CONTENTS

Page No.

LIST OF TABLES

Page No

LIST OF FIGURES

Page No

ACRONYMS AND ABBREVIATIONS

BOSA	Back Office Services Activities
CSI	Co-operative Societies Inspection
FDI	Foreign Direct Investment
Fr	Father
GDP	Gross Domestic Product
GNP	Gross National Product
KUSCCO	Kenya Union of Savings and Credit Co-operatives Ltd.
LTD	Limited
SACCO	Savings and Credit Co-Operative Society
SASRA	Sacco Societies Regulatory Authority
UoN	University of Nairobi
USAID	United States Agency for International Development

OPERATIONAL DEFINITION OF TERMS

Budget absorption	This is the extent to which government spending is effectively utilized.
Economic growth	Economic growth occurs when a country is making more things and providing more services. This happens when people have more machines and tools to help them to do the work, more workers to do the job, better technology, and when people learn new things to do their work better. But it's also important to make sure that everyone gets a fair share and that we don't harm the environment. It is often measured by changes in the Gross Domestic Product (GDP), which is the total value of all goods and services produced within a country's borders. (Potters, 2021). Economic growth can also be defined as an increase in the capacity of an economy to produce goods and services within a specific period.
Exchange rate	Is the value of one currency compared to another.
FDI	This is investment from for foreign entities into a country
Flight of capital	Refers to when money leaves a country's economy
GDP	This is a measure of the total value of all goods and services produced within a country during a specific

period, typically a year. It can be measured through personal consumption, which is the total individual and household consumptions, private domestic investment, government spending on goods and services, net exports and income earned by residents from investment or employment overseas. (Barnier, 2022)

GNP This is a measure of the total value of all goods and services produced by a country's citizens or companies, both within the country and abroad, in a specific period of time, which is usually a year. It is used to explain the overall country's economic activity and its size of an economy. It also includes income earned by a country's citizens or companies from their economic activities in other countries.

Human capital The skills, knowledge, and abilities of individuals in a population

Index of industrial production a measure of manufacturing and production output

Inflation The rise in prices of goods and services

Infrastructure This refers to things like roads, electricity, and clean water

Institutional framework These are the rules, regulations, and systems in place within a country.

Interest rate	The cost of borrowing money
Money supply	The amount of money circulating in the economy
Political instability	This refers to uncertainty and unrest in the political system
Public investment	Government spending on infrastructure and development
SACCO	This is a term used to refer to a cooperative society or a financial institution that is owned and operated individuals or small groups who come together to pool their savings and provide access to affordable credit services. The main purpose of a SACCO is to promote savings habits and provide financial services to its members. Their savings are then used to provide loans and other financial services to members in need.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teaching profession is a very noble call for people who want to serve God and men in this world. Teaching is a profession that is respected by many. Doctors, University Professors, academicians, Lawyers, great businessmen and women etcetera all pass through the hands of a teacher.

The researcher grew up in rural areas and teachers were the only people who interacted with the community on a daily basis. Teachers were and are admired up to date. Teachers' homes are known for a good living style / standard. In those days when the researcher was growing up, teachers were known to own television sets, eat good meals, dress well, speak good English etcetera. This is the reason that pushed the researcher to investigate and establish how the Saccos have been of help to teachers since most of the primary and secondary school teachers seem to be well off even though their salaries are not that huge.

The study was carried out at Secondary schools and Mwalimu Sacco Ltd, a Sacco whose majority are teachers. The researcher investigated to establish how the teachers' economic growth and that of the nation was impacted by the existence of the Sacco. The area of study was Nairobi County.

1.1 Background of the study

According to Websacco (2021), a Sacco is a type of financial institution that helps their members financially. The main goal of a Sacoo is to help people improve their financial situation through pooling their money together and providing services to their members.

Websacco continues to explain that the first Saccos in Africa started in Ghana in 1955. A Catholic priest named Fr John McNulty from Ireland introduced the idea of Saccos to a town called Jirapa which is in Ghana. He had learned about saving money for retirement and the idea of working together in a group from Canada. Fr McNulty thought that Saccos could be a good way to help people in Ghana because he believed that by joining together and saving money, people could have more financial opportunities. Saccos have since become popular in many African countries and have helped many people in their communities.

Websacco (2021) opines that Saccos are based on important values like helping each other, fairness, and making decisions together. They give people a chance to save money, borrow money when they need it, and get insurance. By doing this, Saccos have made a big difference in Africa by giving people the opportunity to improve their lives and communities(WebSacco, 2021).

Ototo (n.d) explains the genesis of Saccos in Kenya. Ototo says that the first Sacco in Kenya was formed in 1964 in Mariira, Muranga County by a group formed by the Catholic church led by Fr. Joachim Getonga. This group helped people save and borrow money when they needed it. The idea was good, but it was hard for the SACCOs to get enough money because the members didn't always give their share of money or pay back the money they borrowed and this led to the government deciding to get involved to help the noble act and idea of Fr. Joachim. Government decided that, only people who had jobs and whose employers agreed to help could join a SACCO. The employers would take a little bit of money from the employees' salaries and give it directly to the SACCO. This made it easier for the SACCOs to have enough money. As time went on, more and more people liked the idea of SACCOs, and they started forming Saccos all over the country. In 1972 a big meeting was held in Nairobi where they talked about how to make SACCOs better. They created a special organization called KUSCCO to help all the SACCOs (Ototo, n.d).

Nowadays, SACCOs are very important in Kenya. They help a lot of people who don't have a lot of money such as teachers. They give them a safe place to save money and also give them loans when they need to buy things like houses, educate their children or even start a business. Many people including teachers rely on SACCOs to help them with their money.

Matara (2022), states that as of 2022, there were 175 Saccos in Kenya that had been given permission to collect deposits from people and provide financial services. The government established an organization responsible to be responsible for licensing and overseeing these Saccos known as SASRA. This organisation was created in 2010 and its main job is to make sure that all Saccos that take deposits follow the rules and provide safe and reliable services to people in Kenya (Matara, 2022).

Mwalimu National Saacco was established in the year 1974 under the Co-operative Societies Act, Cap 490. As per the act the Sacco has two classes of membership to the Society, with each class exercising different rights as stipulated in By-law 10 which can be accessed by all members www.Mwalimu uunational.coop website or on the smart phone mobile devices where a member can access the information on the ‘Go-Mobile’ home page under Member Portal and be updated. The Saccos membership has since grown from eleven (11) members in the year 1974 to 104,939 as of 31st December 2020. It has also been able to tailor-make products and services that suit members unique and ever- changing tastes and preferences through continuous engagement with all stakeholders.

According to information collected from Mwalimu Sacco, the Society also gives back to its community through CSI. This is done by supporting bright but needy children left behind by the Sacco's deceased members and by sponsoring events within and without the education sector.

1.1.1 Factors that Contribute to Economic Growth

Agarwal (2022) states that many young people around the world, including in countries like Kenya and Nigeria, feel that there is a lack of job opportunities available to them. This situation has led to some individuals from these countries seeking better prospects abroad, including in the United States.

Agarwal continues to state that this lack of job opportunities is caused by factors that influence global economic growth such as inflation, money supply, exchange rate, index of industrial production, FDI, interest rate, public investment, budget absorption, human capital and more. At the country level, there are additional factors that can influence individual growth. These factors may include poor health and low levels of education among the population, lack of necessary infrastructure, flight of capital, political instability, and the institutional framework. These factors can hinder economic development and opportunities for individuals.

Researchers often conduct studies to better understand and address these issues. By identifying and addressing the underlying causes of unemployment, poor education, lack of infrastructure, political instability, and other challenges, policymakers and organizations can work towards creating more inclusive and prosperous societies for individuals and communities.

According to Agarwal, lack to access healthcare or education led to lower levels of productivity. This affects the economy since it does not reach the productivity it could otherwise. Developing nations often suffer from inadequate infrastructures which make transportation more expensive and slows the overall efficiency of the country. This in return chases away investors since the country is not delivering the returns expected from investors.

Agarwal further explains that political instability in a country creates uncertainty and scares away investors. This has been the case in Zimbabwe, where political uncertainty and laws favoring local ownership have deterred investors. Investors prefer stable and predictable environments for their investments. When a country is politically unstable, investors worry about changes in regulations and conflicts. They seek safer investment opportunities elsewhere. To attract investment, countries need political stability, a fair legal system, and a favorable business environment. Governments play a crucial role in creating conditions that encourage investment. Efforts to reduce political instability and improve the investment climate can attract more investment and promote economic growth (Agarwal, 2022).

All these factors cannot be solved by relying on government jobs. A solution must be sought which is the reason why the researcher intends so badly to establish if Saccos can help in ensuring that people can have alternative income to grow their economic status.

1.1.2 Services offered by Sacco apart from loan products.

In order to deal with the issues of poverty and low living standards, the researchers was keen to investigate what other services that Mwalimu Sacco was offering to the borrowers to ensure that the money borrowed was used wisely and adequately. The focus on this study was to establish whether Mwalimu Sacco was offering investment training to the teachers upon borrowing the money. This training would help the borrower to invest wisely considering that universities do not offer investment training to students and so teachers were/are subject to invest wrongly for lack of information.

1.1.3 The effect of Sacco loan requirements on member loan borrowing.

When teachers are taking loans from Mwalimu Sacco, they must meet some requirements and there are also so limitations that go along. Considering that loans are crucial to teachers for boosting their inadequate salaries due to economic hard times, it was necessary for the researcher to investigate if the loan requirements / limitations at Mwalimu Sacco affected their borrowing. This was to create the awareness to the readers that there was a need to improve/ revise the requirements so as to meet their goal of lending to many in order to alleviate poverty amongst teachers as well as in the entire nation.

1.1.4 The effect of external pressures on SACCO operations.

External pressures and especially from the government may affect loan borrowing and consequently the nation's GDP. To be sure that this factor had any effect on loan borrowing and the Sacco performance, the researcher had to investigate to come up with a clear situation as per the borrowers and lenders were concerned.

A teacher at Langata Barracks Secondary school stated that, Mwalimu Sacco restricted them on the type of investment since it was a requirement by the government to do so, and this really affected how teachers borrowed money from Mwalimu Sacco.

It emerged that when the number of the borrowers goes up, it meant that, the revenue also went up since the loans were paid with some interest. For example, at Mwalimu Sacco the interest rate for an individual loan is 1.25% paid between 36 – 60 months for amounts between Kshs. 150,000.00 (minimum loan) to Kshs. 5,000,000.00 (maximum loan) on this product.

1.2 Statement of the Problem

According Media Team (2022), CS Yatani allocated an additional 14.9 billion Kenyan shillings to TSC bringing the TSC's budget for that current financial year to 296.6 billion shillings, up from 281.7 billion shillings the previous year. The team continues to state that out of that, the TSC was to receive an extra 15 billion shillings, which was intended for a pay increase for teachers and the hiring of new teachers. Additionally, the National Treasury allocated an extra 70.8 billion shillings to various ministries for recurrent expenditure, including the annual pay rise.

Consequently, the same article stated that the government was planning to review upward the salaries of teachers, just one month to general elections of 2022. “This was to appease teachers who were unhappy and that the government wanted to do something about it on an election year,” said a member of the National Assembly Education. A good example given on the same article was that a scale of *B5 teacher’s salary was*

21,756 – 27,195; that of C1 was ranging between Ksh.27,195 – 33,994; C2 teacher level received between Ksh. 34,955 – 43,694; and a C3 teacher level received salary between Ksh 43,154 – 53,943.

In the same article Kuppet proposes the lowest-paid teacher in job group C2 to earn Sh59,425, up from Sh34,955 and the highest paid teacher Sh153,715, up from Sh118,242 (Media Team, 2022).

A study conducted by Muchai et.al (2018) on "Effects of Remuneration System on Organisational Performance of TSC Kenya" The study revealed that how the employees are paid and rewarded affects how well a company or organization performs. They found that when employees are happy with their work, motivated, and feel like they are being treated fairly, it makes the organization do better. The study also found that when employees leave the organization, it can hurt how well the organization does.

Based on their findings, the study suggests some things that organizations can do to improve how well they do. They recommend that the bosses should review and increase how much employees get paid and give them more rewards. They also say that organizations should make sure employees have a good place to work and the right tools to do their job. They suggest that organizations should offer competitive pay and benefits to make employees want to stay. They also say that organizations should try to make sure employees have a good balance between their work and personal life. Lastly, they suggest that organizations should ask employees who leave why they are leaving and use that information to make changes to keep more employees (Muchai et al., 2018).

In another study conducted by Ngware (n.d) on "Financing of Secondary Education in Kenya: Costs and Options" showed that it is evident that non-salary expenditures at secondary education level are generally under-funded to enable provision of supplies and equipment, operations, maintenance, and repairs, which are considered as prerequisites for quality service delivery. The tendency of persistent inequalities in distribution has resulted into low growth in the number of secondary schools, particularly where households cannot afford.

The study conducted by Ngware (n.d) on the financing of secondary education in Kenya highlights the underfunding of non-salary expenditures in secondary schools. These non-salary expenditures include costs associated with supplies and equipment, operations, maintenance, and repairs. Adequate funding in these areas is essential for ensuring the provision of quality education.

The study also points out that persistent inequalities in the distribution of resources have contributed to low growth in the number of secondary schools, particularly in cases where households cannot afford the associated costs. This suggests that limited financial resources within certain households have resulted in barriers to accessing secondary education, ultimately affecting the expansion of secondary schools (Ngware, n.d.).

Magak (2013), in his study on challenges facing head teachers in financial management in public showed that head teachers in public secondary schools face various challenges in financial management. Some of these challenges include overspending and underspending, difficulties in recording financial transactions accurately, taking on multiple roles, low salaries for financial staff, incompetent staff and storekeepers, teachers' failure to provide accounting documents, delays in receiving funds for Free Secondary Education, school fee defaults, unauthorized levies, inadequate knowledge of financial management by head teachers, ineffective procurement committees, insufficient auditing knowledge by head teachers, infrequent school audits by district auditors, and difficulties in preparing final accounts (Magak, 2013).

Reviewed studies revealed that their focus was either in the school financial management, financing of free education or remunerating for TSC staff. No research was conducted for teacher remuneration considering that teachers are the lowest paid while they do a great job. Everyone including doctors, lawyers, professors, pilots, nurses, chefs, teachers pass through a teacher to attain their dream jobs. Living expenses have gone high due to inflation and so teachers are affected. The most affected teachers are the ones in cities.

The study investigated to find out how the SACCOs are filling in the gap of poor payments.

1.3 Research Objectives

1.3.1 General Objectives

i. The general objective of this study was to investigate the role that Saccos played in economic development in Kenya, but the researcher was focused on the residents of Nairobi County and its environments.

1.3.2 Specific Objectives

i. To examine how Sacco has influenced members towards personal economic growth for the past ten years.

ii. To establish what other services are offered by Sacco apart from loan products.

iii. To establish the effect of Sacco loan requirements on member loan borrowing.

iv. To establish the effect of external pressures on SACCO operations.

1.4 Research Questions

i) How has the Sacco influenced members towards personal economic growth and development for the past ten years?

ii) What are the other services offered by Sacco apart from the loan products?

iii) How does the Sacco loan requirements affect member loan borrowing?

iv) How does external pressures affect Sacco operations?

1.5 Justification of the Study

The researcher intended to understand the impact that Saccos plays on teacher's individual economic development. Living standards in Nairobi are very high considering that most teachers pay for everything starting with accommodation to paying garbage collection not forgetting that they also have other needs to care for such as healthcare, building homes, educating their children, taking care of the old parents at rural homes, paying for insurance among others.

The study will be beneficial to Mwalimu Sacco and its management staff. This is because the study revealed that a certain percentage of the management staff were not well versed with services offered at Mwalimu. For instance, one teacher mentioned that, whenever you go there enquiring on some information, some staff members seem not be having adequate information to assist you until you are referred to a specific person.

The Sacco senior management will be enlightened on the areas that needed revision such as the loan limitations and requirements that affected / affects majority borrowers.

The study will also be significant to policy makers in the country for they shall be enlightened on how some policies affect borrowing.

The study will be a base of resource / information for other upcoming scholars who may be willing to research more on the topic and identify some gaps on Sacco loans and how those gaps can be resolved or addressed.

1.6 Scope of the Study

The study investigated the impact that Sacco plays in their economic development. The study was carried out on Mwalimu Sacco members and staff within Nairobi County and its environment.

The study population comprised of 99 (ninety-nine) Sacco members/staff with a sample 80 surveyed. The main objective of the study was also to identify the impact of Sacco on teachers' economic development with a main focus on Mwalimu Sacco the largest Sacco in Kenya that majority of the members are teachers.

The researcher took five months to carry out the study; from February to June 2023. This comprised of the time the researcher began the project proposal to the time data was collected, analysed, presented and submission of the research project to the supervisor.

1.7 Limitations of the Research Study

Conducting research is not an easy task since there are many challenges, some of them being time constraint, limited access to data, the sample size, financial constraint, methods/ instruments/techniques used to collect data, respondent's unwillingness to respond to the questions adequately etcetera.

The researcher expected to encounter slow rate of response from the respondents and had planned to deliver the questionnaires early enough to allow the teachers to fill in the questionnaires without much pressure. Most teachers asked me why the university would not ask students to write a good term paper instead of research project. To most of them, they said, this is what they did in their undergraduate level. They said questionnaires were consuming a lot of their class and personal time considering that, all universities were sending out students for research study and yet it was just a first degree.

The researcher also anticipated to face permission issues from the school heads since she had enquired from a teacher friend who had mentioned that most schools were reluctant to have students carry out study because they claimed that it was taking a lot of their class time. Therefore, the researcher was smart enough to explain in specific to the university office the kind of study to be conducted and had ensured that she had a letter from the school explaining in detail the type of study it was. This would make it easier for the researcher to have access to teachers.

The researcher had also anticipated teachers' unwillingness to give information about their Sacco or even share their personal information such as marital status and education level, but the researcher ensured that she had a declaration on the beginning of the questionnaire to assure the respondents that the information was confidential and that it was to be used for academic purposes only on this study.

1.8 Organization of the Study

The research study contains five chapters and appendices at the end of it. Chapter one describes the study's background, problem and how it can be solved, objectives, scope, the study's need to the users, policy makers, its relevance of the study and lastly a brief summary of the chapter.

Chapter two is about the literature review. It relates the study with other previous studies that already exist, it also covers theories and literature anchored on. The gaps of the research are identified and given a conceptual framework.

Chapter three identifies the methods used to execute the study. The chapter also discusses the design, target population, instruments used and all the procedures, and the methods used to analyse the data.

Chapter four focuses on the findings and discussion of the data collected.

Chapter five focuses on the summary, conclusion, and recommendations.

1.9 Chapter Summary

This first chapter is the introduction that gives a general overview and background of the study. The chapter states the problem statement in detail, objectives of the study, justification of the study as well as the scope of the study. This chapter gives a general overview and direction of the study since it is the base of all other chapters.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on theoretical review of earlier studies and how they are related to this study. The researcher identified the research gaps as it pertains to the study depending on earlier studies conducted. This chapter talks about the empirical review of the study based on researcher's variables. The researcher then measures the variables based on the indicators and gives a summary of it.

The researcher explored additional scholarly writings from reliable sources that were relevant to the investigation. These writings aimed to provide a clearer understanding of the current theories, speculations, and previous research conducted in the field of study. By reviewing these sources, the researcher aimed to consolidate the existing knowledge and build upon previous studies to address the key issues under investigation.

2.1 Theoretical Literature Review

This study was anchored on two theories. The theories were Bureaucratic Management Theory and Maslow's Hierarchy of Needs a Human Motivation Theory. The purpose for these theories was to relate them with the study and how each of them was relevant to the study for both the Sacco management and the members. This provided a deeper comprehension of the variables and their relationships to the reader.

2.1.1 Bureaucratic Management Theory

Birt (2019) discusses a theory that emphasizes the hierarchical structuring of organizations. This theory advocates for principles such as establishing a clear chain of command, dividing labor effectively, separating personal and organizational assets, implementing strict rules and regulations, maintaining meticulous record-keeping and documentation, and selecting and promoting employees based on their performance and qualifications. The theory has significantly contributed to the establishment of standards and procedures that form the foundation of many modern organizations (Birt, 2019).

This theory helped the researcher to understand the hierarchical structure of Mwalimu Sacco in detail. Mwalimu Sacco's hierarchical structure has contributed to its performance. For instance, its clear chain of command has ensured that not every staff member can approve of a loan.

Reason why people join Saccos is because they want to uplift their living standards and this theory is important to this study in that the researcher shall be able to identify if the Sacco management is applying the theory in its management for better performance and in meeting teacher's needs. Therefore, shall be able to identify the performance of the Sacco on Max Weber's principles of management. The researcher shall want to know; if there are any establishment of principles like the rules and regulations, does the Sacco keep records of the members, are there any Sacco documentations available in the registry, is there any chain of command or is anyone a leader, etcetera. Failure to follow these principles would lead to poor performance of Sacco.

2.1.2 Maslow’s Hierarchy of Needs, A Human Motivation Theory

According to Smith & Cronje (1992), Maslow's theory emphasizes the prioritization of people's needs and the attention given to them based on their importance. It suggests that individuals are primarily focused on fulfilling their desires and aspirations in life. Job satisfaction, as stated by Saif et al. (2012) and cited by Smith & Cronje (1992), is influenced by employees' needs and the factors that bring them a reasonable level of contentment. Maslow's five-stage theory categorizes and prioritizes the attainment of basic needs, including physical, biological, social, and psychological needs. These categories, in order of decreasing priority are: physiological needs that is food, shelter, clothing; safety and security needs which involve physical protection; social needs which enable people to associate with others; esteem needs that is receiving acknowledgement from others; and self-actualisation needs focusing on the desire for accomplishment or to leave behind a legacy. Teachers, like all individuals, have needs that must be fulfilled. In addition to basic needs such as food, shelter, and clothing, they also require safety from physical harm, social interaction, and the recognition and appreciation of students, colleagues, and parents (M. Badubi, 2017).

Relating this theory to the study the researcher wanted to investigate if the teacher’s physiological and self-actualization needs were met by being members in Mwalimu Sacco.

2.2 Empirical Review

This section focuses on the previous studies that were done on Saccos and economic growth either internationally, regionally or locally by other researchers. The study investigated the impact of Saccos to its members on personal/individual growth as well as the contribution to the country's GDP.

2.2.1 Influence of SACCOs on teachers' economic growth and national economic development

The French, inspired by the success of the British cooperative movement, conducted extensive research that ultimately led to the establishment of a global cooperative system of production in 1934. Additionally, Germany played a significant role in the development of cooperative savings and credit in the nineteenth century. During this time, poorly paid workers and low-ranking officials faced considerable difficulties in meeting their financial needs. Social needs were inadequately addressed, and there was a lack of financial security. Obtaining credit was challenging, as banks required costly guarantees. Consequently, individuals in this category often resorted to moneylenders who charged exorbitant interest rates. (Gitonas and Vitry, 1995).

According to Gitonas & Vitry (1995) as cited by Dieu (2022), to address the financial challenges faced by the poor, Hermann Chulze-Delitzsch and Friedrich Wilhelm Raiffeisen established cooperatives that allowed individuals to pool their savings and obtain loans more easily and affordably. The objective was not to accumulate wealth but to meet basic needs by collectively utilizing the pooled resources for the benefit of all members (Dieu, 2022). Basing on the two studies, it can be emphasized that, Saccos play a great role in alleviating poverty since people are allowed to borrow from their savings a good amount of money that can be used for investment and education.

In Africa, various forms of financial institutions exist, including savings associations, credit unions, rural savings and credit organizations, and cooperative savings and credit institutions. While they may have different names, their objectives remain the same:

bringing together individuals from the same community who pool their savings and collectively manage them. These cooperatives and credit unions are particularly popular because they are organized by ordinary people being led by managers and accessible to ordinary people. As highlighted by Dieu (2022), the members of these financial institutions share a common goal, which makes them important contributors to economic growth and development in their respective communities.

A study in Tanzania found that when people got loans from UMWALIMU SACCO, almost everyone (99%) said their income increased. Some people started new businesses or made their existing businesses bigger. However, a few people (3.05%) didn't see their income go up. They said it was because their sales were not good, they didn't make enough products, or they didn't know how to manage the loan properly (Dieu, 2022).

In a study conducted by Dainah Ncabira Marogocho (2012) in Mwalimu Sacco Meru, it was found that the Sacco had a positive impact on its members' lives. The study showed that the members of Sacco were really happy with what it helped them achieve. One of the big benefits was in housing. Many members said that Sacco gave them loans to either pay for their homes or buy materials to build their own houses. This made them feel more secure and comfortable in their living arrangements. Education was another area where Sacco made a difference. Members mentioned that the loans they obtained from Sacco helped them further their education. Without the loans, it would have been difficult for them to afford college or university. But with Sacco’s help, they were able to send their children to higher education institutions, which opened up better opportunities for their future.

The Sacco also helped members become landowners. Some female and single mothers who are members said that they were able to buy land because of their savings and loans from the Sacco. This was a big deal because owning land gives one a sense of security and can lead to more economic opportunities. The Sacco also supported members in starting their own businesses. Through the loans, many members were able to start things like shops, poultry farms, and other ventures. These businesses brought in more money and helped the members improve their economic situation.

Besides these benefits, the Sacco also helped members in their social lives. With their savings and loans, members were able to go on trips with friends, celebrate important events like graduations, and even organize weddings for their children. They also took part in community projects like fundraising for schools and churches.

Overall, the study showed that the Sacco made a positive impact in the lives of the members. It helped them with housing, education, starting businesses, and enjoying a better social life (Dainah Ncabira Marogocho, 2012).

And as such the researcher of this study wanted to investigate the impact that Mwalimu Sacco has on Nairobi County teachers' personal economic growth and development to them as well as national development.

2.2.2 Other services offered by the SACCO besides Savings

According to Mumanyi (2014), the main purpose of cooperatives, like Saccos, is not to make a profit but to provide services to their members. When a surplus or profit is generated, it is either distributed among the members based on their level of involvement or reinvested back into the cooperative to improve services. Cooperative members elect the management team, even if there are paid managers and staff.

Cooperatives traditionally focus on offering basic financial products such as loans and savings, which are essential for low-income households. However, they can also provide a wider range of services like payment services (money transfers and remittances), insurance, and term savings. While cooperatives were initially established to provide credit to poorer households, savings services are equally important. Cooperatives offer a safe place for people to save their money, allowing them to manage their expenses, handle unexpected situations, gradually build up their finances, fund the purchase of durable goods, and make investments (Mumanyi, 2014).

In a study conducted by Nthiwa (2016) in Makueni, the impact of Bodaboda Saccos on the economic growth of their members was explored. The study focused on several factors within the Sacco, such as loan products, saving strategies, entrepreneurship training, and the accumulation of institutional capital. These factors were considered as independent variables, meaning they could influence the economic growth of the members, which was the dependent variable.

The study also identified an intervening variable, which was the members' savings. This variable acted as a link between the independent variables and the dependent variable. The quality of members' savings had a relationship with the effectiveness of Bodaboda Sacco activities. If members had good savings habits, it would lead to more efficient Sacco activities and ultimately contribute to improved economic growth. On the other hand, poor savings habits would result in subpar Sacco activities, negatively impacting the economy (Nthiwa, 2016).

In this study the researcher investigated Mwalimu Sacco to identify what other services besides loans and savings are offered and if these services are beneficial to the members and the county at large in any way.

2.2.3 Sacco Borrowing Limitations and Requirements

According to Chepkoech (2016), loans provided to members by Saccos have certain limitations and requirements. Typically, the maximum loan amount granted cannot exceed four times the value of the member's shares or deposits. The repayment period for these loans is usually set at a maximum of 48 months. To secure the loans, members are required to use their own savings as collateral, along with the support of two or three guarantors whose combined shares and deposits exceed the loan amount. This ensures that if a member defaults on the loan, the Sacco can recover the outstanding amount from the member's shares and those of their guarantors.

Chepkoech further states that interest rates play a significant role in business activity and financial markets. When interest rates rise, it becomes more expensive to borrow money, leading to a decrease in business activity. Additionally, investors may prefer to invest in bank deposits or newly issued bonds, which offer better returns compared to investing in shares. Piana (2002) as cited by Chepkoech (2016) explains that the interest rate represents the profit earned over time from financial instruments. In the context of loans, the interest rate is the percentage difference between the amount of money repaid and the initial amount borrowed, considering the duration of the loan (Chepkoech, 2016).

In this study the research investigated some requirements and limitations in Mwalimu Sacco to establish if they were a constraint to loan borrowing and also to understand what was the minimum loan one could secure depending on their shares. These services and products are as below.

2.2.3.1 Services offered at Mwalimu Sacco Ltd

The researcher investigated to establish the services offered at Mwalimu Sacco such as loan investment training etcetera.

2.2.3.2 Sacco Products

Under this section, the study was to establish what other products were offered at Mwalimu apart from house loans and business loans.

2.2.3.3 Loan limitation and requirements

In this section, the researcher wanted to establish how loan limitations and requirements affected borrowing.

2.2.3.4 Repayment period

The study was to establish the impact of repayment period on teacher's borrowing, finances and development.

2.2.4 The influence of external and internal pressures on Sacco operations and performance

In the Australian financial services industry, face different pressures that affect how they operate. These pressures come from changes in the corporate world, laws and regulations, social and political factors, and banking rules. These pressures influence how financial institutions perform and make decisions.

It's important to understand that these pressures not only affect the financial performance of these institutions but also other aspects of their work. They have to meet certain standards and follow specific rules, which go beyond just making money.

Among these pressures, the ones that come from laws and regulations have the biggest impact on how financial institutions perform. They have to follow these rules to meet the requirements set by regulators and ensure they operate within the industry.

In simpler terms, financial institutions in Australia face different pressures that affect how they do their job. They have to follow rules and regulations to meet the standards set by regulators and ensure they are doing things the right way (Hussain & Hoque, 2002).

A study carried out by Miriti (2014) reveals that Savings and credit cooperatives (Saccos) in Kenya have a stable and inexpensive source of funding, which allows them to provide credit at lower rates compared to banks and microfinance institutions. However, Saccos faces both internal and external pressures in their operations. Deposit-taking Saccos are regulated by SASRA to ensure compliance and supervision.

Miriti continues to emphasize that the performance of Saccos in Kenya is influenced by various laws and regulations, including tax policies, employment laws, environmental regulations, trade restrictions, and tariffs. As competition increases, the returns and stability of Saccos can become more unpredictable. Therefore, Saccos needs to find sustainable and profitable ways to compete in the market.

Miriti explains that, under current laws, Saccos in Kenya must meet certain requirements to be registered, such as having a minimum of 30 members and meeting a capital adequacy requirement of 10 million Kenyan shillings. They are also limited in investing a maximum of 10% of their total assets in non-core businesses. Additionally, Saccos need to maintain a certain level of liquidity by holding 15% of their assets in cash. They are also expected to make provisions for potential loan losses, similar to commercial banks and other financial institutions.

It can be concluded that, Saccos in Kenya face regulatory requirements and operational challenges that they need to adhere to in order to operate effectively and sustainably (Miriti, 2014).

From the two above studies it can be concluded that both researchers found that internal and external pressures affected the performance of Saccos and especially in loan borrowing and repayment.

The researcher in this study aimed to establish what kind of external pressures affect the performance of Mwalimu Sacco. The researcher also aimed to establish how these pressures affected national development and growth.

2.3 Summary of Literature Review and Research Gaps

For easy understanding and reference for the readers, the researcher shall summarize the literature review and research gaps in a table as demonstrated in table 1 below:

Table 1 Research Gaps

Author & Year	Topic of the Study	Methodology	Findings	Research Gaps
Dieu, 2022	Influence of SACCO loans on economic growth and development	Case study	SACCO loans had a great impact on additional income to teachers in Tanzania	The study will be to investigate the influence of SACCO loans on teachers' economic growth in Nairobi County
Nthiwa, 2016	SACCO services beneficial to economic growth and development	Case study	The SACCO in his study offered other services such as saving strategies, entrepreneurship training, and accumulation of institutional	The study will be to investigate the other services offered by the SACCO that can boost economic

			capital apart from loan products to their members which lead to improved economic growth	growth of the members
Chepkoech, 2016	SACCO loan limitations / requirements on borrowing	Survey	Loan security and loan limits posed as a major limitation to borrowing loans	The study will be to investigate the effects of SACCO loan limitations on borrowing.
Miriti, 2016	Internal and external pressures on SACCO performance	Case study	External pressures from the SACCO governance such as capital adequacy requirements affect their performance.	The study will be to investigate the influence internal and external pressures on SACCO performance.
Chebii et.al., 2019		Case study	Internal pressures such as corporate change and new rules and regulations affect SACCO performance	

2.4 Conceptual Framework

The researcher's conceptual framework focused mainly on two variables: the independent and dependent . For instance, independent variables in this study are loan requirements for loan borrowing, other services offered apart from the loans, loan products available in the SACCO and influence of external pressures on SACCO performance. The intervening variable is the members savings which was not under investigation on this research while the dependent variable is the teachers' economic development.

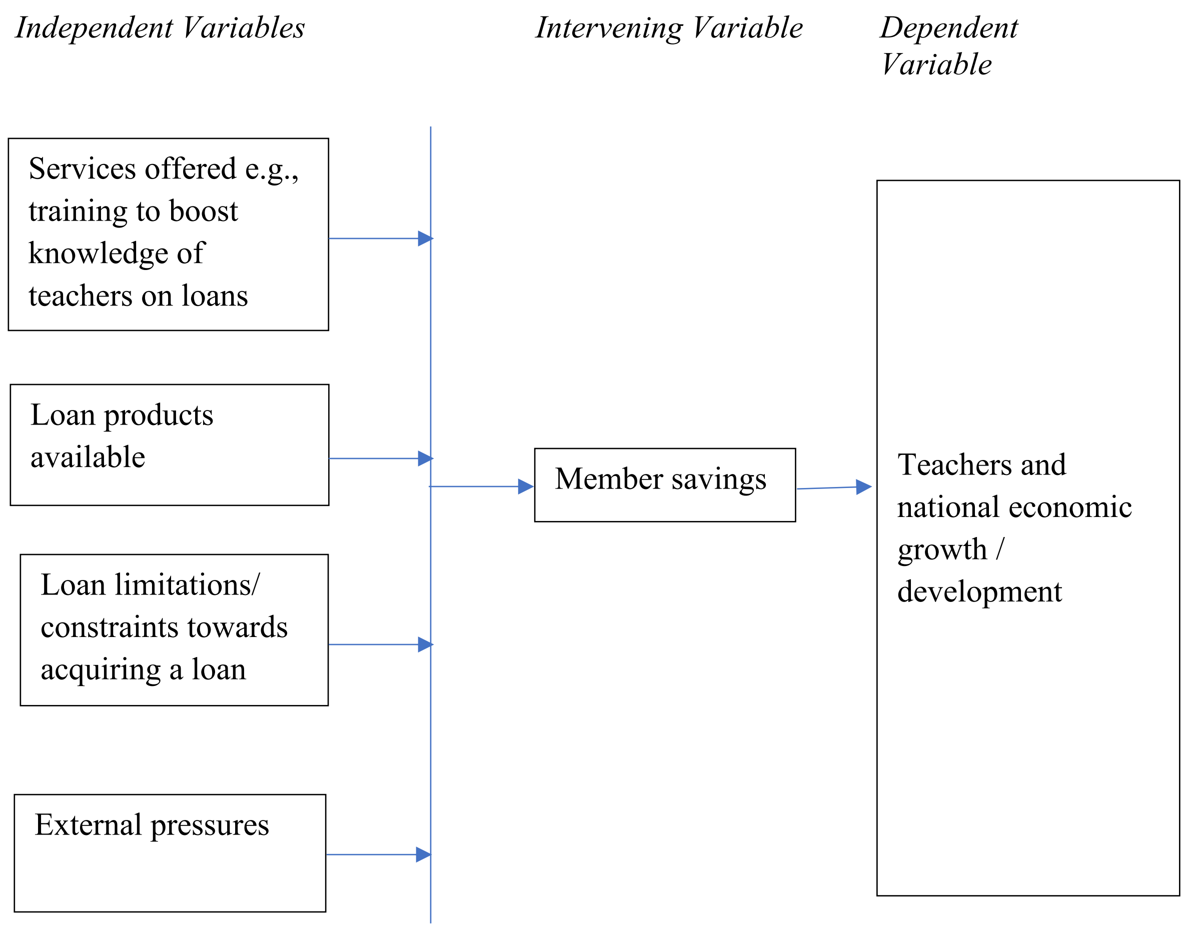

Figure 1 Conceptual Framework

2.5 Operationalization of Variables

Under this section the researcher shall be expected to define and measure the variables of the study so that they can be understood by the readers. The variables in this case shall be the living standards of the people of Nairobi and its environment, national income, output and people's spending.

Table 2 Operationalization of Variables

Variables	Indicators	Measurement
Services offered e.g., training to boost knowledge of teachers on loans	• Increase in the number of borrowers. • Teachers' satisfaction with the staff excellence in understanding of the services they offer • More innovative ideas to boost borrowing	1 – 5 1=strongly agree 2=agree 3=neutral 4= disagree 5=strongly disagree
Loan products available	• Increase in number of products offered at Mwalimu Sacco • Client satisfaction	1 – 5 1=strongly agree 2=agree 3=neutral 4= disagree 5=strongly disagree
Loan requirements/ limitations/ and constraints towards acquiring a loan.	• Improvement on the loan requirements and loan limit that would encourage more borrowers. • Increase in number of borrowers that would lead to more revenue to be collected.	1 – 5 1=strongly agree 2=agree 3=neutral 4= disagree 5=strongly disagree
External pressures	• Improvement on government policy on saccos • Government to let saccos operate on their own without much interference such as demanding Sacco management to control house purchasing by teachers using loans borrowed from Mwalimu.	1 – 5 1=strongly agree 2=agree 3=neutral 4= disagree 5=strongly disagree

2.6 Chapter Summary

In this chapter the researcher discussed the literature review meaning that the researcher reviewed other studies by other researchers and compared their findings with what is expected of the outcome of the study. The researcher also discussed the theoretical framework. In this section the researcher talked of the theories anchored in the study and how they relate to it. The researcher also discussed the empirical review whereby the researcher talked about how earlier studies are relevant to this and what the earlier researchers did not cover and needs to be covered which is the main reason of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

A detailed description of the research design was discussed in this chapter. It describes methods of data collecting data such as interviews and questionnaires. The chapter focuses on the target population of the study, data collection methods, sampling techniques, instruments used, pilot study, data collection procedures, data analysis and presentation, ethical considerations, and the chapter summary.

3.1 Research Design

Research design, as explained by De Vaus (2006), is the overall plan or strategy that a researcher selects to organize and conduct a study in a logical and cohesive manner. It outlines how different elements of the research will be integrated to effectively address the research problem. Think of it as a blueprint that guides the collection, measurement, and analysis of data.

De Vaus opines that the research design plays a crucial role in connecting the research questions with the actual execution of the study. It helps researchers make informed decisions about how to gather and analyze data in order to find answers to their research questions. By selecting an appropriate research design, researchers can ensure that their study is well-structured and that the data collected will be relevant and reliable.

In summary, the research design serves as a bridge between the research questions and the practical implementation of the research. It provides a systematic plan for conducting a study, ensuring that all components are aligned and effectively contribute to addressing the research problem.

The researcher used descriptive methods in the study. Descriptive research involves the collection of information without altering the environment. Quantitative and qualitative research methodologies do not neatly fit into the definition of descriptive research.

Imagine Rose who is a child and has some toys and she wants to know which ones make her happy. So, she looks at different things like the color of the toys, the size, and the type of toy. She also thinks about how happy she feels when she plays with them.

To figure out if there is a relationship between the toys and her happiness, she would look at all the toys and see if there are any patterns. For example, she might notice that when she plays with the blue toys, she feels happier. Or when she plays with the big toys, she feels happier.

That's similar to what researchers do when they want to understand how things like jobs, education, or government spending affect how much money people have and how much money they make. They collect information about these things and then study if there is a connection between them. But remember, just because two things are connected doesn't mean one thing causes the other. It's like saying that playing with blue toys makes Rose happy, but it could be that she just happen to like blue toys. To be sure, researchers need to do more tests and studies to understand why things are connected.

So, in summary, researchers study different things to look for connections between these things, but they need to do more research to understand if one thing causes the other.

3.2 Target Population

The target population refers to the entire group of individuals that a researcher want to study or draw conclusions about. In this case, the target population is the total group of individuals who are members and staff Mwalimu Sacco within Nairobi City County.

The study mainly focused on Mwalimu Sacco where a sample of 80 people was collected from a population of 99 people within the Sacco using the Yamene's sample size formula (Kasiulevičius et al., 2006).

$$n=\frac{N}{1+N(e)^2}$$

where n is the sample size

N = the population size

e=level of precision (usually 0.01, 0.05, 0.10), *in our study it is 0.05*)(Kasiulevičius et al., 2006)

3.3 Sampling Design and sampling technique

The cluster sampling methods was used to collect data from the target population from men and women in Nairobi city county who were the respondents for the exploration. The population of the study was divided into externally homogenous and internally heterogeneous group. This method was most appropriate of the study since it obtained the sampling frame even though the population was not very large. The method also provided an unbiased estimate of population parameters and lowest cost per sample.

3.4 Data Collection Instrument

Data collection is the process of gathering and measuring information on variable interests. In this study primary data collected for use in the research. For the process of collecting data in this study, questionnaires were used. The reason for choosing this instrument was to enable the researcher to pursue in depth information around the study. This type of data collection instrument also provides repetitive information and puts less pressure on the respondents.

3.4.1 Questionnaires

The researcher intended to use primary data collected through self-administered questionnaires. The questionnaires included both open and closed ended questions. Open ended questions were designed to provoke respondents to give more information for qualitative data analysis and closed ended questions intended to evoke relevant answers for statistical analysis. The questionnaires were administered through 'drop and pick later method and emails which they printed, filled and scanned back to me. A snow balling method of reference was also used. The respondents were given enough time to answer questions. The questionnaires used a five-point Likert scale namely "Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA), with scores ranging from 1 to 5. Comparing the responses allowed the researcher to draw conclusions. Questionnaires were usually used to collect large amounts of data in an extremely short period of time.

3.5 Pilot Study

A pilot study is like a practice run that researchers do before their main study. It helps them figure out if their research plan is feasible and if their methods will work well.

During the pilot study, things like how to collect data, who to include in the study, and what questions to ask are tested.

The researcher also uses the pilot study to make the research design better. Researchers may change things like the way to choose participants, the tools to be used to collect data, or how to analyze the information. This helps to improve data collection methods before doing the real study.

Another important thing the researchers do in a pilot study is to check if their measurement tools, like questionnaires or surveys, are good at getting the information they want. They may try different questions or ways of asking to make sure they are asking the right things.

Pilot studies are useful because they help researchers find and solve problems early on. They can figure out how many people they need for their study and what challenges they might face. By doing this practice run, researchers can make their main study better and more successful.

The questionnaires were pre-tested within Sacco members who happen to be well known by the researcher. This was to ascertain if the research questions were clear enough to be well understood without struggle; to establish how much time was to be taken by participants to fill in questionnaires; to ensure that all member categories are covered and lastly to ensure that the data analysis method to be used was adequate to produce desired results.

3.5.1 Validity

Validity tells researchers how accurately a method measures something. If a method measures what it claims to measure, and the results closely correspond to real-world values, then it can be considered valid (Middleton, The 4 Types of Validity in Research | Definitions & Examples, 2019). It is therefore important to test the validity of the methods used.

As such the researcher reviewed empirical and theoretical review to ascertain its validity, and as for content validity, the questionnaires were only conducted to the target population. The face validity was achieved by asking respondents to rate the validity of the test as it appeared to them.

3.5.2 Reliability

According to Middleton (2019) reliability refers to the consistency or stability of a measurement method. It indicates whether the method produces consistent results when applied to the same sample or population under similar conditions.

In research, reliability is essential because it ensures that the measurement tool or method is dependable and that the results can be trusted. If a measurement method is unreliable, it means that it is inconsistent and may produce different results when applied to the same sample multiple times or by different researchers (Middleton, Types of Reliability in Research & Definitions , 2019).

To assess reliability, researchers use various statistical techniques and measures. Some common methods include test-retest reliability, split-half reliability, inter-rater reliability, and internal consistency reliability. In this study, the researcher used test-retest.

Test-retest reliability is a method that assesses the consistency of a measurement tool over time. It involves administering the same test or survey to the same group of individuals at two different time points and comparing the results. If the scores are highly correlated, it indicates good test-retest reliability.

Reliability of the instrument was calculated using Cronbach's Coefficient Alpha for either even and uneven items based on the order of number arrangement of the questionnaire items. According to Fraenkel and Wallen (2000), reliability should be at least 0.70 or higher thus if Coefficient Alpha of 0.7 is obtained, then the instrument is accepted.

3.6 Data Analysis and Presentation

Data analysis is the process of examining and interpreting raw data to uncover meaningful information and draw conclusions. It involves cleaning and preparing the data, exploring patterns and relationships through statistical techniques, and interpreting the results.

Data presentation refers to the communication of the analyzed data in a clear and organized manner. This can be done through tables, charts, graphs, narratives, or infographics to effectively convey the findings to the intended audience.

In summary, data analysis helps to make sense of the data, while data presentation ensures that the results are effectively communicated for better understanding and impact.

After collecting the data from Mwalimu population, the researcher examined and interpreted raw data to uncover the meaningful information in order to draw conclusions. Data was tabulated and later presented into graphs and pie charts for easy understanding by readers/users. This helps in decision making since it transforms the collected data into useful information.

3.7 Ethical Considerations

Ethics are norms or standards of behavior that guide moral choices about behavior and relationship with others. The researcher upheld all aspects of ethical considerations when conducting the study. This was achieved by obtaining consent from the respondents and ensuring confidentiality. In addition, the researcher declared the purpose of the investigation / study in her introduction section of the questionnaire for the respondents; this was very important since it won their trust.

The researcher acquired a permission letter/ introduction letter from the university to enable her carry out the research in Mwalimu Sacco and schools within Nairobi County and its environment. The respondents were assured by the researcher that the findings were to be used for academic purposes of the study and not for other ill motives. The respondents were asked not to provide any personal information and details that were not requested in the questionnaires. The respondents were informed that their participation was purely voluntary. The identity of respondents providing information was made private and confidential to prevent any victimization.

3.7.1 Informed Consent

As stated above, for the study to be ethically compliant, permission was sought from the relevant authorities such as the university as proof to the respondents.

3.7.2 Voluntary participation

The researcher did not force anyone to participate in the study if they felt they didn't want to participate. This was because according to research ethics, people cannot be coerced into taking part in research if the researcher adheres to the principles of voluntary participation.

3.7.3 Confidentiality

This refers to keep data collected private as possible and not exposing to the public. It also means using data collected for the purposes it was collected for. For this reason, the researcher ensured the respondents confidentiality and stuck to it.

3.7.4 Privacy

The researcher did not use any names. Instead, the researcher used letters to refer to respondents. This ensured they remained private to the researcher. A high level of confidentiality and privacy was observed, and the findings of the study was only submitted to the university. The researcher ensured that no information was able to trace back the informants in any way.

3.7.5 Anonymity

To remain anonymous, respondents' ethnic or cultural backgrounds was kept secret and their names and other sensitive information about them. This information shall either be withheld or omitted from public disclosure. Encoding of respondent's names was used since no one was required to write their names. This helped in securing their identity.

3.8 Chapter Summary

This chapter discusses the target population, methodologies applied, research designs, sampling design and sampling techniques, data collections instruments, data validity and reliability and lastly ethical presentations.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

Research findings and discussions are reached at, after data that has been collected is analysed. Therefore, data analyzation is the process of examining, and evaluating information collected so as to make it easy and simple for decision making for the users.

The tool used for data collection for this chapter was a questionnaire. The researcher went to different schools within Nairobi County with the questionnaires where she left them for one to tow days and later collected them for analysing. The researcher was also able o email to teachers a soft copy to fill online and return back. In this chapter data was analysed quantitatively.

4.1 Presentation of Research Findings

4.1.1 Response Rate

Response rate is also referred to return rate or completion rate. It is the total number of the respondents who answers or respond to the survey divided by the number of total samples. Table 3 below summarises the results as follows.

Table 3 Response Rate

Category	Frequency	Percentage
Response	56	70
Nonresponse	24	30
Total	**80**	**100**

Total sample was eighty (80) and the number of respondents who responded was fifty-six (56) and those who did not respond were twenty four (24) out of 80. This means that 70% of total sample responded to the survey while 30% did not respond to the survey. This was a good percentage to analyse the study since according to Baruch (1999) a return rate of 70% is very good to analyse a study (Baruch, 1999).

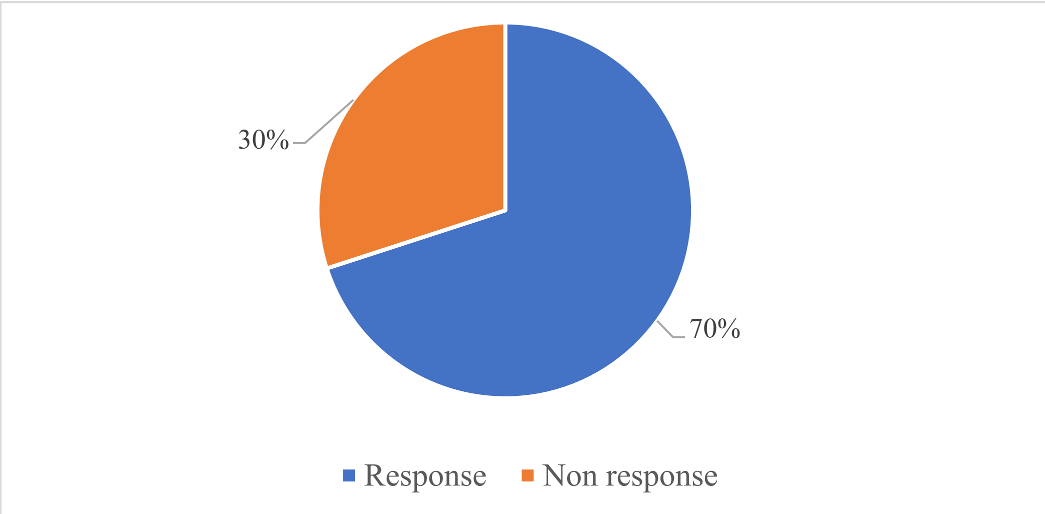

Figure 2 Response Rate

4.1.2 Background Information

The study contained a section for personal information of the respondents and summaries are shared below.

4.1.2.1. Respondent's Gender

The researcher wanted to find out the frequency of both male and female who took loans from Mwalimu Sacco for economic development. Depending on the number of male and female teachers in the study, it was found that both genders took loans, and the results were presented in table 4 below.

Table 4 Respondent's Gender

Category	Frequency	Percentage
Male	17	30
Female	39	70
Total	**56**	**100**

It was found that 30 percent of the respondents were men who took up the study while 70 percent were women. The low percentage of men was due to the total number of the male teachers who are employed by TSC and not due to any other reason. It is proper to mention that both genders took part in the study willingly.

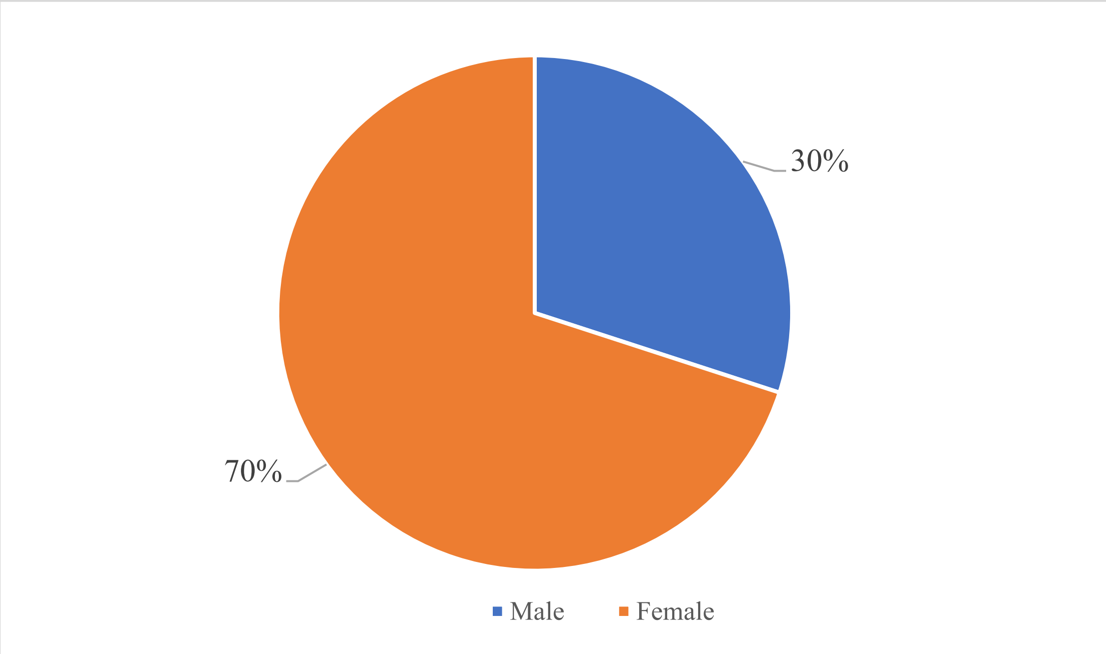

Figure 3 Respondent's Gender

4.1.2.2 Respondent's Age

The researcher wanted to find out the ages of the respondents and table 5 gives the results.

Table 5 Respondent's Age

Category	**Frequency**	**Percentage**
Below 30 years	4	7
31-40 years	28	50
41-50 years	16	29
51 years and above	8	14
Total	**56**	**100**

A total of 7 percent of the respondents were those below 30 years, 50 percent was the highest percentage of the respondents' study who took loans with Mwalimu Sacco Ltd, 29 percent represented those between 41-50 years while 14 percent represented those above 51 years. This reveals that those teachers between ages 31 – 40 are probably taking loans since they are still developing themselves and therefore the teacher salary is not enough for their needs. It could also be translated that they are at the stage of planning how to invest and so, they end up taking loans in big numbers.

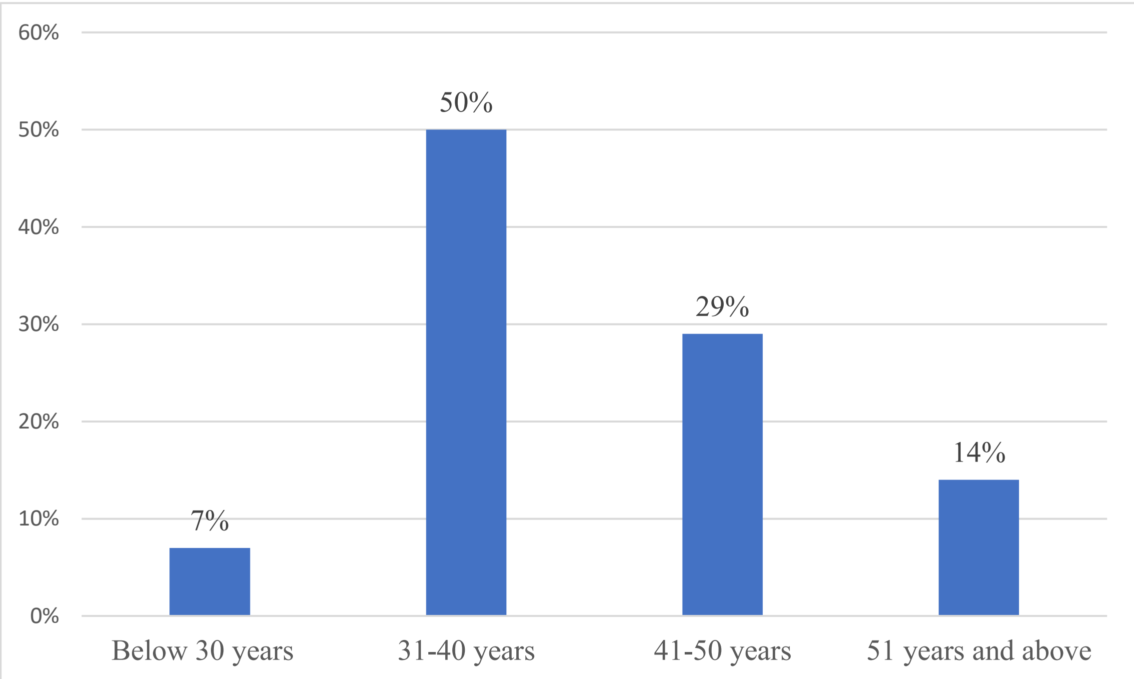

Figure 4: Respondent's Age

4.1.2.3 Respondent’s Marital Status

In the study the researcher wanted to establish the marital status of the respondents and table 6 below summarises the results.

Table 6 Respondent's Marital Status

Category	Frequency	Percentage
Married	40	72
Single	12	21
Divorced	0	-
Separated	0	-
Did not choose either of the above	4	7
Total	**56**	**100**

According to the survey, 72 percent of the respondents covered those who are married, a total of 21 percent represented single respondents while 7 percent of the respondents did not indicate any of the given choices. There was no nil percent for the divorced and separated respectively.

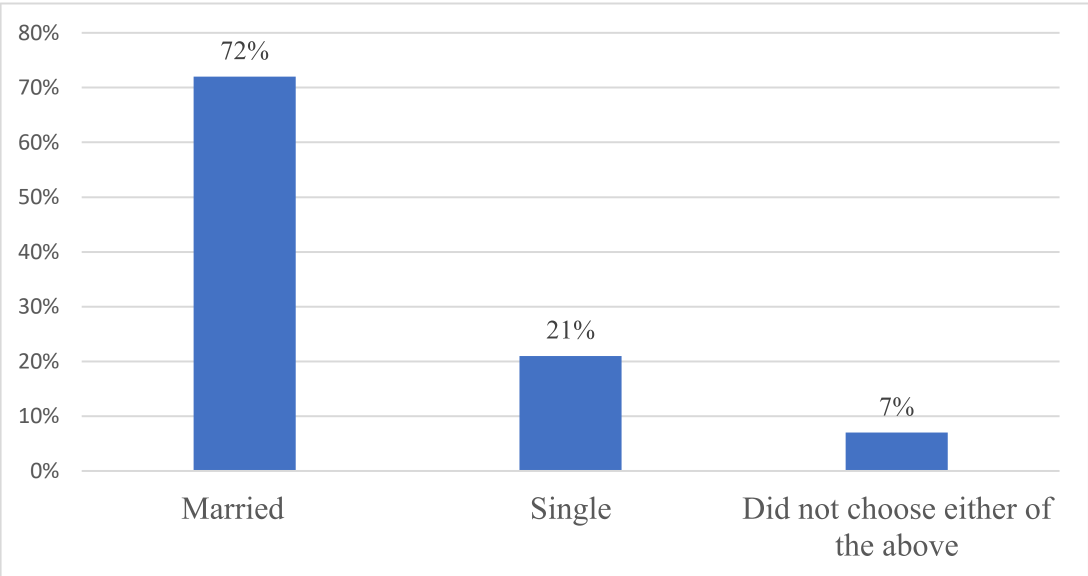

Figure 5 Respondent’s Marital Status

4.1.2.4 Respondent’s Education Level

The respondent’s education level was necessary for the researcher to find out the participant’s academic qualifications. Table 7 shows the results.

Table 7 Respondent's Education Level

Category	Frequency	Percentage
Certificate	0	-
Diploma	0	-
Degree	20	36
Masters	28	50
Doctorate	0	-
Level not indicated	8	14
Total	**56**	**100**

The study showed that 36 percent of the respondents are 1st degree holders while 50 percent was that of masters holders and 14 percent of the respondents did not indicated their education level. The certificate, diploma and doctorate levels were represented by a nil percent for each.

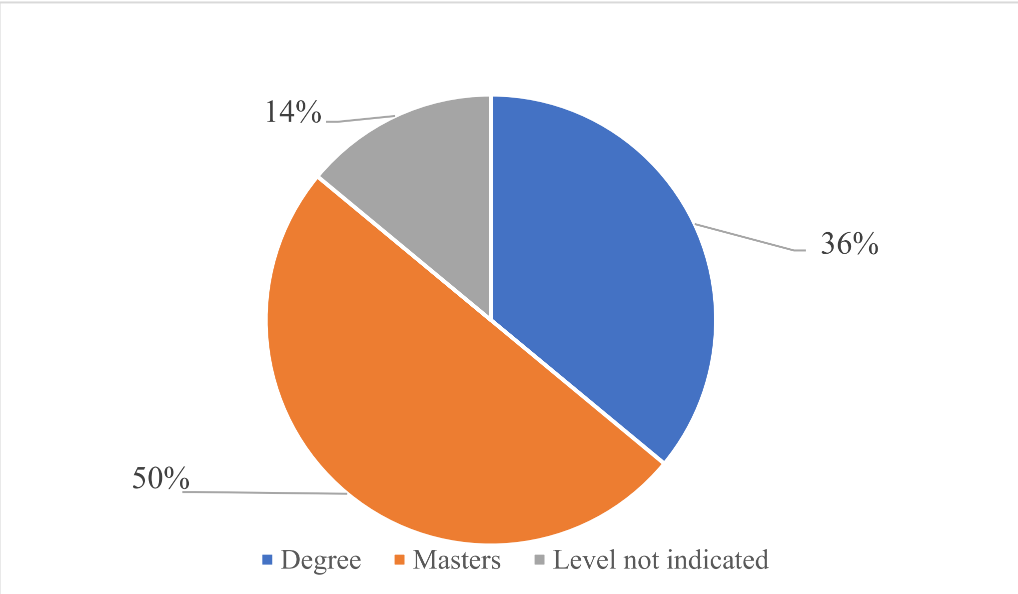

Figure 6 : Respondent’s Education Level

4.1.2.5 Respondent's years of service

This study was to find out the number of years that each of the respondent had been a teacher since employment. This study was shown in table 8 below.

Table 8 Respondent's years of service

Category	Frequency	Percentage
1-5 years	12	21.4
6-10 years	12	21.4
11-15 years	12	21.4
16-20 years	4	7.1
21-25 years	8	14.3
26-30 years	8	14.3
Total	**56**	**100**

The study showed that 21.4 percent of the respondents represented categories 1-5 years, 6-10 years, 11-15 years respectively while 7.1 per cent represented those teachers who have been to service for the period between 16-20 years. 14.3 percent represented the last two categories 21-25 years and 26-30 years respectively.

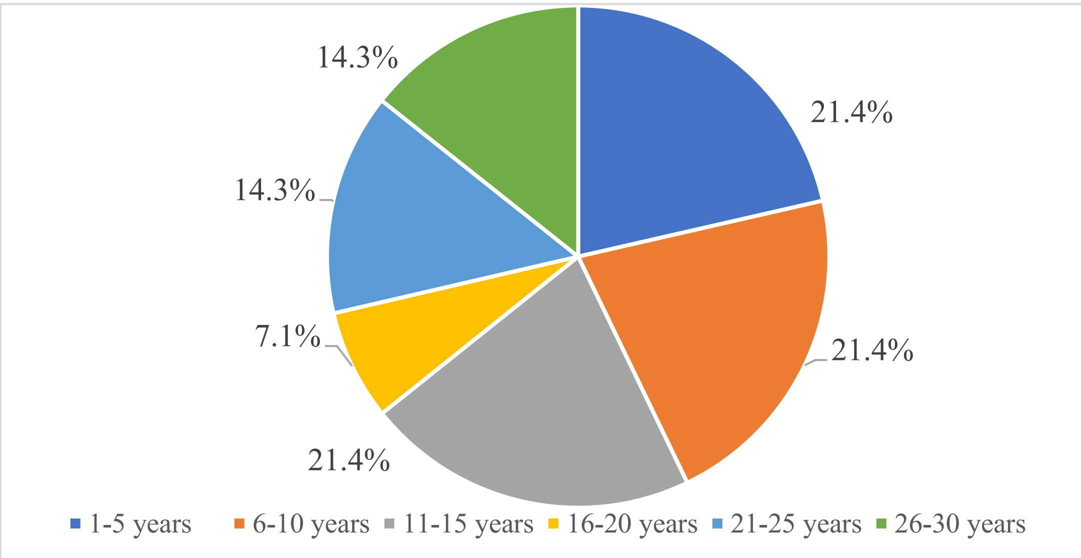

Figure 7: Respondent's years of Service

4.1.3 Services Offered by the Sacco

The researcher in this study wanted to find out about the following services at Mwalimu Sacco Ltd.

4.1.3.1 Loan Investment Training

The researcher was willing to investigate if the Mwalimu Sacco was offering enough loan investment training to the teachers who took loans with them. Table 9 below summarises the results.

Table 9 Loan Investment Training

Category	Frequency	Percentage
Strongly Disagree (SD)	12	21
Disagree (D)	16	29
Neutral (N)	8	14
Agree (A)	16	29
Strongly Agree (SA)	4	7
Total	**56**	**100**

From the study it was revealed that 21 percent of the respondents strongly disagreed that the Sacco Management was not offering adequate loan investment training, 29 percent disagreed that the management did not offer loan investment training, 14 percent were neutral on the training given by the management, 29 percent agreed that Sacco Management was doing everything possible to offer them loan training, while 7 percent strongly agreed that the management offered adequate loan investment training.

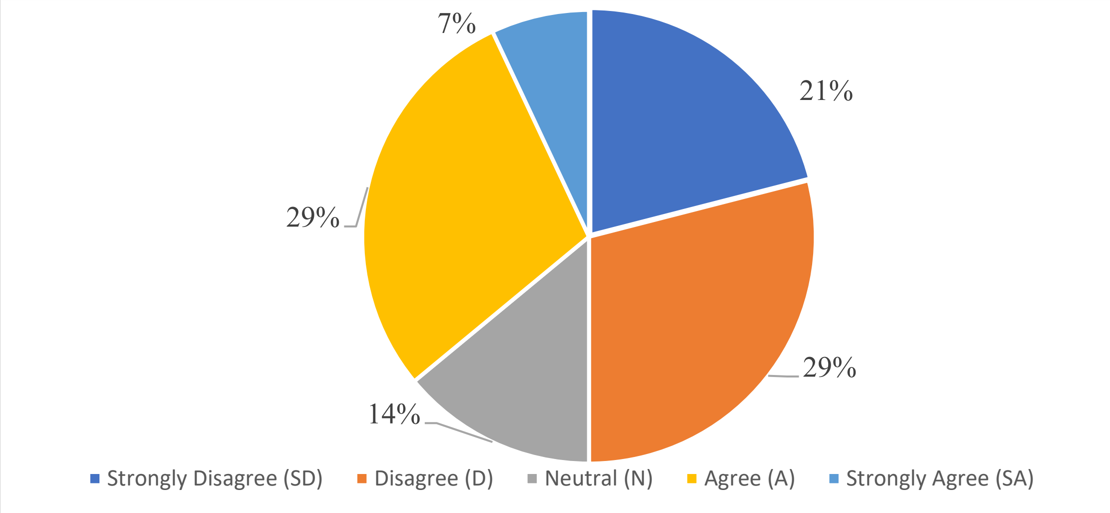

Figure 8: Respondent's Loan Investment Training

4.1.3.2 Management staff understanding of services offered.

The researcher carried the study to find out the management staffs' understanding of the services offered at the Sacco. Table 10 below summaries the results.

Table 10 Management staff understanding of services offered.

Category	**Frequency**	**Percentage**
Strongly Disagree (SD)	-	-
Disagree (D)	4	7
Neutral (N)	28	50
Agree (A)	16	29
Strongly Agree (SA)	8	14
Total	**56**	**100**

From the study it was revealed that 7 percent of the respondents disagreed that the staff understood the services offered at the Sacco, 50 percent were neutral that is to say that they never agreed nor disagreed that the staff understood the services offered, 29 percent agreed that the management staff understood well the services at Mwalimu Sacco , while 14 percent strongly agreed that the staff understood the services offered.

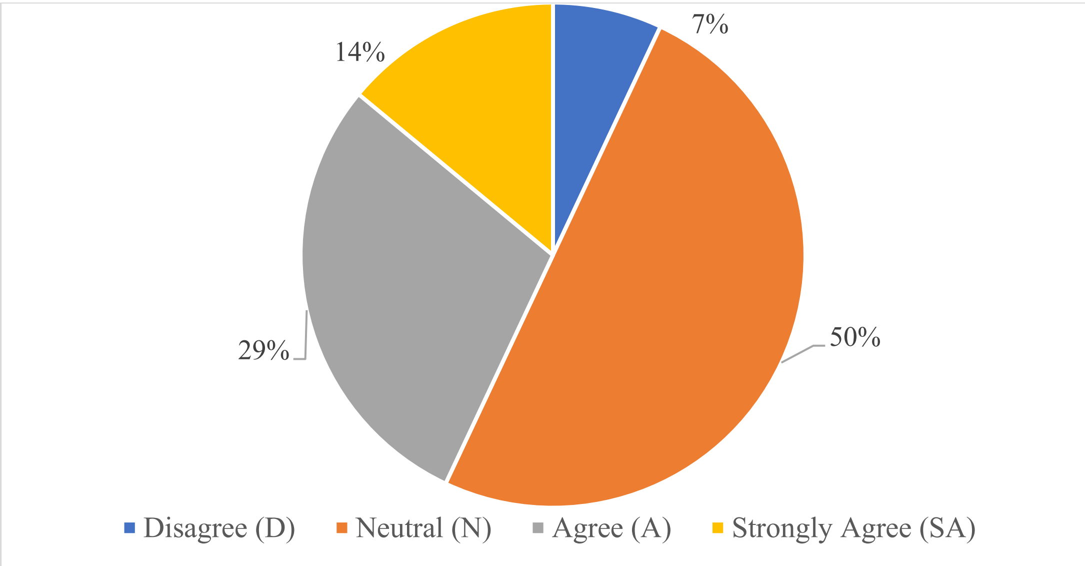

Figure 9: Management's staff on the knowledge of services offered.

4.1.3.3 Innovation ideas

The study was carried to ascertain if the staff at Mwalimu Sacco were innovative for better services. Table 11 below summarises the results.

Table 11 Innovation Ideas

Category	Frequency	Percentage
Strongly Disagree (SD)	8	14
Disagree (D)	8	14
Neutral (N)	20	36
Agree (A)	12	21
Strongly Agree (SA)	8	14
Total	**56**	**100**

From the study it was found that 14 percent of the respondents strongly disagreed that the staff at Mwalimu Sacco were innovative enough to offer new and better services to their clients, 14 per cent also disagreed the staff were innovative for better services, 36 percent o the other hand were neutral on the fact that the staff were innovative, 21 percent did agree that the staff at Mwalimu were innovative for better services while 14 percent strongly agreed that the staff did everything to come up with new ideas for better services.

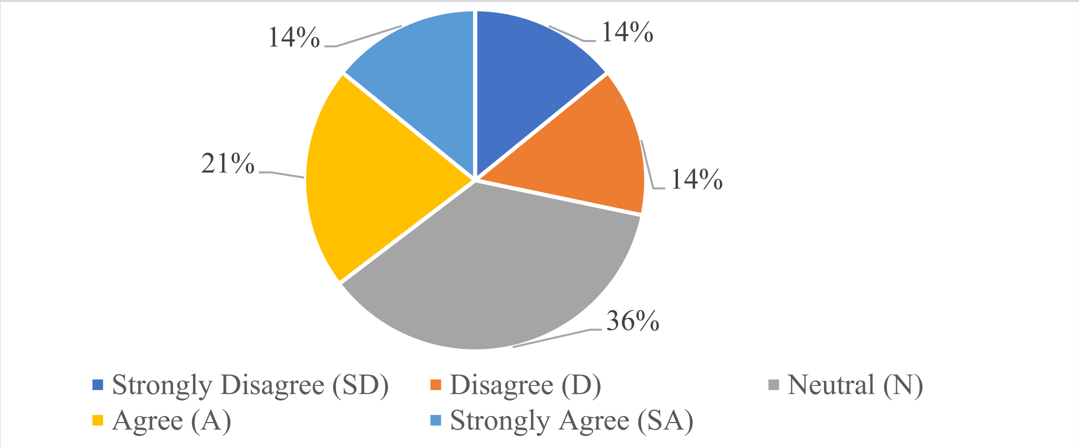

Figure 10: Innovation Ideas

4.1.4 Loan Products

The researcher carried out this study to understand whether the loan products available at Mwalimu Sacco were adequate for teachers' economic development. Table 12 explains the results.

4.1.4.1 Adequacy of Loan products available for economic development

Table 12 Loan products

Category	Frequency	Percentage
Strongly Disagree (SD)-1	4	7
Disagree (D)-2	8	14
Neutral (N)-3	16	29
Agree (A)-4	28	50
Strongly Agree (SA)-5	-	-
Total	**56**	**100**

The study showed that 7 percent of the respondents strongly disagreed that the loan products available were adequate for their economic development, 14 percent of the respondents also disagreed on the adequacy of loan products available, 29 percent were neutral on the issue while 50 percent agreed that the loan products available were adequate for their economic development.

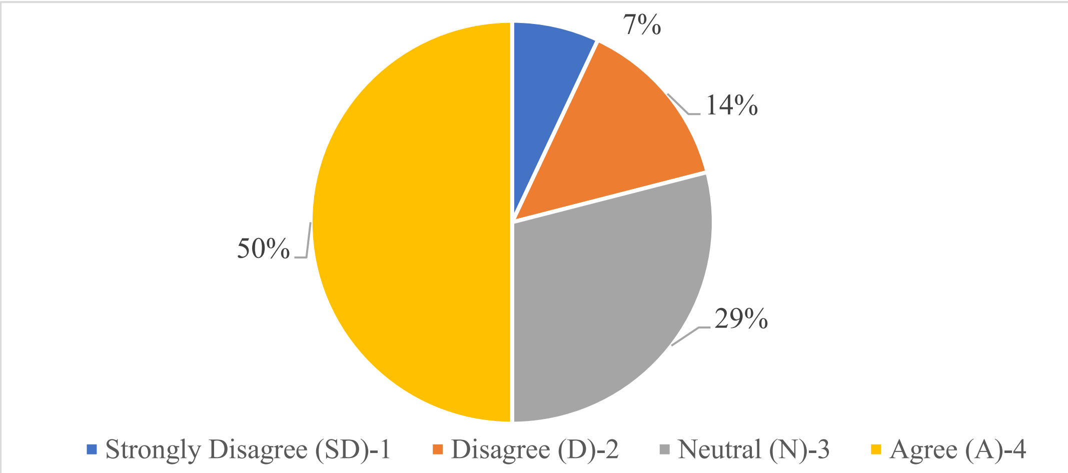

Figure 11: Adequacy of Loan products available for economic development

4.1.4.2 Repayment Period

This study was carried out by the researcher to find out whether the loanees were comfortable with the repayment period of the loans and if the period was enough to settle the loan. table 13 below summarises the results.

Table 13 Repayment Period

Category	Frequency	Percentage
Strongly Disagree (SD)-1	4	7
Disagree (D)-2	8	14
Neutral (N)-3	20	36
Agree (A)-4	16	29
Strongly Agree (SA)-5	8	14
Total	**56**	**100**

The study was carried out on the issue of the repayment period of loans taken revealed that 7 percent strongly disagreed that repayment period was not enough to repay loans taken. This was due to commitments of funds on other development issues. 14 percent of the respondents disagreed with the repayment period given to settle loans. 36 percent were neutral meaning they either agreed or disagreed translating that they were comfortable with the period given to repay loans. 29 percent of the respondents on the other hand agreed that the repayment period was enough for them while 14 percent of the respondents strongly agreed that the period was more than enough for them to settle loan taken from Mwalimu Sacco.

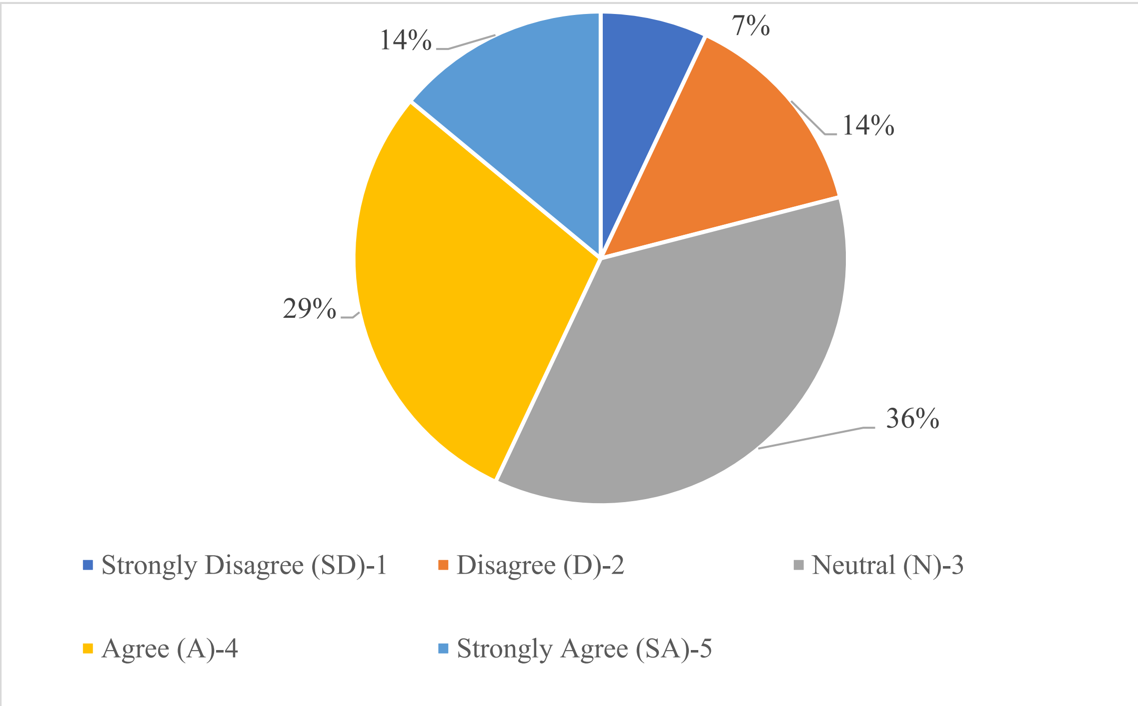

Figure 12: Repayment Period

4.1.4.3 How the loans are helpful to the borrowers.

This study was carried out by the researcher to find out whether the loans offered were helpful to them in any way. Table 14 below summarises the results.

Table 14 How the loans are helpful to the borrowers

Category	Frequency	Percentage
Strongly Disagree (SD)-1	8	14
Disagree (D)-2	8	14
Neutral (N)-3	20	36
Agree (A)-4	12	21
Strongly Agree (SA)-5	8	14
Total	**56**	**100**

The study showed that 14 percent of the respondents strongly disagreed, and another 14 percent disagreed that the loans were helpful to them in any way. 36 percent of the respondents were neutral, and 21 percent agreed that the loans were helpful to them while 14 percent strongly agreed that the loans were really helpful for their economic growth and development.

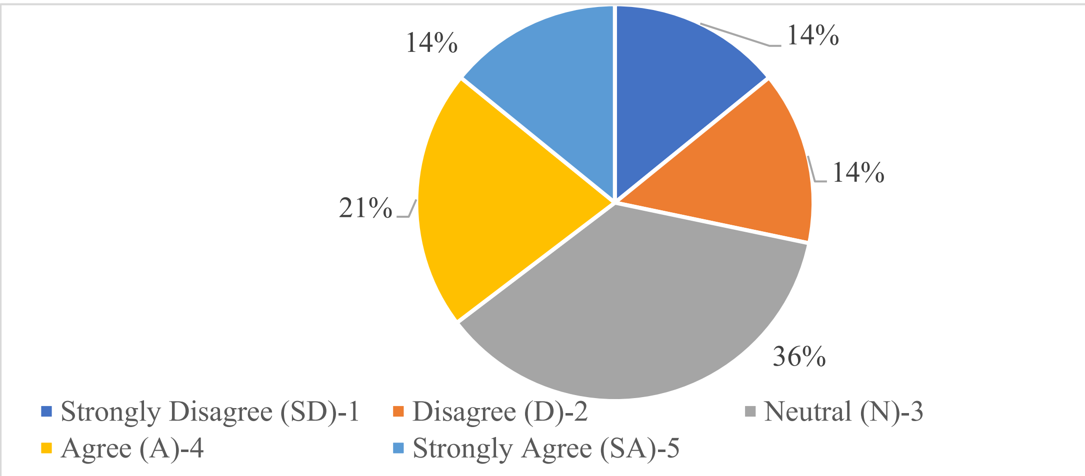

Figure 13: How the loans are helpful to the borrowers.

4.1.4.4 Loan Recommendation to Colleagues

This study was carried out by the researcher to find out whether the teachers would recommend other teachers to take loans from Mwalimu Sacco. Table 15 below summarises the results.

Table 15 Loan Recommendation to Colleagues

Category	Frequency	Percentage
Strongly Disagree (SD)-1	8	14
Disagree (D)-2	-	-
Neutral (N)-3	12	21
Agree (A)-4	20	36
Strongly Agree (SA)-5	16	29
Total	**56**	**100**

It was revealed in the study that 14 percent of the respondents strongly disagreed that they would recommend any of their colleagues to take Mwalimu loans. 21 percent of the respondents were neutral on recommending any of their colleagues to take loan from Mwalimu, 36 percent agreed that they would recommend their colleagues to take loan from Mwalimu Sacco while 29 percent strongly agreed they were willing to recommend their colleagues to take Mwalimu Sacco Loans.

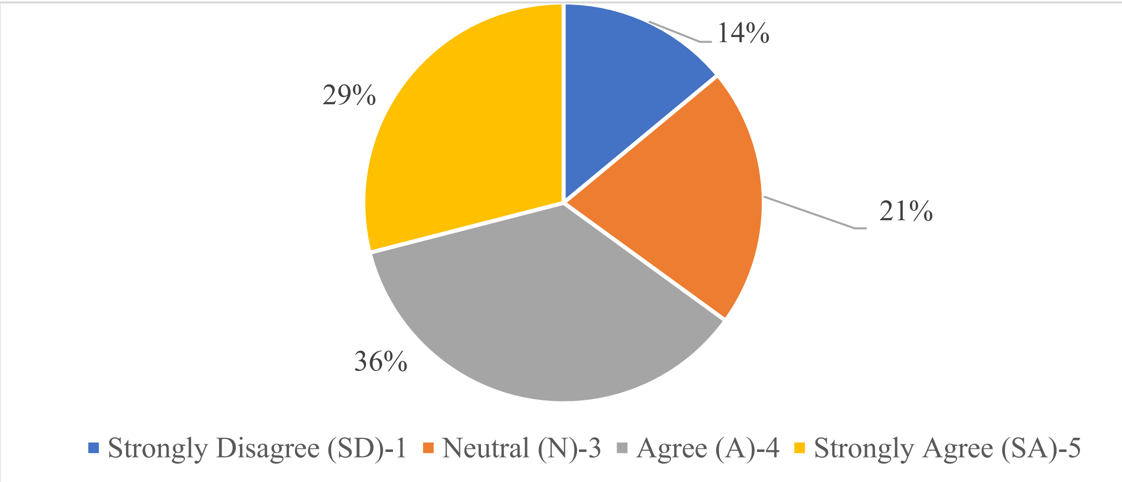

Figure 14: Loan Recommendation to Colleagues

4.1.5 Loan Limitations and Requirements

The researcher conducted the study in limitations and requirements so as to ascertain how the loan limitations, requirements affected borrowing.

4.1.5.1 Effects of Loan Limitations on Borrowing

The study was conducted to find out the effects of loan limitations on borrowing. Table 16 summarizes the results.

Table 16 Effects of loan limitations on Borrowing

Category	Frequency	Percentage
Yes	44	79
No	12	21
Total	**56**	**100**

According to the study 79 percent of the participants responded yes to the survey in agreeing that loan limitations affected loan borrowing while 21 percent responded that loan limitations did not have any effect on loan borrowing.

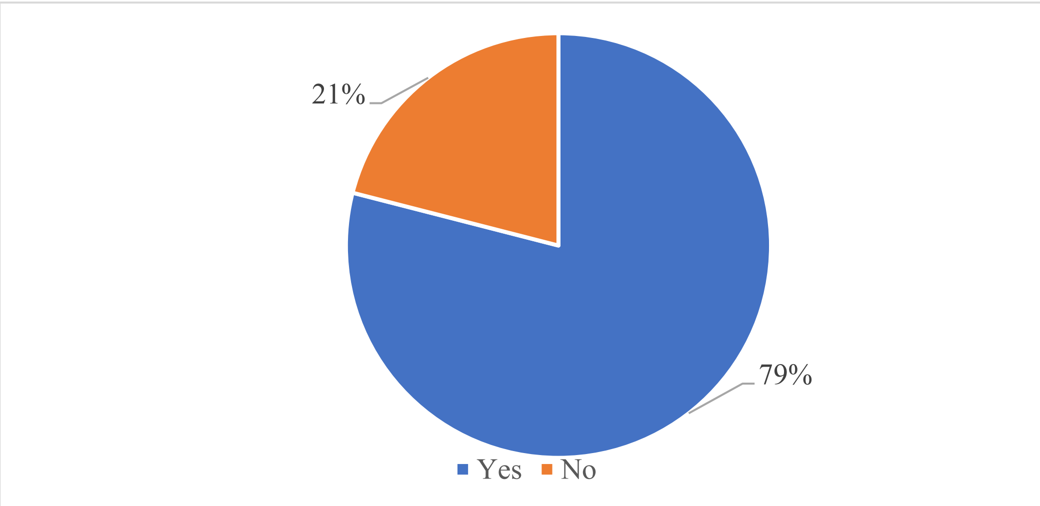

Figure 15: Loan Limitations and Requirements

4.1.5.2 Loan Requirements

This study was carried out to investigate whether the loan requirements were too many for the borrower. Table 17 below gives the summary.

Table 17 Loan requirements on borrowing

Category	Frequency	Percentage
Yes	32	57
No	24	43
Total	**56**	**100**

In the study 57 percent of the respondents agreed that loan requirements affected borrowing while 43 percent disagreed that loan requirements did not have any effect on loan borrowing.

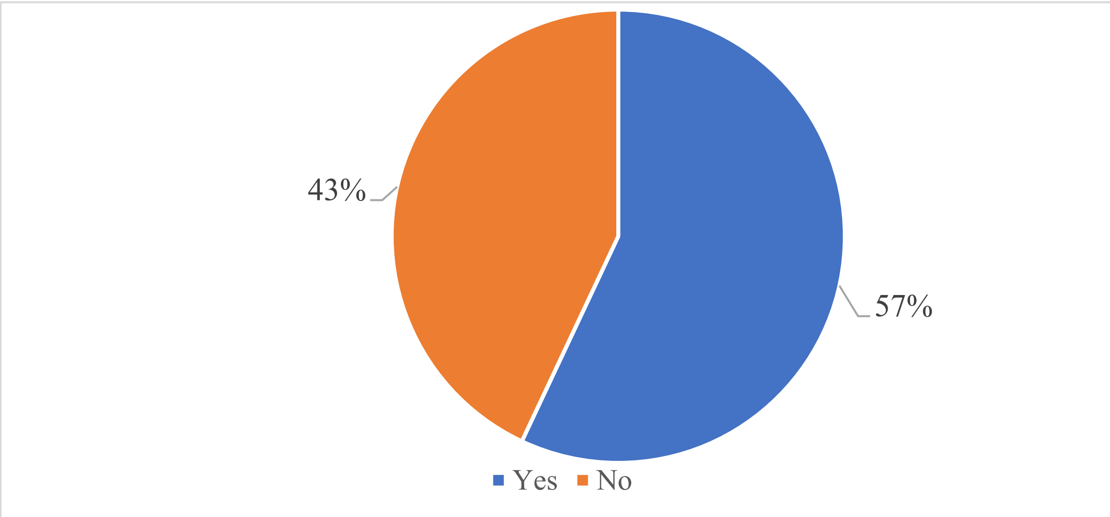

Figure 16 : Loan requirements

4.1.5.3 Revision of Loan Requirements

This study was carried to investigate whether there was need to revise loan requirements according to the borrowers. Table 19 below summarises the results.

Table 18 Revision of Loan Requirements

Category	Frequency	Percentage
Yes	40	71
No	16	29
Total	**56**	**100**

In this section, 71 percent of the participants responded yes to the question to suggest that there was need to revise loan requirements since according to them it affected borrowing while 29 percent said no to indicate that according to them loan requirements did not affect borrowing.

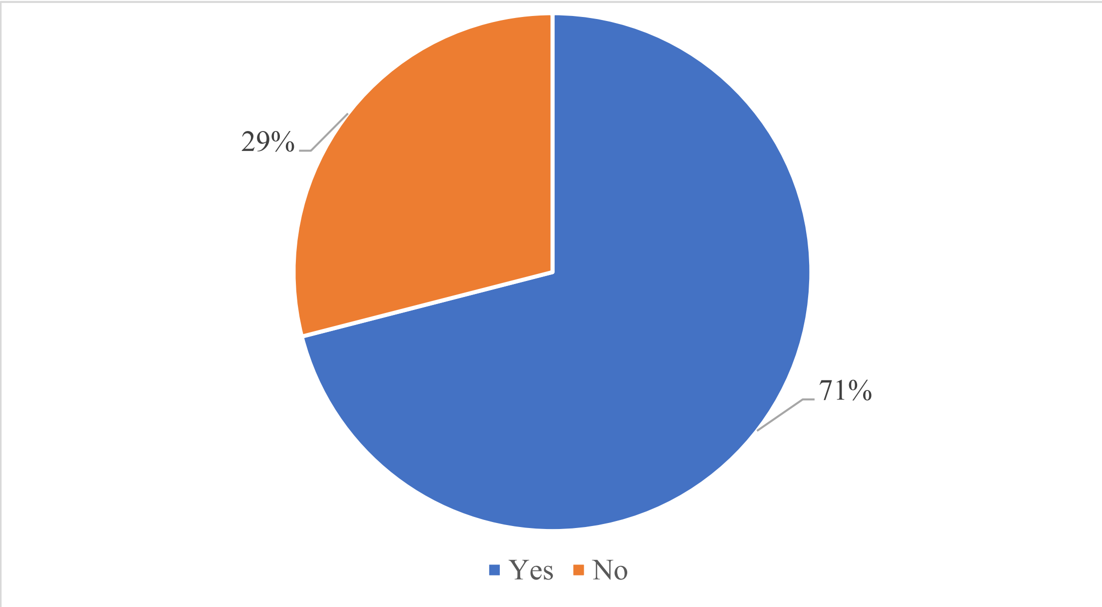

Figure 17: Revision of Loan Requirements

4.1.5.4 External Factors on Sacco Performance

This study was carried out to investigate the effects of external factors on Sacco performance at Mwalimu Sacco. Table 19 below summarises the results.

Table 19 External Factors on Sacco Performance

Category	Frequency	Percentage
Yes	40	71.43
No	12	21.43
Not sure	4	7.14
Total	**56**	**100**

According to the study conducted at the Sacco 71 percent of the respondents agreed that external factors such as government policies affected Sacco performance while 21 percent disagreed that external factors did not affect Sacco performance. 7 percent of respondents were not sure about the effects of external factors on Sacco performance.

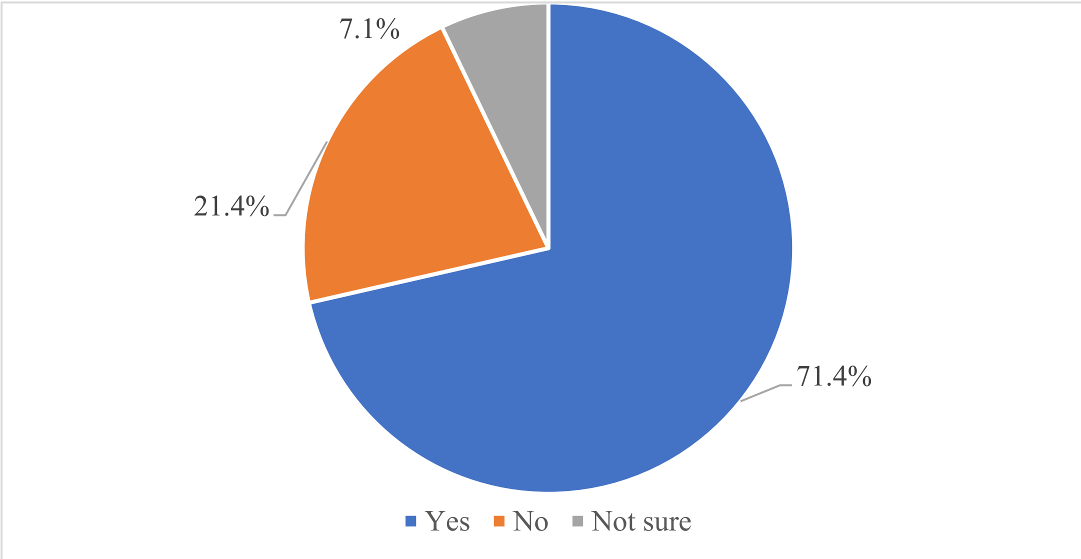

Figure 18: Effect External Factors on Sacco Performance

4.2 Limitations of Study

A major limitation of the study that the researcher encountered was the teacher's slow rate of response to the questionnaire due to their nature of work. It was not easy to make all the teachers respond as planned.

Another challenge was getting permission from the principals to conduct the study.

Unwillingness of teachers to share information on their Sacco.

Another challenge was that some of the teachers did not want to meet the researcher because according to them the researcher was sent by Mwalimu Sacco to force loans on them; they had not understood the researcher's mission in their school.

Last but not least of the challenges encountered was the period the researcher had to wait until the schools reopened for second term, from the moment the researcher was given a go ahead by the supervisor to do chapter four and five. It was not easy at all.

4.3 Chapter Summary

The study purely demonstrated how the Sacco is important to the teachers for their economic development. The study based its findings on the data collected. Data shared in this chapter was not 'cooked' rather real and true based on the thought of the respondents in schools within Nairobi County.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter summarises the findings of data collected by the researcher. It also represents researcher's recommendations and conclusions based on the data collected.

In this chapter the researcher analysed data in tables and figures as well as graphs for easy understanding. The specific objectives used by the researcher were to examine how the Sacco influences members towards personal economic growth for the past ten years; to establish what other services are offered by the Sacco apart from loan products; to establish the effect of Sacco loan requirements on member loan borrowing and finally to establish the effect of external pressures on Sacco operations.

By the use of frequency and percentage distribution, all significant issues were identified by the researcher and put in the table and percentage distribution respectively.

5.1 Summary Findings

The main aim of the study was to investigate whether Sacco loans helped teachers to development themselves economically, factors that led them teachers not to borrow loans and what can be done to improve the situation if at all the loans are helpful to them.

Data that was collected and analysed was used to answer the research questions each at a time in a systematic order. Below the researcher summarises the finding / results.

Even though some of the teachers agreed that loans are helpful for their economic development only 70 percent agreed that the Mwalimu Sacco loans were helpful to them, and a 30 percent disagreed that the loans were not helpful to their growth and development

The study indicated that 21 percent of the respondents were men while 79 percent women. The low percentage of men was due to the total number of the male teachers who are employed by the Teachers' Service Commission (TSC) and not due to any other reason. It is proper to mention that both genders took part in the study willingly, but female teachers are more than men.

The study showed that 50 percent of the participants who took loans were teachers in the age group of 31-40 years this was probably due to the fact that they are still establishing themselves in family and career and so needed extra income to accomplish the goals.

The study also indicated that majority of the teachers were married at 72 percent which is a good number thing since marriage is a vocation and should be embraced.

70 percent of the respondents showed that they were master's degree holders. This was interpreted as a good sign for wanting to excel in their careers and some of the teachers by word of mouth stated that the loans helped them further their studies.

Categoriesn1-5 years, 6-10 years and 11-15 years in teacher services emerged as the groups that took loans the most each at 21.4 percent. This could be interpreted as the need to develop and so they could not do without loans to boost their income and general development.

This study was to find out the number of years that each of the respondent had been a teacher since employment. This study was shown in table 4.6 below.

Category 16-20 years in service did emerge as a group that took loans a lot. This could be interpreted as they were already developed and so they did need loans but nurturing what they already invested in their early years of employment.

Investment training was one of the factors that the researcher studied during the survey and 36 percent of the respondents agreed that the Sacco gave them enough training on investment while a total 64 percent disagreed.

The researcher also investigated to find out whether the Sacco staff members understood their assignment and 40 percent of the respondents agreed that the staff understood the services they offered t the borrowers. 51 percent of respondents were either neutral or in disagreement.

The researcher carried out this study to understand whether the loan products available at Mwalimu Sacco were adequate for teachers' economic development. Table 4.10 explains the results.

Mwalimu Sacco offered several loan products and 50 percent of the respondents agreed that these products were adequate for meeting their economic development while 21 percent of the respondents did not agree. 29 percent were neutral.

Interpretation is that teachers were not really satisfied with the loan products at Mwalimu Sacco and so there was a need to improve on the same.

Loan repayment period is of major concern at Mwalimu Sacco, because only 43 percent of the respondents agreed that the loan repayment period was enough to settle loans while 21 percent were in disagreement. The rest of the respondents were neutral.

The interpretation here is that teachers were not comfortable with the loan repayment period at Mwalimu Sacco.

People take loans for their economic development and growth and in Mwalimu Sacco it is not different. 31 percent of the teachers responded that the loan very helpful for their development while 28 percent disagreed that the loans were helpful to them due to some personal reasons. The rest of the respondents were neutral.

The majority, 65 percent of the respondents agreed that they would highly recommend other teachers to take Mwalimu loans. This was a good number. The interpretation is that teachers know the benefits of Mwalimu Loans for their personal development and growth.

Loan limitation was an issue with the borrowers of Mwalimu Sacco because 79 percent agreed that the loan limitation affected loan borrowing negatively while 21 percent disagreed that loan limitations did not affect loan borrowing. The interpretation here is that the teachers were okay with the loan limitations at the Sacco.

Loan borrowing requirements at Mwalimu Sacco also played a big role in loan borrowing, this was because 57 percent of the participants agreed that the requirements affected loan borrowing negatively while 43 percent disagreed that loan requirements. The interpretation is that, these loan borrowing requirements could be limiting borrowers from borrowing from Mwalimu Sacco.

External factors were rated at 71 percent in affecting Sacco performance according the study and 21 percent disagreed that the external factors did not in any way affect performance. 7 percent of the respondents were not sure of the factors affecting performance.

5.1.1 Services offered by the Sacco

Looking into the services offered at Mwalimu Sacco, the study shows that a great number (>50%) stated that the Sacco did not offer enough investment training to the borrowers, and this affected how the money was used by the borrowers.

Some of the respondents (36%) felt that the Sacco was offering enough training to them while others (<14%) were neutral.

The study also showed that Sacco staff at Mwalimu did not quite understand their assignment at 42 percent and 50 percent the respondents remained neutral.

Another study that was caried out on this section was the Sacco's innovation ideas. The Sacco did not seem to have a great number in innovative ideas. The study showed 35 percent of the respondents were in agreement that the Saccos staff had innovative ideas for Saccos' progress while 28 per cent did not agree at all.

5.1.2 Sacco's loan products

Looking on the study carried on the adequacy of the loan products on teachers' personal economic growth and development, it showed that 50 percent of the respondents agreed that the loan products were adequate.

The study carried out on repayment period of loans taken showed that 41 percent of the respondent were comfortable with the repayment period, 21 percent were not in agreement with Sacco's repayment period. This was to mean that they wanted the Sacco to do something on that issue.

The researcher also carried study to establish whether the loans were helpful to borrowers and 36 percent agreed that the loans were helpful since they were able to take a large sum of money and use it for either education, building a house, buying cows and goats, beginning businesses for their family members. 28 percent of the respondents felt that the loans were not so helpful to them since according to them the loans were forced on them by Mwalimu and so they were forced to take money when they did not know what to do with it.

The researcher was also keen to investigate whether the respondents would recommend loan to their colleagues, and 65 percent responded yes to the question because they said that this large sum of money taken as loans made them achieve their goals at ago.

5.1.3 Loan Limitations and requirements

Another factor that was conducted in the study was the loan limitation and requirements. While looking at the results of this factor, it was evident that loan limitations affected loan borrowing negatively. This was shown by 79 percent of the respondents answering yes to the question while only 21 percent of the respondents stated that loan limitations did not affect loan borrowing at all.

The study also involved establishing if the loan requirements affected borrowing and 57 percent of the respondents agreed that yes. According to the majority, this aspect chased away borrowers who sought to borrow money from other lenders.

Therefore, the majority of the respondents at 71 percent agreed that there was need to revise the loan requirements immediately.

5.1.4 Effect of external pressures on SACCO performance.

The researcher also carried out the study to establish the effects of external pressures on Sacco performance and majority of the respondents (71%) agreed that external pressures from the government and other areas affected Sacco performance. They felt that Saccos should be left to operate without government intervention or any other form of intervention.

5.2 Conclusion

Looking into the services offered at Mwalimu Sacco it was evident that Sacco did not offer enough investment training to the borrowers and this affected how the money was used by the borrowers.

Looking at the Sacco loan products that were available at Mwalimu Sacco, it was evident that Mwalimu Sacco needed to think about adding more loan products so that every borrower is catered for.

There was also a need for Sacco to amend the repayment period at Mwalimu Sacco since the majority of them did not agree with the period given by Mwalimu Sacco, they stated that, it is really very inconveniencing.

Looking on the issue of loan limitations requirements, the researcher can conclude that these factors affected loan borrowing; to some they felt that the requirements were a lot and so they couldn’t think of taking it in the near future while others felt that these factors did not affect at all. Therefore, it can be concluded that, Mwalimu Sacco is not meeting the needs of each borrower.

On the factor of the effects of external pressures on Sacco performance it is evident that from the survey that external pressures from the government and other areas affected Sacco performance. Majority of the respondents requested that the Sacco be left to operate on its own without interference and especially from the government.

5.3 Recommendation

5.3.1 Services offered by the Sacco

It is recommended that Management must look into the issue of services offered to the borrowers and amend them. For example, there is a need to consider training teachers or any other borrower on how best they can use the money borrowed so as to benefit from the loans offered.

It can also be recommended that Mwalimu Sacco invests into new products such as business loans that do not depend on the financial statements of the business that is currently being run by the borrower.

5.3.2 Sacco's Loan Products

It can also be recommended that the Sacco adds on to the available products more of them to have a variety. This is because majority stated that the available products were business loans, development loans and normal loans and according to them, it was not enough to meet their development goals.

Still on the loan products, it can also be recommended that the Sacco reduce on the interest rates of the main loan products. Suggestions were that the processing fee to be reduced and the time taken to process loans be reduced as well.

5.3.3 Loan Limitations and Requirements

It is recommended that the Sacco amends the repayment period for the loans taken to prolong the period so as to encourage many to borrow. The majority of the respondents stated that the economic hardship did not allow them to meet all the family needs considering that the cost of living is very high and majority lived in Nairobi City where everything is paid for.

Looking on the issue of loan requirements, it can be recommended that the Sacco amends the requirements the researcher can conclude that these factors affected loan borrowing; to some they felt that the number of shares contributed per month should not be an issue when borrowing a loan and therefore it should be removed from the requirements.

5.3.4 Effect of external pressures on SACCO performance.

It is recommended that Saccos should be independent to run without external interference.

While on this issue, majority felt that Saccos external interference affected the issue of asset buying and because of that, it can be recommended that Saccos must carry out their own research before committing to buy an asset due to pressures from the government.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

The Management University of Africa | MUA
Sponsored by The Kenya Institute of Management

Date: 20TH April, 2023

TO WHOM IT MAY CONCERN

SUSAN MULU - BDS/21/00190/2/19
This letter serves to introduce the above named who is a Bachelor of Development studies (BDS) student and is interested in carrying out research on "The Impact Of Saccos On Teachers And The National Economic Growth In Kenya: A Case Study Of Mwalimu National Sacco Ltd. A Case study Nairobi County, (All Secondary Schools Within Nairobi & It's Environs as Well as Mwalimu National Sacco LTD)".

Any assistance accorded to her in pursuit of this study will be greatly appreciated.

THE MANAGEMENT UNIVERSITY OF AFRICA
DEAN'S OFFICE SMAL
21 APR 2023

Yours Sincerely,

Dr. Juster Nyagah
Dean, School of Management and Leadership

The Management University of Africa | Popo Road, Off Mombasa Road, Bellevue, South C. | P.O. Box 29677-00100, Nairobi, Kenya | Tel: (020) 2361160, 2361161, 3569117 | Cell: 0722224193, 0706035244, 0706035299 | Email: vc@mua.ac.ke | www.mua.ac.ke

APPENDIX II: RESEARCH STUDY QUESTIONNAIRE

PART I: INTROUCTION

This is a pure voluntary exercise which shall require you to fill in the data as desired meaning you **SHALL NOT** be forced to fill in all if you don't want. This questionnaire shall take you less than 15 minutes to completely fill it. You must also note that the data collected **shall be kept confidential** and **shall only be used for academic purposes** in this study. You **SHALL NOT** be required to provide your **personal details such as name, phone number, bank account number, Sacco Membership number or any secret code/pin** for that matter. The researcher shall therefore not forcefully ask you to fill in the questionnaire.

Thanking you in advance for your consideration to help the researcher carry out this data for the study.

PART II: GENERAL INFORMATION

Kindly answer all the questions by ticking in the boxes and writing in the open spaces in the response that well describes you.

1. Please indicate your gender
   Male ☐
   Female ☐

2. Kindly indicate your age
   Below 30 years ☐
   31-40 years ☐
   41-50 years ☐
   51 years and above ☐

3. Kindly indicate your marital status

Married
Single
Divorced
Separated

4. Higher education level

Certificate
Diploma
Degree
Masters
Doctorate

5. How long have you been employed as a teacher?

1 – 5 years
6 – 10 years
11 – 15 years
16 – 20 years
21 – 25 years
26 – 30 years

PART III: SERVICES OFFERED BY THE SACCO

Using a scale of 5-1 tick the appropriate answer from the alternatives provided for each of the respondents

5 = Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), 1=Strongly Disagree (SD)

SACCO SERVICES e.g., Investment Training, Entrepreneurship ideas	1 SD	2 D	3 N	4 A	5 SA
i) Do you think SACCO is offering enough loan investment training?					
ii) Do you think the SACCO staff are qualified enough to offer the services you require?					
iii) Is the SACCO Management innovative enough for better services					

iv) List other services that you feel would be of great help in terms of investing your loan into

----

PART IV: LOAN PRODUCTS

Using a scale of 5-1 tick the appropriate answer from the alternatives provided for each of the respondents

5 = Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), 1=Strongly Disagree (SD)

LOAN PRODUCTS e.g business loans, housing loans	**1-SD**	**2-D**	**3-N**	**4-A**	**5-SA**
i) Do you think the available loan products are adequate for your economic development					
ii) Are you comfortable with the repayment period for the loans taken?					
iii) Are the loans helpful in any way?					
iv) Would you recommend other teachers to take the available loans products					

v) If you said yes to question (v) above, state why ....

....

....

....

vi) What other loan products would you recommend the management to include?

....

....

....

vii) List various loan products available ....

....

....

....

....

PART V: LOAN LIMITATIONS AND REQUIREMENTS

Tick Yes or No

i) Do you think the loan limitations affect loan borrowing? Yes ☐ No ☐

ii) Do you think the loan requirements are too much for the borrower? Yes ☐ No ☐

iii) Do you think there is a need to revise the requirements Yes ☐ No ☐

iv) If you answered yes to (iii) above, what do you feel should be added or removed

....

....

....

v) What are the challenges you face during loan borrowing as per the requirements?

....

....

....

PART VI: EXTERNAL FACTORS ON SACCO PERFORMANCE

Do you think external pressures like government policies affect SACCO's performance and borrowing? Yes ☐ No ☐

What would you recommend? ....

....

....

....

...End...

Thank you and God bless you.

APPENDIX III: UNICHECK FOR SIMILARITIES

User name:
Library MUA

Check date:
05.07.2023 09:39:40 EAT

Report date:
05.07.2023 10:02:33 EAT

Check ID:
91426710

Check type:
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User ID:
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